HEAP BRIDGE VILLAGE PRIMARY SCHOOL
Teacher Assessment of Year 3 Reading Objectives

Year 3					
ORT*	Stage 11	Stage 12	Stage 13	Stage 14	Stage 15
Points	3.0 – 3.1	3.2 – 3.3	3.4 – 3.5	3.6 – 3.7	3.8 – 3.9

RAMP Reading *(inc. related content domains and year group end points):*

Activate Prior Knowledge	Can read independently using a range of strategies appropriately, including decoding, to establish meaning.
	Can read aloud with expression and intonation taking into account .?,! as well as inverted commas ("") for dialogue.
	Can read most Y3/4 high-frequency words.
	To read aloud with intonation and expression, and begin to take into account higher level punctuation, including . . . () -
	Is beginning to identify differences between different fiction genres.
	Can identify language features of some different text types (*e.g. that the language of recount is different from the language of instructions*).
	Can begin to identify the differences between a wider range of non-fiction text types (e.g. instructions, explanations).
Prediction (2e - predict what might happen from details stated and implied)	Can make plausible predictions based on knowledge from/of the text and wider connections (*e.g. other books on same theme; other books by same author; a personal connection the child makes; a connection the child makes to wider experiences*).
	When prompted, can justify and elaborate on opinions and predictions, referring back to the text for evidence
Clarifying (2a - give / explain the meaning of words in context) (2b - retrieve and record information / identify key details from fiction and non-fiction)	Is able to quote directly from the text to support thought and discussions.
	Can begin to locate information by skimming (for a general impression) and scanning (to locate specific information).
	Can use text marking to support retrieval of information or ideas from texts (*e.g. highlighting, notes in the margin*).
	Can explore potential meanings of ambitious vocabulary read in context, using knowledge of etymology (the word origin), morphology (the form and structure of word, i.e. the 'root' word plus prefix and/or suffix), or the context of the word
Questioning (discussion led by the children, ideally)	Can **ask different sorts of questions** related to literal, inference and deduction.
	Can **identify parts of the text that are confusing** or that they don't understand.
	Can build on someone else's ideas and contributions, bringing other people into the discussion.
	Can find relevant information to answer a question (*i.e. can skim and scan to identify key ideas in the text*)
Grammar (2g - identify / explain how meaning is enhanced through choice of words and phrases)	Understands the purpose of a paragraph/chapter (*the way in which writers use paragraphs and chapters to group related ideas*).
	Can use knowledge of the alphabet to locate information (*e.g. dictionary, index*).
	Identifies where language is used to create mood, build tension or paint a picture
	Can comment on the author's choice of punctuation to create mood and build tension
	Can discuss how characters are built from dialogue, action and description
	Can **link suggested answers back to the text** (i.e. can use techniques such as text marking)
Inference (2d - make inferences from the text / explain and justify inferences with evidence from the text) (2f - identify / explain how information / narrative content is related and contributes to meaning as a whole)	Can explore some straightforward underlying themes and ideas (those that are not clearly signalled at a literal level) in an appropriate level text.
	Can explain how and why main characters act in a story, using evidence from the text.
	Can discuss reasons for actions and events based on evidence in the text.
	Is beginning to distinguish between fact and opinion in texts.
	Sometimes empathizes with different characters' points of view in order to explain what characters are thinking/feeling and the way they act.
	Can recognize how a character is presented in different ways and respond to this with reference to the text
	Can use clues from action, description and dialogue to establish meaning
	Is beginning to read between the lines to interpret meaning and/or explain what characters are thinking/feeling and the way they act
Summarising & Reflection (2c - summarise main ideas from more than one paragraph) (2h - make comparisons within the text)	Y2 - Can retell an unknown story (unfamiliar before first reading) beginning, middle and end (may only be in simple terms but children have got the general gist of the story as a whole).
	Y2 - Can talk with increasing confidence about likes/dislikes of stories and information texts – identifying preferences between texts read and beginning to explain their choices.
	Y2 - Can express opinions about main events and characters in stories.
	Can summarise and explain the main points in a text, referring back to the text to support this.
	Can sequence the main points of the stories that they read with a developing understanding of cause and effect.