Year 3

Decoding	Comprehension	Inference	Language Features	Personal Responses	Wider Reading
D3 I can read out loud fluently and confidently, understanding how to use a range of punctuation. Using commas, question marks and exclamation marks to vary expression. D2 I can use the context of the sentence to help me to read unfamiliar words. Read the rest of the sentence back and see if you can work what that word could mean. D1 I can use knowledge of root words, suffixes and prefixes to read and understand new words. Misprint Dismount	C3 I can identify the features of different text types. How do we know this is non-fiction? Is this romantic fiction or action adventure? To which genre does this story belong? C2 I can use a range of organisational features to locate information: labels, diagrams and charts, sub-headings. Can you use the sub-headings to find the information on Tutankhamen? C1 I can use alphabetically ordered texts to find information. Dictionary, Thesaurus, Contents, Index, Encyclopaedia.	RD4 I can justify inferences with evidence from the text. How do you know the characters are feeling happy? Is there a word to tell us this is a serious issue? RD3 I can justify predictions with evidence from the text. How do you know he's out to hurt someone? How do you know she's planning to have a great time? RD2 I can comment on how characters relate to one another. What does Ellie think of Joe? RD1 I can say how I would feel if I was in the character's shoes. How would you feel if someone did this to you?	L2 I can comment on the choice of language to create moods and build tension. Why does the author use short sentences there? Why has that word got its own paragraph? Which words does the writer use to build tension? L1 I can discuss words and phrases that capture the reader's interest and imagination. Which adjectives put pictures in our minds here? Are there any words you can spot which you think are effective?	R3 I understand what the writer might be thinking. What does the writer think of eating vegetables? Does the writer want this to happen? How can you tell? R2 I can begin to identify and comment on different points of view in the text. What does the narrator want us to think? Does the narrator like this character? R1 I can evaluate specific texts with reference to text types. Is this a good action story? Why? Does this feel like a good love story? Does this story have a good ending?	B3 I can start to make simple connections between books by the same author. What are Dick King Smith books usually about? What does Roald Dahl like to write about in his children's stories? B2 I can start to recognise some features of the text that relate to its historical setting or its social or cultural background. How can you tell the story is set in the past? What objects tell you this story is set elsewhere? B1 I can retell some of the stories I am familiar with. Fairy stories, Myths and Legends.

2b. Retrieve and record information/identify key details from fiction and non-fiction	2c. Summarise main ideas from more than one paragraph.	2a.Give/Explain the meaning of words in context	2e. Predict what might happen from details stated and implied.	2h. Make comparisons within the text

2b. Retrieve and record information/identify key details from fiction and non-fiction

Write down three things you are told about ***********.

What was revealed at the end of the story? (tick one)

Using information from the text, tick one box in each row to show whether each statement is **true** or **false**.

	True	**False**
*****		
*****		
*****		
*****		

Look at the section headed:*****
Complete the sentence below. (multiple choice)

According to the text…..? (1 mark/ Give **two** ways. 2 marks)

Number these facts about the life of the giant panda cub from 1-5 in the order in which they happen. The first one has been done for you.

How do you know that…..? Give **two** ways.

2c. Summarise main ideas from more than one paragraph.

Below are some summaries of different paragraphs from this text. Number them 1-6 to show the order in which they appear in the text. The first one has been done for you.

Which statement is the **best** summary for the whole of page 5? (multiple choice)

Look at the first 2 paragraphs. Which sentence below **best** describes the farmhouse? Tick one.

2d. Make inferences /explain and justify inferences with evidence

Look at page **.How can you tell that **?

Look at the paragraph beginning: ** to the paragraph ending: **. What impressions of *** do you get from these two paragraphs? Give **two.**

Look at the first paragraph, beginning: *** How do you know that ***?

What evidence is there of/that **** Give **two** points.

**** (extract from text – poss descriptive/figurative language?) Explain what this description suggests about ******

In what ways might ***** appeal to many readers? Explain fully, referring to the text in your answer.

According to the text, how did ***********?

The experience in the last line could best be described as… Tick one.

The poet describes different stages of his life. Tick the **two** verses that are mainly about the poet's **adult life**.

"quote" What else in the text tells us that….?

What is **one** thing that did **not** change….?

The poet describes …… This makes her sound big and powerful. What other impressions do you get? Give **two** impressions. (2 marks)

Look at page 10. What impressions do you get of *character* at this point in the extract? Give **two** impressions, using evidence from the text to support your answer. (table, 3 marks)

Using information from the text, tick one row to show whether each statement is a **fact** or an **opinion.**

2a.Give/Explain the meaning of words in context

Look at the paragraph beginning: **Find** and **copy one** word meaning…

(A sentence with one word highlighted) Which word most closely matches the meaning of the word ********/ Which of the following is closest in meaning to …. As it is used here? (table to tick or tick one)

Look at the paragraph beginning: **Find** and **copy one** word that suggests…/ which shows that…

Find and **copy one** word from page *** that tells you that …

Look at the paragraph beginning: What does the word ********* suggest about …

"quote" What does the word ********* mean in this sentence? (multiple choice)

Give the meaning of the word/group of words ********* in this sentence:….

Look at the second paragraph on pg 9. This means that… Tick one.

"quote" What do the words *vividly recall* mean? (2 marks)

2e. Predict what might happen from details stated and implied.

Do you think that *********************** will ******* (link to likelihood of something happening/doing something in the future)?

Tick **one**

Yes ☐

No ☐

Explain your choice fully, using evidence from the text.

2f. Identify/explain how information/narrative content is related and contributes to meaning as a whole

Draw lines to match each part of the story to the correct quotation from the text.

2h. Make comparisons within the text

Look at page 4. According to the text, give **one** way that giant pandas are… a) similar to other bears
b) different from other bears