

READING NON-NEGOTIABLE MILESTONES

Year 3



Comprehension

The child reads with varying intonation, volume and action.

The child infers characters' feelings, thoughts and motives from their actions and justifies these with evidence.

The child predicts based on specific details stated and implied in the text.

The child retrieves and records information from non-fiction texts.

The child summarises the core ideas from more than one paragraph.

The child knows the structure and layout of texts.

The child explains the effect specific word choices have on the reader.

Reach2 Non-Negotiable Milestones (NNM)

In order to achieve the Reach2 Non-Negotiable Milestones, the child needs to demonstrate that they can write for a purpose in a wide range of genres within all areas of the curriculum for enjoyment and meaning. The child reflects on their writing enabling them to draft edit and improve, allowing the child to publish their work and celebrate their writing.

ASSESSING ATTAINMENT

Working towards is for those children who are working well below age related expectations (SEN). Staff will look to previous year group objectives to inform the pupil's IEP.

Aspiring to meet children who are accessing the expectations of their year group, however are not deemed to be 'on track without significant additional support and intervention'. (TARGET GROUP)

On track to meet: children who are on track to comprehensively attain the SKU of the assessment criteria by end of the year.

Met is for those children who demonstrate they have mastered the SKU of the assessment criteria and can apply them across a broad range of contexts.

Genre Coverage - Reading (Key Stage 1)

- Read and listen to a wide range of styles of text, including fairy stories, myths and legends.
- Listen to and discuss a wide range of texts.
- Learn poetry by heart.
- Increase familiarity with a wide range of books, including myths and legends, traditional stories, modern fiction, classic British fiction and books from other cultures.
- Take part in conversations about books.
- Learn a wide range of poetry by heart.
- Use the school and community libraries.
- Look at classification systems.
- Look at books with a different alphabet to English.
- Read and listen to whole books.

COVERAGE OF LEARNING OBJECTIVES

Please highlight the LO as they are covered.

Key

-  Covered once
-  Covered twice
-  Covered three times
-  Covered more than three times

E.g.: Use well-chosen adjectives to add detail.

Silkmore Reading Assessment Year 3

Working Towards—Below Age Related Expectations	Aspiring to Meet	On Track to Meet	Met
<i>To read words accurately</i>			
Begins to apply a growing knowledge of root words, prefixes and suffixes	With support, begins to apply knowledge of simple root words, prefixes and suffixes to construct the meaning of words in context.	Generally, begins to apply knowledge of most simple root words, prefixes and suffixes to construct the meaning of words in context.	Able to apply knowledge of all age related root words, prefixes and suffixes independently.
Begins to read further exception words, noting the spellings.	Beginning to read some exception words. With support, notes the spellings for further exception words.	Generally, able to read age appropriate further exception words, and note the spelling.	Read and spell all age- related exception words independently.

Silkmore Reading Assessment Year 3

Working Towards—Below Age Related Expectations	Aspiring to Meet	On Track to Meet	Met
<i>To understand texts</i>			
Begins to draw inferences from reading.	With support of a teacher, begins to draw some simple inferences from the text. E.g. the character feels sad—I know this because she has tears in her eyes.	With prompts, begins to draw inferences from reading.	Begins to draw inferences from reading.
Begins to recall and summarise main ideas.	With support of a teacher, the main points of a text recalled. With help can begin to summarise some of the main ideas.	With prompts, begins to recall and summarise main ideas.	Begins to recall and summarise main ideas.
Begins to discuss words and phrases that capture the imagination.	With support of a teacher, identifies a few basic features of writer’s use of language but with little or no comment, for example, ‘There are lots of adjectives in this text.’	Generally, begins to comment on the choice of language in order to create moods and build tension. The effect that language has on the reader is discussed.	Begins to comment on the choice of language in order to create moods and build tension. The effect that language has on the reader is discussed.

Silkmore Reading Assessment Year 3

Working Towards—Below Age Related Expectations	Aspiring to Meet	On Track to Meet	Met
<i>To understand texts</i>			
Begins to discuss words and phrases that capture the imagination.	With support of a teacher, identifies a few basic features of writer’s use of language but with little or no comment, for example, ‘There are lots of adjectives in this text.’	Generally, begins to comment on the choice of language in order to create moods and build tension. The effect that language has on the reader is discussed.	Begins to comment on the choice of language in order to create moods and build tension. The effect that language has on the reader is discussed.
Growing ability to retrieve and record information from non- fiction, using titles, headings, sub- headings and indexes.	With support of a teacher, shows some awareness of organisational features.	Generally, organisational features and conventions are beginning to be identified and used to locate and retrieve information; for example, title, index, glossary and contents.	Begins to independently retrieve and record information from non- fiction, using titles, headings, sub- headings and indexes.
Prepare poems and plays to read aloud with expression, volume, tone and intonation.	Begins, with the support of a teacher, to read aloud with expression, volume, tone and intonation.	With guidance, prepares poems and play scripts in order to read aloud and to perform; showing understanding through intonation, tone, volume and action.	Independently, prepares poems and play scripts to read aloud and to perform; showing understanding through intonation, tone, volume and action so that the meaning is clear to the audience.
Begins to identify recurring themes and elements of different stories.	With adult support, begins to recognise simple themes in what they read; such as the triumph of good over evil.	Generally, with prompts from an adult, begins to recognise themes in what they read; such as the triumph of good over evil or the use of magical devices in fairy stories and folk tales.	Begins to identify recurring themes and elements of different stories.
Recognise some different forms of poetry.	With support of a teacher, begins to recognise that there are different forms of poetry; for example, nursery rhymes, haiku’s, limericks, narrative poetry, nonsense poetry etc.	Generally, identifies different types of poetry and their forms; for example, haiku’s, limericks, narrative poetry, nonsense poetry etc.	Identifies different forms of poetry; for example. haiku’s, limericks, narrative poetry, nonsense poetry etc.
Beings to explain and discuss understanding of reading, maintaining focus on the topic.	With support, begins to participate in discussion about books; including those that are read to them and those they can read for themselves. With support of a teacher, begins to explain and discuss ideas.	With adult support participates in discussions about books and is able to explain and discuss ideas, whilst maintaining a focus on the topic. Generally, recommends books that they have read, giving some simple reasons for their choices.	Recommends books that they have read, beginning to give reasons for their choices. Begins to participate in discussions about books, building on ideas and challenging views courteously. Begins to explain and discuss understanding of what they have read; including formal presentations and debates.

Silkmore Reading Assessment Year 3

Working Towards —Below Age Related Expectations	Aspiring to Meet	On Track to Meet	Met
<i>To understand texts</i>			
Begins to draw inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence.	With support of a teacher, begins to make simple inferences.	With teacher support, begins to draw inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence.	Begins to draw inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence.
Begins to predict what might happen from details stated and implied.	With support of a teacher, simple predictions on what has happened so far are made.	With support, begins to predict what might happen from details stated and implied.	Begins to predict what might happen from details stated and implied.
Begins to identify main ideas drawn from more than one paragraph and summarise these.	With adult guidance begins to identify the main ideas.	With support, begins to identify main ideas drawn from more than one paragraph and is beginning to be able to summarise these.	Begins to identify main ideas drawn from more than one paragraph and is beginning to be able to summarise these.
Begins to identify how language, structure and presentation contribute to meaning.	With support of a teacher, begins to learn that there are different conventions of writing;	With support, begins to identify how language, structure and presentation contribute to meaning.	Begins to identify how language, structure and presentation contribute to meaning.
Begins to ask questions to improve understanding of a text.	With the support of a teacher, begins to choose questions provided to help understand a text.	With prompts, begins to ask questions to improve understanding of a text.	Begins to ask questions to improve understanding of a text.
Checks that the text makes sense; begins discussing understanding and explaining meaning of words in context.	With adult guidance re- reads to check that the text makes sense. With help finds out the meaning of new words.	With prompts, checks that the text makes sense. With adult guidance, begins discussing understanding and explaining meaning of words in context.	Checks that the text makes sense; begins discussing understanding and explaining meaning of words in context.