Year 3 Reading Checklist   Name: Class:

Autumn Skills	Achieved	Spring Skills	Achieved	Summer Skills	Achieved
Word Reading		**Word Reading**		**Word Reading**	
I can recognise the full range of digraphs and trigraphs		I can read a range of texts, both fiction and non-fiction, independently		**I can read dialogue with appropriate expression**	
I can recognise common prefixes and suffixes and regular verb endings		I can pause appropriately in response to punctuation and/or meaning		I can read some year-appropriate common prefixes and suffixes and regular verb endings	
I can tackle unfamiliar words independently		**Comprehension – Information Finders**		I can use a dictionary, with support, to find the meaning of words I have read	
Comprehension – Information Finders		**I can ask questions about the text when I don't understand**		**Comprehension – Information Finders**	
I can locate parts of the text that give particular information		I can use skimming and scanning strategies to locate information		**I can identify the main ideas of a text, drawn from more than one paragraph**	
I can show understanding of the main parts of the text and re-tell the story		**Comprehension – Text Detectives**		**Comprehension – Text Detectives**	
I can read closely to obtain specific information		I can discuss reasons for, or causes of, incidents in a story		**I can begin to make inferences about characters' feelings, thoughts and motives based upon evidence from the text, with support**	
Comprehension – Text Detectives		**I can make predictions using my experience of reading similar stories**		**Comprehension – Text Builders**	
I can identify and discuss character and am beginning to speculate about how they might behave		**Comprehension – Text Builders**		I can identify a familiar genre and discuss some of the features of the text	
Comprehension – Text Builders		I can recognise the difference between prose, play scripts and poems		**I am beginning to identify how structure and presentation contribute to meaning in a text**	
I can discuss the differences between organisational devices in an information text (e.g. contents vs index)		I can explain the main differences between fiction and non-fiction texts		**Comprehension – Language Thinkers**	
I can use my knowledge of the alphabet to locate books and find information		**I can identify the basic structure of a text (example, beginning, middle and end)**		**I can begin to discuss the author's language-choices in a text**	
Comprehension – Language Thinkers		**Comprehension – Language Thinkers**		I can begin to discuss the use of punctuation to create effect (! ? …)	
I can find phrases that capture my interest and imagination		I can identify statements, questions, commands and exclamations		I can distinguish between omissive and possessive punctuation	
I can identify nouns, verbs, adjectives and adverbs		**I can discuss the meanings of words and phrases that create particular effects**		**Comprehension – Becoming a Writer**	
Comprehension – Becoming a Writer		**Comprehension – Becoming a Writer**		I can distinguish between fact and opinion	
I can express an opinion about the content or characters, with justification		I can select reading materials fit for a particular purpose (e.g. atlas for maps etc.)		I am beginning to make judgements about the reliability of texts and authors	
Comprehension – Historians and Geographians		**I can identify and discuss the author's main viewpoint in the text**		**Comprehension – Historians and Geographians**	
I can draw on my knowledge about authors and types of books to make choices about what to read		**Comprehension – Historians and Geographians**		I can give some simple reasons for my selection of reading materials	
I can recognise similarities and differences in the plot or characters across different stories		**I can identify stories set in a past historical period**		I can make a recommendation based on the content, plot, characters or author	
I can participate in discussions about books, taking turns and listening to what others say		**I can identify stories set in a different country or culture**			