



**Wood End Primary School**  
**Year 3 Reading Targets**  
**Age appropriate book bands – white, pale blue, brown, pale green**

Experienced

Achieved

Fluency

**Word Reading**

- 1) I can read further exception words (from the year 3 list) including words that do not follow usual spelling patterns.
- 2) I can improve my reading speed and confidence – 100 words per minute
- 3) I can read independently and stay focused for 10 minutes

**Comprehension**

- 4) I can ask questions about the texts that I have read to help me understand them.
- 5) I can use my knowledge of root words, prefixes (including dis-, mis-, il-, im-, ir) and suffixes (including -ly) to help me read aloud and to understand the meaning of new words. (V)
- 6) I can use a dictionary to check the meaning of unfamiliar words. (V)
- 7) I can suggest which word could be used to fill in an omitted word.(V)
- 8) I can find a word or group of words in a text that mean the same as another given word. (Find and copy) (V)
- 9) I can identify which word/words are closest in meaning to a given word or phrase. (V)
- 10) I can identify which word in a text is used for a given purpose. (V)
- 11) I can identify a word or phrase which implies an effect or creates a given impression (I) (V)
- 12) I can infer how a character is feeling on the basis of what is said or done (I)
- 13) I can infer why a character behaves in a certain way using evidence to support my answer (I)
- 14) I can use information given to infer characteristics eg. Unwell, thoughtful, age (I)
- 15) I can predict what might happen from clues stated in what I have read. (P)
- 16) I am beginning to predict what might happen from clues implied in a text. (P) (I)
- 17) I can identify and explain features (eg characters, language, style)and common themes in a range of books (E)
- 18) I can identify and explain similarities and differences between characters, setting and events. (E)
- 19) I can comment on the effect an author's word choice has on the text (E)
- 20) I can explain what the features and conventions of different texts are (E)
- 21) I am beginning to answer retrieval questions when the words are not directly used in a text. (R)
- 22) I can skim and scan fiction texts efficiently to help me answer questions (R)
- 23) I can find and record information by skimming and scanning non-fiction texts using structural devices. (R)
- 24) I can identify the main ideas in more than one paragraph and summarise these. (S)
- 25) I can order (chronologically / prioritise) the main events in a fiction or non-fiction text. (S)
- 26) I can listen to and discuss a range of age appropriate poems, plays and non-fiction texts (including reference books or textbooks.)
- 27) I can read a wide range of books including fairy stories, myths and legends and retell some of them to others.
- 28) I can recognise some different forms of poetry (free verse, narrative poetry)

	29) I can read aloud and perform poems and play script, changing my voice to make them sound more interesting.								
	30) I am using my reading skills in other lessons to build my knowledge of a subject								
	31) I can show that I enjoy reading by reading a range of text types.								
	<b>I accurately use meaning seeking strategies to work out unfamiliar words in context. GDS (V)</b>								
	<b>I can justify my inferences using detailed evidence from the text (GDS) (I)</b>								
	<b>I can answer a range of retrieval questions using evidence from across texts both fiction &amp; non-fiction (GDS) (R)</b>								