

Key Performance indicator - Y3					
<p>Develops positive attitudes to reading and understanding of what they read by:</p> <ul style="list-style-type: none"> • listening to and discussing a wide range of fiction, poetry, plays, non-fiction and reference books or textbooks; • using dictionaries to check the meaning of words they have read; and • identifying themes and conventions in a wide range of books. 					
<p>Reads further exception words, noting the unusual correspondences between spelling and sound, and where these occur in the word</p>					
<p>Understands what they have read independently by:</p> <ul style="list-style-type: none"> • drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence; and • predicting what might happen from details stated and implied. 					
<p>Retrieves and records information from non-fiction</p>					
Performance Standard:					
<p>By the end of Y3 a child should be able to justify their views about books written at an age-appropriate interest level</p>					
<p>A child is able to read the book accurately</p>					

and at a speed that is sufficient for them to focus on understanding what they read rather than on decoding individual words					
<p>A child can:</p> <ul style="list-style-type: none">• decode most new words outside the spoken vocabulary;• read longer words with support and test out different pronunciations;• 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;• listen attentively and discuss books and authors that they might not choose themselves;• read, reread and rehearse a variety of texts;• use contents pages and indexes to locate information;• and respond to guidance about the kinds of explanations and questions that are expected from them.					