

Name _____ Class _____

Band 3 - English Reading

Word Reading



b b+ w w+ **s** s+

- ☐ Apply his/her growing knowledge of root words, prefixes and suffixes (etymology and morphology), both to read aloud and to understand the meaning of new words he/she meets, including dis-, mis-, in-, il-, im-, ir-, -ly, English Appendix 1.
I can use my knowledge of root words, prefixes (including dis-, mis-, in-, il-, im-, ir-), and suffixes (including -ly), to help me read aloud and to understand the meaning of new words.
- ☐ Read further exception words, noting the unusual correspondences between spelling and sound, and where these occur in the word with reference to spelling English Appendix 1.
I can read further exception words including words, that do not follow spelling patterns.

Band 3 - English Reading

Comprehension



b b+ w w+ **s** s+

- ☐ Maintain positive attitudes to reading and understanding of what he/she reads by listening to and discussing a wide range of fiction, poetry, plays and non-fiction.
I can make reading fun by listening to and discussing stories, poems, plays and non-fiction work.
- ☐ Maintain positive attitudes to reading and understanding of what he/she reads by reading books that are structured in different ways.
I can show that I enjoy reading by reading lots of different types of books.
- ☐ Maintain positive attitudes to reading and understanding of what he/she reads by increasing his/her familiarity with a wide range of books, including fairy stories, myths and legends, and retell some of these orally.
I can read a wide range of books, including fairy stories, myths and legends and retell some of them to others.
- ☐ Maintain positive attitudes to reading and understanding of what he/she reads by identifying themes in books.
I can tell you what a book that I am reading is about.
- ☐ Maintain positive attitudes to reading and understanding of what he/she reads by reading aloud poems and performing play scripts.
I can read aloud poems and perform play scripts.
- ☐ Maintain positive attitudes to reading and understanding of what he/she reads by discussing words that capture the reader's interest and imagination.
I can discuss words that excite me in the books that I read.
- ☐ Understand what he/she reads independently by checking that the text makes sense to him/her, discussing his/her understanding of words.
I can understand what I have read, checking that it makes sense by talking to others about it.
- ☐ Understand what he/she reads independently by asking questions to improve his/her understanding of a text.
I can ask questions about the texts that I have read to help me understand them.
- ☐ Understand what he/she reads independently by drawing inferences, such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence.
I can work out what a character in a book is feeling by the actions they take and can explain how I know.
- ☐ Understand what he/she reads independently by predicting what might happen from details stated.
I can predict what might happen from clues in what I have read.
- ☐ Understand what he/she reads independently by identifying main ideas drawn from within one paragraph and summarise these.
I can tell someone about the main ideas in a paragraph.
- ☐ Understand what he/she reads independently by identifying how language, structure, and presentation contribute to meaning, including paragraphs, headings, sub-headings, and inverted commas to punctuate speech.
I can say how a text is organised to help me understand it using paragraphs, headings, sub-headings and inverted commas to show speech.
- ☐ Retrieve and record information from non-fiction.
I can use non-fiction texts to find out information on a subject.
- ☐ Participate in reasoned discussion about books, poems and other material that is read to him/her and those he/she can read for himself/herself, taking turns and listening to what others say.
I can talk about books and poems and I can take turns in telling people about them.