

Local Authority Teacher Moderation Framework at the end of Year 3 - Reading

Working towards the expected standard The pupil can :	SAMPLES					
	1	2	3	4	5	TE
• Read some common exception words and words with common suffixes from Year 3/4 list.						
• Start to identify themes and conventions, finding similarities and differences, comparing and contrasting.						
• Infer finding a point of reference in the text.						
• Predict what might happen with some accuracy on the basis of what has been read so far.						
• Able to retrieve and record information from non-fictions texts.						
• Listen to and discuss a range of reading materials that are structured in different ways.						
• Make links between the book they are reading and other books they have read.						
• Check the text makes sense and start to ask questions.						
Working at the expected standard The pupil can :						
• Compare and contrast texts, identifying similarities and differences.						
• Draw inferences about characters' thoughts and feelings from their actions using evidence from the text.						
• Predict what might happen from details stated and implied with increasing accuracy.						
• Identify main ideas from what has been read and summarise in their own words.						
• Retrieve and record relevant information from non-fiction texts.						
• Discuss unfamiliar words that capture their interest and imagination.						
• Check a text makes sense by confidently asking questions to improve understanding.						
• Demonstrate a positive attitude to reading by listening to and discussing a wide range of texts including non-fiction and fiction poetry.						
• Read for a range of purposes, for enjoyment and for information and suggest possible meaning.						
Working at greater depth within the expected standard The pupil can :						
• Infer about characters', thoughts, feelings and actions and find evidence to justify their ideas.						
• Predict what might happen, confidently using evidence to back up their predictions.						
• Summarise succinctly what has been read, showing understanding by including main details.						
• Discuss what has been read whilst starting to take account of the views of others.						
• Use a dictionary to check for meaning.						