End of Year 3
Reading - Recording Grid using Statutory Interim TA framework criteria
Please indicate in the A,B,C & D boxes the location of the work and the date.

Children must display evidence over a range (information, explanations, instructions, recounts, reports and stories) and length of texts.

Working at the expected standard
As a minimum, statements in Bold in the table need to be highlighted to achieve WTS.
For GDS, the child will need to achieve all objectives over a range of books and with more challenging texts.

STRAND	Name: Pupils need to be able to:	A	B	C	D	collection
ENJOYMENT & FLUENCY	**Use intonation, tone and volume when reading aloud.**					
	Take note of punctuation when reading aloud.					
	Regularly listening to whole novels read aloud by the teacher.					
	Retelling a range of stories, including less familiar fairy stories, fables and folk tales e.g. *Grimm's Fairy Tales, Rudyard Kipling Just So Stories.*					
	Participating in discussion about what is read to them and books they have read independently, taking turns and listening to what others say					
	Developing and agreeing on rules for effective discussion.					
	Making and responding to contributions in a variety of group situations e.g. *whole class, pairs, guided groups, book circles*					
	Preparing poems/playscripts to read aloud, showing understanding through intonation, tone, volume and action.					
DECODE	**Use knowledge of root words to understand meanings of words.**					
	Use prefixes to understand meanings e.g. in-, im-, il-, ir-, dis-, mis-, un-, re-, sub-, inter-, super-, anti- and auto.					
	Use suffixes to understand meanings e.g. -ation, -ly, -ous, -ture, -sure, -sion, -tion, -ssion and -cian					
	Read and understand meaning of words on Y3/4 word (At WTS: children to read and understand some of these words).					
DEFINE	**Explaining the meaning of unfamiliar words by using the context**					
	Using dictionaries to check meanings of words they have read.					
RETRIEVE	Evaluating how specific information is organised within a non-fiction text e.g. *text boxes, sub-headings, contents, bullet points, glossary, diagrams.*					
	Retrieve and record information from non-fiction					
	Navigating texts in print and on screen.					
	Quickly appraising a text to evaluate usefulness.					
	Using point and evidence to structure and justify responses.					
SUMMARISE	**Sequencing and discussing the main events in stories.**					
	Identifying a key idea in a paragraph.					

	Discussing the purpose of paragraphs.					
INFER	**Drawing inferences around characters' thoughts, feelings and actions, and justify with evidence from the text**					
INFER	**Discussing their understanding of the text**					
INFER	Raising questions during the reading process to deepen understanding e.g. *I wonder why the character.*					
PREDICT	**Making predictions based on details stated**					
RELATE	**Identifying and discussing themes e.g. *good over evil, weak and strong, wise and foolish, mean and generous, rich and poor.***					
RELATE	Identifying and discussing conventions e.g. *numbers three and seven in fairy tales, magical sentence repeated several times.*					
RELATE	Identifying, discussing and collecting favourite words and phrases which capture the reader's interest and imagination.					
RELATE	Analysing and evaluate texts looking at language, structure and presentation e.g. *newspaper reports, recipes, etc*					
EXPLORE	Reading books and texts for a range of purposes e.g. *enjoyment, research, skills development, reference.*					
COMPARE	Recognising some different forms of poetry e.g. *narrative, free verse.*					