Target	Emerging	Expected	Exceeding
3.1.a.1 Apply their growing knowledge of root words, prefixes and suffixes (etymology and morphology) as listed in English Appendix 1, both to read aloud and to understand the meaning of new words they meet	Pupil can sometimes apply their knowledge of morphemes to read aloud and attempt to make sense of new words they meet.	Pupil can read applying their knowledge of root words, prefixes and suffixes as listed in English Appendix 1, both to read aloud and to understand the meaning of new words: e.g. *uses knowledge of 'forget' to read and understand forgotten, forgetful, unforgettable, forgetfulness.*	Pupil can read aloud accurately and make sense of new words with confidence.
3.1.a.2 Read further exception words, noting the unusual correspondences between spelling and sound, and where these occur in the word	Pupil can read some exception words with support.	Pupil can read further exception words with unusual correspondences between spelling and sound: e.g. *calendar, grammar, guide, heart, naughty, strength.*	Pupil can read a range of exception words with confidence, explaining the links between spelling and sounds where these occur in the word.
3.2.a.1 Develop positive attitudes to reading and understanding of what they read by: **listening to and discussing a wide range of fiction, poetry, plays, nonfiction and reference books or textbooks**	Pupil can listen attentively and sometimes respond with relevant comments to a range of fiction and non-fiction.	Pupil can listen attentively and participate in discussion about a wider range of longer and more challenging fiction, poetry, plays, non-fiction and reference books expressing views and preferences.	Pupil can listen to a wide range of fiction and nonfiction including unfamiliar texts and whole books.
3.2.b.2 Develop positive attitudes to reading and understanding of what they read by: **identifying and discussing themes and conventions in a wide range of writing**	Pupil can, with support, recognise and discuss some key themes and conventions in a range of age-appropriate books.	Pupil can identify and discuss themes and conventions in a wide range of age-appropriate books: e.g. *triumph of good over evil or the use of magical devices in fairy stories and folk tales.* In non-fiction, pupil can identify presentational devices e.g. *numbering and headings.*	Pupil can confidently identify and discuss themes and conventions in a wide range of age-appropriate books.
3.2.f.1 Understand what they read, in books they can read independently, by: drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence	With support, pupil can draw straightforward inferences from their independent reading of age-appropriate texts and is beginning to explain thinking, returning to text to support opinions when prompted: e.g. *Tom is not very truthful because every time he agrees to stop fooling around he actually just carries on doing it.*	Pupil is beginning to draw inferences from their independent reading of age appropriate texts, often correct but not always fully supported by reference to the text: e.g. *Aunt Fidget Wonkham-Strong hates it when Tom fools around because she thinks it isn't useful, so she threatens Tom. She thinks he will hate playing against the captain and it will teach him a lesson and stop him fooling around. I know because she says boys don't forget it in a hurry. She wants to change his behaviour.*	Pupil can almost always confidently draw inferences from their independent reading of age-appropriate texts and justify opinions with evidence from the text: e.g. *The writer shows us Tom doing all the things children do when he is fooling around. He might mean it when he agrees to stop but I think he is just being a child really and doesn't know how to stop himself. Aunt Fidget Wonkham-Strong says it looks like playing to her so there's no way she can stop him because playing is what children do.*

3.2.g.1 Understand what they read, in books they can read independently, by: **predicting what might happen from details stated and implied**	Pupil can sometimes read 'between the lines' when independently reading an age appropriate text and draw on their experience of similar texts to predict what might happen next, sometimes identifying clues the writer has planted for the reader: e.g. I think Tom will go on fooling around because nothing has stopped him so far.			Pupil can usually read 'between the lines' when independently reading an age appropriate text and draw on their experience of similar texts to predict what might happen next, usually identifying clues the writer has planted for the reader: e.g. *Well, we know Tom is going to beat the Captain and his team from the title, and I think he will find all his fooling around has given him the skills he needs to win the games.*			Pupil can almost always read 'between the lines' when independently reading an age-appropriate text and draw on their experience of similar texts to predict what might happen next, identifying clues the writer has planted for the reader. e.g. *The author writes that Captain Najork's hired sportsmen snigger when they unpack the games equipment so I think they are sure they will beat Tom but they are in for a shock!*		
3.2.i.1 Retrieve and record information from non-fiction	Pupil can, with support, identify questions to be answered beforehand and use the specific features of age-appropriate non-fiction texts on paper and on screen to answer them. Sometimes records information in a form that can be easily retrieved.			Pupil can usually identify questions to be answered beforehand and use the specific features of age appropriate non-fiction texts on paper and on screen to answer them. Usually records information in a form that can be easily retrieved: e.g. *uses a KWL grid to record what they already know (K) and what they want to find out (W) and makes notes about what they have learnt (L).*			Pupil can almost always identify questions to be answered beforehand and use the specific features of age-appropriate non-fiction texts on paper and on screen to answer them. Almost always records information in a form that can be easily retrieved.		

Final Assessment: _____