My Year 3 Learning Journey for Reading

		I am Working Towards Year 3's objectives with support (Emerging)	I am Working Towards Year 3's objectives (Developing)	I am Achieving Year 3's objectives (Secure)
Decoding	1	I can read out loud with increasing confidence and needing less support, and am starting to read silently. I can sometimes self-correct when I notice that my reading does not make sense	I can read longer texts silently or, with little support, read a text aloud confidently (eg at least Oxford Reading Tree Level 10) to an audience with good pace, expression and awareness of speech punctuation. I read ahead and can often self-correct when I notice that my reading does not make sense.	*** I can read longer, more difficult texts silently or, with very little or no support, read a text aloud confidently** (eg at least Oxford Reading Tree Level 11) **to an audience with good pace, expression and awareness of a range of punctuation**, e.g. a play script, a performance poem or a favourite passage from a selected text. **I can nearly always self-correct when I mis-read.**
	2	I can often work out the pronunciation of short new words and sometimes make a guess at their meaning by using some different strategies eg phonic word-building, context.	I can often work out the correct pronunciation of new words and make a sensible guess at their meaning by using different strategies, .	***I can mostly work out the correct pronunciation of new words and make a good guess at their meaning by using different strategies** such as root words, prefixes, suffixes or contextual cues eg if I know forget, I know forgetfulness, forgotten, unforgettable , or by using a dictionary to check meaning.
Range of Reading, Enjoyment and Response	3	I enjoy reading or sharing books with others inside and outside of school.	I am becoming an independent reader who enjoys reading and sharing a variety of age appropriate fiction and non-fiction inside and outside of school.	**I am an independent reader with a positive attitude towards reading**, who chooses to read and discuss a variety of age appropriate fiction and non-fiction (including chapter books, plays, poetry and different types of non-fiction texts).
	4	I can, with some help, remember and re-tell the basic plot of some stories (including fairy stories, myths and legends).	I can remember and re-tell the basic plot of a range of stories (including fairy stories, myths and legends).	**I can remember and orally re-tell a range of stories** (including fairy stories, myths and legends)**, giving some detail.**
	5	I understand and talk about a given theme or typical idea in fairy tales or familiar stories eg good vs evil, talking animals.	I can, with some prompting, spot and discuss some of the main themes and typical ideas in fairy tales and familiar stories.	***I can spot and discuss some typical themes and ideas in a single text or given group of texts I have read** eg loneliness, triumph of good over evil or magical devices in fairy tales, animals as a typical theme in Dick King Smith stories.
	6	I can, with help, sometimes recognise the main ideas in given paragraphs.	I can often identify the main ideas in given paragraphs and can sometimes sum these up.	*** I can usually identify the main ideas in given paragraphs or sections and can sum these up** eg this paragraph is about how Harry is feeling. This paragraph is about how penguins feed..
Understanding (Comprehension)	7	I can sometimes make a reasonable prediction about what will happen next, sometimes giving a reason for my prediction when prompted.	I can often make a reasonable prediction about what will happen next, giving a reason for my prediction sometimes using some obvious clues stated in the text.	***I can make a prediction about what will happen next**, giving a reason for my prediction based on information or clues left by the author in the text, both stated (obvious) or implied (less obvious)
	8	I am starting to draw simple inferences about characters' feelings and can give a simple reason for my inference when asked.	I can draw inferences and can sometimes find a word or phrase from the text to back up my inference when asked.	*** I can draw inferences** eg inferring characters' feelings and motives from their actions **and begin to back up my ideas using a piece of relevant evidence from the text for each point that I make.**

Understanding (Comprehension)	9	I can find words and phrase that I like or do not like in a text and begin to give a simple reason why.	I can find key words or phrases in a text that match a given criteria eg 'scary language', 'words to set a scene'.	*I can usually discuss words and phrases and language that interest or inspire me**, beginning to think about the effect on me as a reader.	
	10	I can, with help, point out some of the features of language, structure and presentation in a text.	I can often spot some of the basic features of language, structure and presentation in a text and begin to explain how these help the reader.	*I can usually spot the main features of language, structure and presentation in a text and begin to explain how these help the reader** eg explain how and why play-scripts are different to prose; say how the index, glossary, labels and captions in a non-fiction book help the reader to understand more.	
	11	I can use techniques of skimming and scanning to find information with help to think about the key words in a text.	I can sometimes use techniques such as skimming and scanning to find information.	**I can use the techniques of scanning to find pieces of information in a text and skimming to work out the main ideas in a text.**	
	12	I can find and record set information from non-fiction texts, with support using features like the contents page to help me.	I can ask questions beforehand and often use the features of given non-fiction texts eg contents page to help me answer them. I am starting to record information I have found in a clear way.	*I can ask appropriate questions and find information from a single source to answer these** using features of non-fiction texts to help eg contents page, labels, diagrams, charts and a range of alphabetically organised texts. **I can usually record what I have learnt clearly eg by making notes or highlighting key words or sentences.**	

My Learning Reflection			
	This term, in my reading, I have done well with…	**My next step in my reading is to…**	**Test Score**
Autumn:			
Spring			
Summer			

Notes:

- All steps with an asterisk are KPI's (Key Performance Indicators)
- Numbering has no significance but is for ease of reference.
- 'Most' or 'Mostly' or 'nearly always' indicates that the statement is generally met with only occasional errors. If this is not specified in the 'Secure' column, the assumption is that the statement is nearly always met.
- 'Often' indicates that the skill is correctly demonstrated more often than not ie on more than half of occasions attempted.
- 'Some' or 'sometimes' indicates that the skill / knowledge is starting to be acquired, and is demonstrated correctly on occasion, but is not consistent or frequent.
- 'With support / help' indicates that the child needed some level of support or intervention to achieve the statement. If support is not specified, the assumption is that the child could achieve the statement independently.