



Name:

BAND: GARNET – YEAR 3
Expected End of Summer

Congratulations! You are on Garnet Band Books

While you are reading Garnet Band Books you will learn to:

Word Reading (Decoding) - Can read aloud accurately and make sense of new words with confidence.

Word Reading (Decoding) - Can read a range of exception words with confidence, explaining the links between spelling and sounds where these occur in the word.

Range of Reading - Can listen to a wide range of fiction and non-fiction including unfamiliar texts and whole books.

Range of Reading - Can confidently read a range of books for a range of purposes.

Familiarity with Texts - Can confidently retell age-appropriate stories from an increasingly wide range of age-appropriate books.

Familiarity with Texts - Can confidently identify and discuss themes and conventions in a wide range of age-appropriate books.

Poetry and Performance - Demonstrates enthusiasm to prepare and perform poems and play scripts and shows understanding through appropriate intonation, tone, volume and action.

Poetry & Performance - Can confidently identify and name some different forms of poetry and name them.

Word Meanings - Can routinely and efficiently use a dictionary to check the meaning of new words they encounter.

Understanding - Can almost always monitor reading of age-appropriate texts for sense and self-correct when they misread and can often explain how the same word can have different meanings in different contexts, identifying a word from their reading and giving alternative meanings for it.

Understanding - Can almost always ask themselves questions to improve their understanding when independently reading an age-appropriate texts.

Understanding - Can, when reading an age-appropriate book independently, almost always identify the main ideas in paragraphs and can routinely summarise the content of these.

Inference - 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.*

Prediction - 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!*

Authorial Intent - Can almost always identify words or phrases that interest, inspire or intrigue them from their reading and almost always say why: e.g. *I really like all the verbs in the games like raking, poling, shovelling and barrelling, because the reader has to imagine what the games look like and those words help because we know what those things look like when people use them.*

Authorial Intent - Can almost always identify distinctive language, structural and presentational features in their independent reading of age-appropriate texts and almost always demonstrate their understanding of how these help the reader draw meaning from the text.

Non Fiction - 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.

Discussing Reading - Can almost always discuss their reading of age-appropriate texts in groups and whole class, following agreed class rules for group talk (turn taking and listening).