Albert Pritchard Infant and Wood Green Junior Federated Schools

Name:	BAND: **WHITE – YEAR 3** **Expected End of Autumn**

Congratulations! You are on White Band Books

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

Word Reading (Decoding) - Can sometimes apply their knowledge of morphemes to read aloud and attempt to make sense of new words they meet.

Word Reading (Decoding) - Can read some exception words with support.

Range of Reading - Can listen attentively and sometimes respond with relevant comments to a range of fiction and non-fiction.

Range of Reading - Can read a range of books that are structured in different ways and for a range of purposes.

Familiarity with Texts - Can, with support, recall and retell the basic plot of some age-appropriate fairy stories, myths and legends.

Familiarity with Texts - Can, with support, recognise and discuss some key themes and conventions in a range of age-appropriate books.

Poetry and Performance - Can, with support, read aloud and perform poems and play scripts with some understanding of intonation, tone, volume and action.

Poetry & Performance - Can recognise, with support, some different forms of poetry.

Word Meanings - Can use a dictionary to check the meaning of words they have read.

Understanding - Can, with support, monitor reading of age-appropriate texts for sense and self-correct when they misread and can sometimes explain how the same word can have different meanings in different contexts.

Understanding - Can sometimes ask themselves questions to improve their understanding when independently reading an age-appropriate text.

Understanding - Can, with support, when reading an age-appropriate book independently recognise the main ideas in paragraphs and can sometimes summarise the content of these.

Inference - With support, 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.*

Prediction - 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.

Authorial Intent - Can sometimes identify words or phrases that interest, inspire or intrigue them from their reading and sometimes say why: e.g. *I like the silly names Hoban gives his characters because they are funny.*

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

Non Fiction - 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.

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