



Reading Stage 3



**Read and discuss a wide range of fiction, poetry, plays, non-fiction.
For statements to be completely embedded, they should be demonstrated when reading or responding to a range of texts.**

Book band Guidance		Texts should be ORT Book Band Level or equivalent: Autumn: Stage 8 Spring: Stage 9 Summer: Stage 10		Texts should be ORT Book Band Level or equivalent: Autumn: Stage 10/11 Spring: Stage 11/12 Summer: Stage 12/13		Texts should be ORT Book Band Level or equivalent: Autumn: Stage 11/12 Spring: Stage 12/13 Summer: Stage 14	
		Working Towards Expected		Working at Expected		Working at Greater Depth	
		Word Reading		Word Reading		Word Reading	
Word Reading	Unfamiliar, polysyllabic Words	Use phonic strategies to decode most unfamiliar, polysyllabic words.		Decode unfamiliar words accurately without overt sounding and blending.		Decode more challenging words (beyond their age expected knowledge) accurately without overt sounding and blending.	
	C.E. Words	Read KS1 common exception words.		Read some common exception words (Y3/4 word list)		Read further common exception words (Y3/4 word list), noting the unusual correspondences between spelling and sound and where they occur in the word.	
	Prefixes/ Suffixes	Read most words containing common prefixes (un-, in-, dis-, mis-, re-) and suffixes (-er, -ness, -ful, -less, -est, -ly).		Read words containing common prefixes and suffixes and additional prefixes (il-, im-, ir-, sub-, inter-, super-, auto-, anti-) and suffixes (-ation).		Read words with unfamiliar prefixes and suffixes, building from the root word	
Accuracy & Fluency		Read most of a text (95%), with only occasional hesitation or overt sounding out		Read accurately, most of a stage 13 or equivalent text (95%) without hesitation or overt sounding out.		Read accurately, most of a stage 14 or equivalent text (95%) without hesitation or overt sounding out.	
Stamina		Read with sustained concentration for longer periods.		Develop reading stamina – read more of an ability related text in a suitable period of time.		Develop reading stamina – reading more of an ability related texts in a suitable period of time.	
Pace		Read silently at the same pace as if reading aloud.		Silent reading pace is developing.		Silent reading pace is developing.	
		Comprehension		Comprehension		Comprehension	
Expression & intonation		Read aloud with appropriate intonation to make the meaning clear. Notice basic sentence structure to apply intonation in their reading.		Read aloud with appropriate intonation, tone, volume and action in response to what they have read.		Read aloud with appropriate intonation, tone, volume and action in response to what they have read.	
Word meaning	2C1	*	Give the meaning of unusual/challenging words encountered in their book stage/band. 2a	*	Give the meaning of unusual/challenging words encountered in their book stage/band. 2a	*	Give the meaning of unusual/challenging words encountered in their book stage/band. 2a
	2C2		Check the text makes sense to them by self-correcting.		Take responsibility for learning the meaning of unknown words e.g. use a dictionary to explore the meaning of unknown words they have read.		Infer the meaning of an unfamiliar word having read around it.
Sequencing		*	Identify and explain the sequence of events in texts.	*	Identify and explain the sequence of events in texts and how items of information are related.	*	Identify and explain the sequence of events in texts and how items of information are related.
2C3/2C4/2C5 Summarising		*	Offer an explanation of what a text is about but the explanation may be vague or overly wordy (re-telling).	*	Summarise the main idea of a text briefly and with accuracy.	*	Summarise the main idea of a specific paragraph. 2c
2C6/2C7 Text Structure 2C8 Retrieval		*	Answer questions about the text by identifying the key word in the question to search for or interpret from question words, what type of information they are searching for.	*	Use key words to locate information and retrieve an answer from text, diagrams, tables, glossaries etc.	*	Use key words to locate information, retrieve an answer and explain how they know.
			Use the structure of a text or memory to hone in on relevant information.		Use the structure of a text or memory to hone in on relevant information.		Use the structure of a text or memory to hone in on relevant information.
			Use skimming and scanning to locate information.		Use skimming and scanning to locate information.		Use skimming and scanning to locate information.
2C9 Comparisons					Discuss notable similarities/differences between characters or events within a text. 2h		Discuss notable similarities/differences between characters or events within a text. 2h
2C10 Fact/Opinion							

MI1/MI2 Inference	**	In discussion, answer questions and make inferences based on a character's speech and action in a book they can read.	**	With growing independence, make some simple inferences.	**	Make inferences based on immediate reading, identifying and explaining clues in the text. 2d
MI3 Prediction		Make simple predictions of what might happen on the basis of what has been read so far and explain how they know.		Make a plausible prediction about what might happen on the basis of what has been read so far, drawing on a wider reading experience (author's other works/ themes/settings). Explain how they know by selecting specific detail. 1e		Make a plausible prediction about what might happen on the basis of what has been read so far and some details inferred, drawing on a wider reading experience (typical themes, conventions, plots, character arcs). Justify their predictions with reference to the text.
LfE1 Language		Identify and discuss literary language in stories and plays.		Discuss words and phrases which capture the reader's interest and imagination.		Discuss words and phrases which capture the reader's interest and imagination, noticing figurative language.
2TC1/2TC2 Themes & Conventions				Make links between the books they are reading and other books they have read.		Identify themes and conventions in a wide range of books.



Moderately Fluent Reader	<p>Moderately fluent readers are well-launched on reading. They read with confidence for more sustained periods, but still need to return to a familiar range of texts, whilst at the same time beginning to explore new kinds of texts independently.</p> <p>Children at this stage will be looking at larger units of words to help them to decode more effectively and read more fluently.</p> <p>Moderately fluent readers are developing confidence in tackling new kinds of texts independently. They are showing evidence of growing enthusiasm for a wider range of reading material that they self select; this may include but is not limited to information books, longer picture books, comics, graphic novels, age appropriate newspapers, short chapter books and a range of digital texts.</p> <p>They are likely to move between familiar and unfamiliar texts in their reading choices, linking new texts to others read, and to personal experiences. They are more confident to express opinions including likes, dislikes and challenges, as well as responding to the questions and listening to the views of others.</p> <p>Older readers at this stage may still need help with the reading demands of the classroom and especially with reading across the curriculum. As their reading experiences increase, children's reading strategies and the language cues of print begin to mesh and they take on more and more of the reading for themselves, bringing to the activity all they know and can do to make the text meaningful.</p>
Fluent Reader	<p>Fluent readers are capable readers, who now approach familiar texts with confidence but still need support with unfamiliar materials. They are developing stamina as readers, are able to read for longer periods and cope with more demanding texts.</p> <p>They will begin to read silently and monitor their reading. This transition period is an important one: in the initial stages, they sub-vocalise the words reading at the same pace as if they were reading aloud, but with experience and maturity, the words become 'thoughts in the head' and the rate of reading increases. During this time children still need support and guidance.</p> <p>Children at this stage use a fuller range of cueing systems, relying less on phonics, and are able to identify larger units such as syllables, using these to decode unknown words. Their increased fluency aids comprehension and allows them to start to self-correct.</p> <p>Readers within this stage are confident and independent with familiar kinds of texts, such as shorter chapter books, but may need support with the reading demands of information texts or longer and more complex fiction, poetry and digital texts. They select books independently and can use information books and materials for straightforward reference purposes, but still need help with unfamiliar material.</p> <p>Children's growing understanding of poetry, stories and texts of different sorts is revealed through discussion and writing. They are willing to reflect on reading and often use reading in their own learning. They are receptive to the views of others and engage in discussions about texts and their impact. They begin to infer beyond the literal from books and stories read independently.</p>