

Stage 3 - Reading Assessment Sheet

Childs name:	Academic year:	Class Teacher:	Class:
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	Date	Date	Date
Decoder Targets			
I can read aloud confidently, understanding how to use punctuation			
Visualiser Targets			
I can select clues in the text to draw an illustration or front cover			
Connector Targets			
I can start to make simple connections between books by the same author (e.g. 'Dick King Smith often writes about animals')			
I can use my background knowledge of the world to help me understand what I am reading			
Predictor Targets			
I can justify predictions with clues (stated and implied) from the text			
Looking Question Targets			
I can use alphabetically ordered texts to find information			
I can use contents pages, indexes and headings to locate information			
I can retrieve information from texts using skimming, scanning and text marking			
Clue Question Targets			
I can spot when stories are set in different times, places and cultures			
I can begin to use my background knowledge and clues in the text to make inferences about thoughts and feelings of characters, and reasons for their actions			

Thinking Question Targets			
I can discuss issues raised in non-fiction texts (e.g. Are zoos a good or bad thing?)			
I can recognize and discuss themes in what I read, such as triumph of good over evil or the use of magical devices in fairy stories and folk tales			
I can share my opinion about a character and justify what I think with reference to the text			
Summariser Targets			
I can summarise a paragraph in my own words			
I can re-tell some of the stories I am familiar with orally, including myths, legends and fairy tales			
Word Wizard Targets			
I can identify and comment on vocabulary and literary features (e.g. 'Fairy tales often start with Once upon a time')			
I can discuss words and phrases that would capture the reader's interest and imagination			

Clarifier Targets (These strategies to be practised in all year groups)

I am always checking that what I am reading makes sense

I can SLOW DOWN my reading speed when it is more difficult to understand so I can read it carefully

I can sound out a word I do not understand, then blend it out loud to see if the sound of the word reminds me of a word I know

Context Clues: I can use clues in the text, including pictures, to make a good guess at the meaning of a word I do not know

I can stop when I do not know a word, and read the whole sentence again to see if I can make a good guess at what it might mean

I can ask someone for help in clarifying a word or an idea

I can discuss what new words mean, linking new meanings to those already known

I can look for chunks in words I might recognise, like prefixes, suffixes and smaller words inside bigger words (morphology)

I can use a dictionary

Substitute another word: I can try using a different word that I know in the place of an unknown word in a sentence and see if it makes sense