



Repton Manor Primary Reading Framework - Year 3

Name: _____

	Autumn	Spring	Summer
W o r d R e a d i n g	Reads some of the Y3/4 common exception words by sight and most of the Y2 common exception words.	Reads many of the Y3/4 common exception words by sight and all of the Y2 common exception words.	Reads most of the Y3/4 common exception words by sight noting unusual correspondence between spelling and sound.
	Understands that sounds can be spelt in different ways e.g. ay a-e ai .	Read with fluency a range of age-appropriate text types. e.g. myths and legends, poems and play scripts.	Read with fluency a range of age-appropriate text types. Read at a speed sufficient for them to focus on understanding (at least 90 words per minute).
	Recognise the root and affixes of a range of words in the YR 3 Spelling appendix e.g. forgetting, gardening, angrily, action, supermarket .	Read root words with the suffixes: -ly (root word ending in -y, -le, -ally) -ation . Read root words with the prefixes: dis-mis- In-/Il-/Im-/Ir- .	Determine the meaning of new words by confidently applying knowledge of root words and their affixes e.g. disagree, misbehave, incorrect .
	Can read with fluency - 90 words per minute.	Know the full range of GPCs (knowing a GPC means being able to match a phoneme (sound) to a grapheme (way the sound is written) and vice versa) and use phonic skills consistently and automatically to address unfamiliar or challenging words.	
C o m p r e h e n s i o n	Identify themes in a few texts e.g. What is it mainly about? Identify a few simple conventions in texts e.g. How does a fairy story often begin? What usually happens to the villain? How are information texts often organised?	Identify themes and conventions in a range of texts e.g. identify a theme of 'journeys' or 'invasion'; recognise the conventions of a fairy story or play; recognise how a non-fiction text is often organised and presented.	Identify themes and conventions in a range of texts e.g. identify a theme of 'poverty' or 'life cycles'; recognise the conventions of a legend or play; recognise how a non-fiction book is presented in order to better inform the reader.
	Draw inferences not immediately obvious from the text e.g. characters' feelings, thoughts and motives, from their actions or words.	Draw inferences and justify with evidence e.g. characters' feelings, thoughts and motives, from their actions or words.	Without prompting, draw inferences and justify with evidence e.g. characters' feelings, thoughts and motives, from their actions or words.
	Predict what might happen, with some prompting.	Predict what might happen from details stated and implied.	Provide credible predictions about what might happen, within the context and providing evidence without prompting.
	Provide a simple explanation of a text, to show their understanding.	Explain and discuss their understanding of the text e.g. explain events; describe a character's actions.	Explain, with sufficient detail, their understanding of the text e.g. explain events; describe a character's actions.
	Find, retrieve and record information; sometimes require support.	Retrieve and record information from texts.	Retrieve and record information confidently from texts.
		Begin to identify how words or presentation contribute to meaning e.g. that the word 'trembling' indicates that the kitten is scared; that the text box provides a list of quick facts.	Identify how language, structure and presentation contribute to meaning e.g. that the word 'threatening' means that the storm is close and could be dangerous; that the use of bold font makes the important facts stand out.