



## Reading target card

### Year 3

#### Beginning

<p><b><u>AF1</u></b>  <i>Use a range of strategies, including accurate decoding of text, to read for meaning</i></p>	<p>I can read aloud with intonation and expression taking account of a range of punctuation, (<i>e.g. commas, dashes, hyphens</i>).          I can use my knowledge of word formation and a wider range of prefixes and suffixes to construct the meaning of words in context.</p>
<p><b><u>AF2</u></b>  <i>Understand, describe, select or retrieve information, events or ideas from texts and use quotation and reference to text</i></p>	<p>I can identify and discuss issues, locating evidence in the text.          I show an understanding of narrative order and chronology in stories.</p>
<p><b><u>AF3</u></b>  <i>Deduce, infer or interpret information, events or ideas from texts</i></p>	<p>I can deduce reasons for characters' actions and events based on evidence from text.          I can develop an active response to a text by empathising with different characters' points of view.</p>
<p><b><u>AF4</u></b>  <i>Identify and comment on the structure and organisation of texts, including grammatical and literary features at text level</i></p>	<p>I can make use of non-fiction features (<i>e.g. contents to scan and assess for relevance for intended purpose</i>).</p>
<p><b><u>AF5</u></b>  <i>Explain and comment on the writers' use of language, including grammatical and literary features at word and sentence level</i></p>	<p>I am beginning to interpret the effect the choice of language has to create moods and build tension.</p>
<p><b><u>AF6</u></b>  <i>Identify and comment on writers' purposes and viewpoints and the overall effect of the text on the reader</i></p>	<p>I know how style and vocabulary are linked to the purpose of the text (<i>e.g. exaggerated writing in persuasive text</i>).</p>
<p><b><u>AF7</u></b>  <i>Relate texts to their social, cultural and historical contexts and literary traditions</i></p>	<p>I understand that some stories are handed down by word of mouth.</p>



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#### Developing

<p><b><u>AF1</u></b>  <i>Use a range of strategies, including accurate decoding of text, to read for meaning</i></p>	<p>I can read a range of texts fluently and accurately.          I know how to work out the pronunciation of homophones using the context of the sentence.</p>
<p><b><u>AF2</u></b>  <i>Understand, describe, select or retrieve information, events or ideas from texts and use quotation and reference to text</i></p>	<p>In responding to fiction and nonfiction, I can show an understanding of the main points.</p>
<p><b><u>AF3</u></b>  <i>Deduce, infer or interpret information, events or ideas from texts</i></p>	<p>I can use my knowledge of structure/content of fiction and non-fiction genres to make or confirm my predictions.          I can distinguish fact from opinion and recognises the point of view being presented in text.</p>
<p><b><u>AF4</u></b>  <i>Identify and comment on the structure and organisation of texts, including grammatical and literary features at text level</i></p>	<p>I understand how chapters and paragraphs are used to collect, order and build up ideas.          I can identify features of different text-types and use appropriate reading strategies (<i>e.g. scrolling through an ICT text</i>).</p>
<p><b><u>AF5</u></b>  <i>Explain and comment on the writers' use of language, including grammatical and literary features at word and sentence level</i></p>	<p>I can identify the use of expressive, descriptive and figurative language in prose and poetry.</p>
<p><b><u>AF6</u></b>  <i>Identify and comment on writers' purposes and viewpoints and the overall effect of the text on the reader</i></p>	<p>In responding to fiction and nonfiction I can express my preferences.          I can recognise and comment on the main purpose of a text.</p>
<p><b><u>AF7</u></b>  <i>Relate texts to their social, cultural and historical contexts and literary traditions</i></p>	<p>I can relate the text to other books by same author</p>



## Reading target card

### Year 3

### Mastering

<p><b><u>AF1</u></b> <i>Use a range of strategies, including accurate decoding of text, to read for meaning</i></p>	<p>I can re-read and read ahead to determine meaning. I can use my knowledge of word roots derivations and spelling patterns to read unknown words.</p>
<p><b><u>AF2</u></b> <i>Understand, describe, select or retrieve information, events or ideas from texts and use quotation and reference to text</i></p>	<p>I am beginning to understand how stories may vary (<i>e.g. in pace, build up, sequence, complication or resolution</i>). I can locate specific information making efficient use of text features (<i>e.g. contents, sections, headings</i>).</p>
<p><b><u>AF3</u></b> <i>Deduce, infer or interpret information, events or ideas from texts</i></p>	<p>I am beginning to infer meaning using evidence from the text (<i>e.g. clues from action, dialogue or description</i>). I can identify the point of view from which a story is told and respond by <i>e.g. retelling from a different point of view</i>.</p>
<p><b><u>AF4</u></b> <i>Identify and comment on the structure and organisation of texts, including grammatical and literary features at text level</i></p>	<p>I can identify the structure and language features of a range of non-fiction text types (<i>e.g. explanations, recounts, persuasion</i>).</p>
<p><b><u>AF5</u></b> <i>Explain and comment on the writers' use of language, including grammatical and literary features at word and sentence level</i></p>	<p>I can comment on the effectiveness of the author's choice of language to create moods and build tension.</p>
<p><b><u>AF6</u></b> <i>Identify and comment on writers' purposes and viewpoints and the overall effect of the text on the reader</i></p>	<p>I can express my personal response to a text but with little awareness of the writer's viewpoint or the effect on the reader.</p>
<p><b><u>AF7</u></b> <i>Relate texts to their social, cultural and historical contexts and literary traditions</i></p>	<p>I can relate the text to other books by other authors within the same genre.</p>