



Key Performance Indicators		Performance Standard
<b>Word Reading</b>	<b>Comprehension</b>	
<p>Apply their growing knowledge of root words, prefixes and suffixes (etymology and morphology) as listed in <a href="#">English Appendix 1</a>, both to read aloud and to understand the meaning of new words they meet.</p> <ul style="list-style-type: none"> <li>Prefixes – un, dis, mis, in/il/im/ir, re, sub, inter, super, anti, auto</li> <li>/i/ sound – myth, gym, pyramid</li> <li>Possessive apostrophe – plural</li> <li>Suffixes –sion, -ation and –ous</li> <li>sure/ture – measure, treasure, creature, picture</li> <li>ou – young, touch, double, trouble, country</li> <li>Suffix - -ly</li> </ul> <p><b>From Y3 Spelling programme</b></p> <p>Read further exception words, noting the unusual correspondences between spelling and sound, and where these occur in the word. (See Year 3/4 spelling list).</p>	<p>Develops positive attitudes to reading and understanding of what they read by:</p> <ul style="list-style-type: none"> <li>❖ listening to and discussing a wide range of fiction, poetry, plays, non-fiction and reference books or textbooks;</li> <li>❖ using dictionaries to check the meaning of words they have read; and</li> <li>❖ identifying themes and conventions in a wide range of books.</li> </ul> <p>Understands what they have read independently by:</p> <ul style="list-style-type: none"> <li>❖ drawing inferences such as inferring characters’ feelings, thoughts and motives from their actions, and justifying inferences with evidence; and</li> <li>❖ predicting what might happen from details stated and implied.</li> </ul> <p>Retrieves and records information from non-fiction</p>	<p><b>By the end of Y3 a child should be able to:</b></p> <ul style="list-style-type: none"> <li>❖ justify their views about books written at an age-appropriate interest level</li> <li>❖ read the book accurately and at a speed that is sufficient for them to focus on understanding what they read rather than on decoding individual words</li> <li>❖ decode most new words outside the spoken vocabulary;</li> <li>❖ read longer words with support and test out different pronunciations;</li> <li>❖ recognise themes in what they read, such as the triumph of good over evil or the use of magical devices in fairy stories and folk tales;</li> <li>❖ listen attentively and discuss books and authors that they might not choose themselves;</li> <li>❖ read, reread and rehearse a variety of texts;</li> <li>❖ use contents pages and indexes to locate information;</li> <li>❖ respond to guidance about the kinds of explanations and questions that are expected from them.</li> </ul>

Number of KPI's achieved:	Y3 level:	Y3 score:	Number of KPI's achieved:	Y3 level:	Y3 score:	Number of KPI's achieved:	Y3 level:	Y3 score:	Number of KPI's achieved:	Y3 level:	Y3 score:
1 – 4	3d	29	5 - 9	3c	30	10 - 13	3b	31	14	3a	32

