



YEAR 3 READING EXPECTATIONS

These end of year expectations show you what your child is expected to achieve at the end of their year.

Working towards expected standards means that your child is still working towards the expectations for the year group.

Working at the expected standard means that your child is confidently achieving the end of year expectations.

Working at greater depth means that your child is confidently achieving above the expectations for the year group.

Working towards expected standard for Year 3 using stage appropriate texts

Read accurately most words of two or three syllables.

Read most words containing common suffixes.

Read most common exception words.

Use punctuation to support expression.

Read most words accurately and fluently, from books that closely match the GPCs, without overt sounding and blending (sufficiently fluently to allow them to focus on their understanding rather than on decoding individual words).

Sound out most unfamiliar words accurately without undue hesitation.

Use the context to suggest meanings to unfamiliar words.

Retrieve information from books that are structured in different ways.

Make inferences about a character's actions and feelings.

Working at expected standard for Year 3 using age appropriate texts

Read some of the Year 3/4 word list, noting the unusual correspondences between spelling and sound.

Read age-appropriate books with growing confidence and fluency.

Read aloud with intonation that shows understanding.

Use known punctuation correctly to aid meaning when reading aloud.

Work out the meaning of words from the context.

Use dictionaries to check the meaning of unfamiliar words that have been read.

Begin to apply knowledge of root words, prefixes and suffixes to both reading aloud and to understanding the meaning of new words.

Retrieve basic information from texts.

Summarise a paragraph.

Make basic inferences based on a character's feelings and actions.

Plausibly predict what might happen on the basis of what has been read so far.
Identify how presentation contributes to meaning.
Identify words and phrases that interest the reader.
Greater depth at Year 3
Read many of the Year 3/4 word list, noting the unusual correspondences between spelling and sound.
Read more challenging books aloud with confidence, intonation and controlled pace to show greater understanding.
Retrieve information from a range of texts.
Summarise more than one paragraph.
Make basic inferences based on a character's feelings and actions - justifying these with evidence.
Predict what might happen from details stated.
Identify how words and phrases affect the reader.
Make links between books.

WHAT IS GREATER DEPTH?

In addition to the term **end of year expectations**, the term **greater depth** is used to measure a pupil's level of understanding. Achievement is focussed on the **depth of understanding** of the areas taught and the ability to apply this understanding in a variety of contexts.

This means that pupils working at greater depth are expected to be able to:

- apply their learning to different contexts, including other areas of the curriculum.
- work independently after some initial input.
- apply their skills and knowledge consistently, confidently and fluently.
- organise their ideas to make connections with other areas of learning.
- use their ideas to help them work with new areas of learning.
- clearly explain what they have been doing and why they know they are correct to others.
- have a secure understanding of the audience and purpose for their writing.

GREATER DEPTH IS NOT:

- working on content from the next year group.
- practising the same concept with bigger numbers.
- reading a more challenging text.
- an extension activity at the end of a lesson.

HOW IS GREATER DEPTH TAUGHT AT MARSH GIBBON SCHOOL?

When ready, pupils are provided with the opportunity to work at greater depth through carefully planned lessons and activities. Teachers will provide pupils with the time and opportunity to explore the learning objectives taught and will allow pupils the independence to apply their learning at a deeper level. Pupils may access greater depth challenges at any point in the week and across a range of subjects, as the teacher assesses their knowledge and progress. Greater depth cannot be awarded overall until the teacher has seen sufficient evidence across the subject and not just in a specific area e.g. punctuation, spelling, calculation, scientific investigations etc.