

**Standards in Reading: YEAR THREE**

**Taken from Chris Quigley's Depth of Learning and adapted for use by  
Ashdene Primary School.**

Standard	Cognitive Challenge	Nature of Progress	Typically Pupils Will...	Predominant Teaching Style
<b>Working Towards Expected Standard (WT)</b>	Low level cognitive demand. Involves following instructions.	Acquiring	name, describe, follow instructions or methods, complete tasks, recall information, ask basic questions, use, match, report, measure, list, illustrate, label, recognise, tell, repeat, arrange, define, memorise.	Modelling Explaining
<b>Working at Expected Standard (WA)</b>	Higher level of cognitive demand. Involves mental processing beyond recall. Requires some degree of decision making.	Practising	apply skills to solve problems, explain methods, classify, infer, categorise, identify patterns, organise, modify, predict, interpret, summarise, make observations, estimate, compare.	Reminding Guiding
<b>Exceeding/Working in Greater Depth</b>	Cognitive demands are complex and abstract. Involves problems with multi-steps or more than one possible answer. Requires justification of answers.	Deepening Understanding	solve non-routine problems, appraise, explain concepts, hypothesise, investigate, cite evidence, design, create, prove.	Coaching Mentoring

## Assessment criteria for Reading: YEAR THREE

**Note:** Independently or 'without support' means – Choosing to by oneself not when asked.

Learning Objective	Key Indicator(s)	Working Towards The Expected Standard (WT) Some evidence of some of the WA indicators seen	Working At The Expected Standard (WA) Most of the following features will be seen	Exceeding The Expected Standard/Greater Depth (Exc) All of the following features will be seen
<b>To read words accurately</b>	Apply a growing knowledge of root words, prefixes and suffixes.	The expected standard has not been met.	Begins to apply knowledge of simple root words, prefixes and suffixes to construct the meaning of words in context.	Generally, able to apply knowledge of most simple root words, prefixes and suffixes to construct the meaning of words in context.
	Read further exception words, noting the spellings.		Beginning to read some exception words. With support, notes the spellings for further exception words.	Generally, able to read further exception words, and note the spelling.
<b>To understand texts</b>	Draw inferences from reading.	The expected standard has not been met	Simple inferences can be made using evidence from the text.	In a range of texts, inferences can be made, such as: inferring characters' feelings, thoughts and motives from their actions. Generally, justifies inferences with evidence.
	Recall and summarise main ideas.		With the support of a teacher, the main points of a text are understood and can be recalled and summarised.	Recalls and summarises the main ideas and themes across a range of texts.
	Discuss words and phrases that		Identifies where language is used to create mood or build tension. With	Generally, comments on the choice of language in order to create moods and

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<b>To understand texts</b>	capture the imagination.		the support of a teacher, identifies a few basic features of the writer's use of language but with little or no comment, for example, 'There are lots of adjectives in this text.'	build tension. The effect that language has on the reader is discussed. Beginning to consider the impact of descriptive style.
	Retrieve and record information from non-fiction, using titles, headings, sub-headings and indexes.	The expected standard has not been met	Shows some awareness of organisational features. With the support of a teacher, retrieves and records information; using basic organisational features, such as the title and main headings.	Generally, organisational features and conventions are identified and used to locate and retrieve information; for example, title, index, glossary and contents. Generally, records information from non-fiction, using titles, headings, sub-headings and indexes.
	Prepare poems and plays to read aloud with expression, volume, tone and intonation.		With the support of a teacher, listens to, discusses and expresses views about poetry and plays. Begins to read aloud with expression, volume, tone and intonation.  Begins to use performance to extend their interest in the meaning and origin of words.	With guidance, prepares poems and play scripts in order to read aloud and to perform; showing understanding through intonation, tone, volume and action. Uses performance to extend interest in the meaning and origin of words.
	Identify recurring themes and elements of different stories.		Begins to 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.	Generally, recognises 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.
	Recognise some different forms of poetry.		Begins to recognise that there are different forms of poetry; for example, nursery rhymes, haiku's, limericks, narrative poetry, nonsense poetry etc.	Generally, identifies different types of poetry and their forms; for example, haiku's, limericks, narrative poetry,

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<b>To understand texts</b>		The expected standard has not been met		nonsense poetry etc.
	Explain and discuss understanding of reading, maintaining focus on the topic.		With support, participates in discussion about books; including those that are read to them and those they can read for themselves. With the support of a teacher, explains and discusses ideas, whilst maintaining a focus on the topic.	Participates in discussions about books and is able to explain and discuss ideas, whilst maintaining a focus on the topic. Generally, recommends books that they have read, giving reasons for their choices.
	Draw inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence.		Makes simple inferences using evidence in a range of texts.	Generally, makes straightforward inferences and justifies views with evidence; for example, inferring characters' feelings, thoughts and motives.
	Predict what might happen from details stated and implied.		Simple predictions about what is implied or what has happened so far are made.	Generally, predictions about details stated, what is implied or what has happened so far, are made.
	Identify main ideas drawn from more than one paragraph and summarise these.		With support, begins to identify and summarise the main ideas drawn from more than one paragraph.	Generally able to identify and summarise the main ideas drawn from more than one paragraph.
	Identify how language, structure and presentation contribute to meaning.		With the support of a teacher, begins to learn that there are different conventions of writing; for example, greetings in letters, a diary written in the first person or the use of presentational devices; such as, numbering and headings.	Generally, recognises the conventions of different types of writing; for example, greetings in letters, a diary written in the first person or the use of presentational devices; such as, numbering and headings.
	Ask questions to improve		With the support of a teacher, begins	Generally is beginning to ask relevant

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	understanding of a text.		to consider the types of questions that can be asked to improve understanding of a text.	and purposeful question in order to improve understanding of a text.
	Check that the text makes sense, discussing understanding and explaining the meaning of words in context.		With support, re-reads to check that the text makes sense. Begins to find out and discuss the meanings of new words in context.	Generally re-reads to check that the text makes sense. Discusses understanding of a text and finds out the meanings of new words in context.