_		Literal Comprehension (LIT)			Inference (INF)		Responding to the Text (RT)		Language for Effect (LFE)		Themes and Conventions (TAC)		
Indicative Book Band	Termly assessment	Literal Comprehension (LIT)	Literal Comprehension: Sequencing (SEQ)	Information Retrieval (IR)	Accuracy (ACC)	Making Inferences (INF)	Prediction (PRED)	Personal Response and Evaluation of Text (PRS)	Performance (PERF)	Literary Language (LANG)	Vocabulary Development (VOC)	Range of Texts (RGE)	Text Structure (STRC)
BROWN A	Y3 term 1	With support, separa the main idea of a paragraph or page they have just read. Example: In a non-fiction test about different environments, child can explain that deserts have exponent both because of global withing in response to the second second second second second about how deserts have changed?'		Increase a decisionary is arranged in aphabetical order and that it can be used to find out meaning of works. Example: When asked to find the word 'traad', child finds, the term of an decisionary and finds the cornect work, and radii the definition allowd.			Make a service prediction of what might happen and can jury the prediction on the basis of what has happened so far in the story. Example: In a story in which a very socify printe goet to seal on a very high they, thid more togs and give a reason for this prediction.		Copy a notified reading of a poem with predictable expression or, after reheating follow simple stage directions for how to read lines of a pay. Example: After hearing an adult read a sample poem with a whisperied final line, final line.			Has read or head a variety of myths and ligends and an operation some of the lay features of these. Example: Child can identify that myths are offene about golds and other supernatural beings.	
				Now information can be found in non- fiction features and a singurang-aport, copions, barls and charts, as well as in main toxi, and denue there features with minimal prompting to find answers to question. Example, When maked to exploit where and caption as well as text to find relevant information.		Distinguish between simple statements of fact and option where spations are deally supposted with 't black'. Example in a story, child can identify that 't black my vilges in the best place in the world to live' is an ophion.					With prompting, identify us internating word or phrase in a parage and appress preferences for paraclase words. Examples With some support, child can think of an alternative word for a word in the tast, and say which word they think is the better one to use in that case.		Identify some ways in which structure and presentations contribute to meaning. Example: Child can see from written instructions by commenting on presentational devices such as numbered lass.
					Automatically track meaning of text during reading, pauling to self-correct where promoting, can equal meaning of what has been read, in response to a question. Canadels in the control of a story, child when the text of the sentence. There is upper, they give the hornes their food."	With support, make inferences, such as infering obunches' feelings and motives from their actions. Example: Child can answer questions such as "Why did Cardinal and the door? How was the feeling?" when answer is not stated in the text.				Discuss interesting vocabulary on a page or toot and, with support, can equation in other adder. The second second second second the reader. Example: Child can discuss interesting word, e.g. burninging and, in answer to the carry of can equation that the onlying' sounds scatter.			
	Y3 term 2						Predict what will happen from what is clearly stated and scriptific wardly implied in a text, sometimes drawing on knowledge of similar texts. Example: In a story in which a character did not hitem property to an instruction, wrong and can give a simple reason for this.	Give an optimism on a moral dilemma presented in a story. Example: After reading The Boy Who Cried Wolf, child can answer questions such as: To you child the Walger of dit en right thing to ignore the boy? Child answer: "No, they should have latered to ten."	Copy a nochled reading of a poem with varying grospisal and valume or follow stage directions for how to read lines of a play. Example: When reading a play script about, thild automatically follows stage directions such as (whispen).				agging to use familie non-fiction features independently to help them narigate through a text. Example when asked to locate a specific parce of information, this locate is specific parce of information and uses headings and sub-headings to help them locate it.
BROWN B	Y3 term 3	Explan the main idea of a paragraph of page they have just read. Example: In a fiction toc, thild can answer the question: 'What has happened on this page?' giving the main idea or event.		Retrieve specified information from a range of fiction and ion featon insta. Example: When action for find a particular topic in a non-fiction book, child uses the contents nage to find the topic and cases the page for relevant information. When its story?, and guides to the specification part of the text, the child can field the answer.		When prompted draw inferences such as the sensitive (holding, hought and notives the mather actions). The sensitive and the sensitive Examples in a story where a character has minumentood autics, whild can answer the question. What did Maa shoet was happening?		Give an option on a moral diference presented in oncy and give a simple reason for the. Examples After reading the option of the option (b), child can anyo equations such as To you think the utilizers dif the right (b), child can anyo equations such as the option of the option of the option of the option of the option of the option the villagers were avoing to game him. Because it wark from the option of the assumed he was lying.		Point on di intending vocabulary on a page de cuavespain in be effect de vaco faito in be effect de vaco faito in be ender. Example Child can point out an interneting vacoré, a c'elapitetar al and interneting vacoré, a c'elapitetar and constructiones pages happy.	Use invalvedge of how a dictionary is surveilse to find out be meaning of work. Example When asked to find the word hard in a dictionary, old turns to the middle section of the book, finds the middle section of the book, finds the made section of the book, finds the made the definition.	Hen used of intervel to a many of rest, used and an intervel to general failures, poetry, spiny, non-failure and enforces books, and can answe questions about the text. Ensample: Claid regularity gives suprovide moment to questions, showing their understanding of a range of texts.	
		Asseve therail or deductive questions about a range of different kinds of books and tests, using claes and information from different parts of the test where these are clearly signposted. Example: With support if necessary, child can put together ordered from two different pages in a story, to build up evidence about a character.	Retell longer familiar stories they have read, e.g. myths and legends. Examples: After reading the story of Datedatus and izarus, child can retell main points of story in order, including all main elements.										With support, letterfly some of the ways in which language and structure controlled to meaning in different types of text. Example: Child can identify a set of classoon nules by commenting on the language used, e.g. commandy/imperative verbs.
						Expected attainment at en	d of Year 3 (on track to meet	Y3/4 curriculum requiremen	nts)				