

Durham Lane Primary School- Guided Reading Assessment: Year 3 Name:

Children need opportunities to read a wide range of fiction, poetry, plays, non-fiction, reference or textbooks. They should be developing their understanding and enjoyment of stories, poetry, plays and non-fiction and should be learning to read silently. They should also be developing their knowledge and skills in reading non-fiction about a wide range of subjects.

The following objectives should NOT be followed in any particular order and can be achieved during guided reading sessions, whole class reading activities or during independent tasks.

No.		1	2	3
	Word Reading			
	Phonics and decoding			
1	Can use their phonic knowledge to decode quickly and accurately (may still need support to read longer unknown words).			
2	Can apply their growing knowledge of root words and prefixes, including in-, im-, il-, ir-, dis-, mis-, un-, re-, sub-, inter-, super-, anti- and auto- begins to read aloud and understand new words.			
3	Can apply their growing knowledge of root words and suffixes/word endings, including -ation, -ly, -ous, -ture, -sure, -sion, -tion, -ssion and -cian, begins to read aloud and understand new words.			
	Common Exception Words			
4	To begin to read Y3/Y4 exception words, discussing the unusual correspondences between spelling and sound and where these occur in the word			
	Comprehension			
	Understanding and correcting inaccuracies			
5	Can check that the text makes sense to them and self-correct more automatically.			
6	Can discuss their understanding and explain the meaning of words in context when encouraged to do so.			
	Comparing, contrasting and commenting			
7	Can recognise, listen to and discuss a wide range of fiction, poetry, plays, non-fiction and reference books or textbooks.			
8	Can use appropriate terminology when discussing texts (plot, character, setting).			
9	Has increased familiarity with a wide range of books, including more complicated fairy stories, myths and legends and to be able to retell parts of these.			
10	With support, can justify views about own reading or listened to texts.			
	Words in context and authorial choice			
11	To discuss given words/phrases and how they make the reader feel.			
12	In fiction, can talk about words and phrases that add interest to the story.			
13	Correctly completes activities where a word or phrase is given and there is a multiple-choice answer to determine the meaning of new vocabulary.			
	Inference and prediction			
14	Can ask and answer questions appropriately, including some simple inference questions based on characters' feelings and thoughts.			
15	Can make predictions using evidence from the text.			
	Poetry and performance			
16	Can read aloud poems with intonation, tone, volume and actions.			
17	Can prepare and perform a poem with support that shows some awareness of the audience when reading aloud, beginning to use appropriate intonation and volume.			
18	Can prepare and perform a play script with support that shows some awareness of the audience when reading aloud, beginning to use appropriate intonation and volume.			
	Non-fiction			
19	Can begin to retrieve and record information from non-fiction texts.			
20	Can understand the features of a non-fiction book, for example, can explain how a page is set out.			
21	Can look up a word in a children's dictionary to find the meaning.			

Durham Lane Primary School- Guided Reading Assessment: Year 4 Name:

Children need opportunities to read a wide range of fiction, poetry, plays, non-fiction, reference or textbooks. They should be developing their understanding and enjoyment of stories, poetry, plays and non-fiction and should be learning to read silently. They should also be developing their knowledge and skills in reading non-fiction about a wide range of subjects.

The following objectives should NOT be followed in any particular order and can be achieved during guided reading sessions, whole class reading activities or during independent tasks.

No.		1	2	3
	Word Reading			
	Phonics and decoding			
1	To read most words fluently and attempt to decode some unfamiliar words with increasing speed and skill.			
2	Can continue to apply their knowledge of root words, prefixes and suffixes/word endings to read and understand new words aloud with fluency.			
	Common Exception Words			
3	To read all Y3/Y4 exception words, discussing the unusual correspondences between spelling and sound and where these occur in the word.			
	Comprehension			
	Understanding and correcting inaccuracies			
5	Can self-correct, without prompting most of the time.			
6	Shows that they are understanding what they have read by beginning to generate questions about a text with support.			
	Comparing, contrasting and commenting			
7	Can discuss and compare texts from a wide variety of genres and writers, taking turns at listening to others.			
8	Can read for a range of purposes.			
9	Begins to identify themes in a wide range of books (e.g. triumph of good over evil).			
10	Begins to identify conventions (e.g. greetings in letters, a diary written in the 1st person or presentational devices such as numbering and headings in instructions).			
11	Can identify how language, structure and presentation contribute to meaning.			
12	Can identify main ideas drawn from more than one paragraph and summarise these.			
	Words in context and authorial choice			
13	To find words/phrases which denote or convey a given feeling or capture the reader's interest and imagination.			
14	Can find synonyms for a given word from a story.			
15	Can find and copy a word that demonstrates a feature in a sentence, in an age-appropriate text, e.g. Find and copy one word that means ...			
	Inference and prediction			
16	To draw inferences from characters' feelings, thoughts and motives that justifies their actions, supporting their views with evidence from the text.			
17	To begin to justify predictions from details stated and implied.			
	Poetry and performance			
18	To recognise and discuss some different forms of poetry (e.g. free verse or narrative poetry).			
19	To prepare and perform a poem with appropriate techniques (intonation, tone, volume and action) and to begin to show awareness of the audience when reading aloud.			
20	To prepare and perform a play script with appropriate techniques (intonation, tone, volume and action) and to begin to show awareness of the audience when reading aloud.			
	Non-fiction			
21	To use all of the organisational devices available within a non-fiction text to retrieve, record and discuss information with support.			
22	To use dictionaries to check the meaning of words that they have read.			
23	From a non-fiction text, can collect key facts to present in a new way.			
23	Understands why features such as bullet points, sub-headings and headings have been used.			