

Symphony Assessment System – English – Reading

Bold = Performance Descriptors which are **NON-NEGOTIABLES** and, other than in exceptional circumstances, deemed essential for a pupil to be assessed at that step

Year Group	Year 3		
Point	19	21	23
Grade	3C	3B	3A
Assessment Milestone	Step 1	Step 2	Achieved Y3 <i>Refer to non-statutory guidance for exemplification</i>
WORD READING	<ul style="list-style-type: none"> Can read some Year 3/4 common exception words list (20 words plus approximately) Can read independently using a range of strategies appropriately, including decoding to establish meaning 	<ul style="list-style-type: none"> Can read approximately half of the Year 3/4 common exception words list (20 words plus) Can read aloud with expression and intonation, taking into account ?,! for contractions; as well as inverted commas (“ ”) for dialogue Prepare poems and play scripts to read aloud and to perform, showing understanding through intonation, tone, volume and action 	<ul style="list-style-type: none"> Can read approximately half of the Year 3/4 common exception words list (50 words plus) Can read aloud with intonation and expression taking into account a higher standard punctuation including ... () – Apply their growing knowledge of root words, prefixes and suffixes (as listed in English Appendix 1), both to read aloud and to understand the meaning of new words they meet
READING COMPREHENSION	<ul style="list-style-type: none"> With support, use dictionaries to check the meaning of words that they have read Makes predictions on the basis of what has been read so far, using a range of clues (e.g. experience of books written by same author, books on a similar theme, title, cover, blurb) ® Is beginning to identify difference and similarities between fiction genres Can compare similarities and differences between texts/books in terms of characters, settings and themes ® Make inferences on the basis of what has been read ® Understand the job of different punctuation marks (.?!,’ “ ”) Develop a positive attitude to reading by: listening to and discussing a wide range of fiction, poetry, plays, non-fiction and reference books or textbooks 	<ul style="list-style-type: none"> Use contents, indexes and subheadings to find information Understands the purpose of a paragraph/chapter Identify the main features of a wider range of non-fiction text types (e.g. instructions, explanations) Can make plausible predictions based on knowledge from the text and wider connections (e.g. books with similar theme, by the same author, or a personal connection the child makes) Compare texts with others by the same author Can understand straightforward underlying themes and ideas in an appropriate level text Beginning to distinguish between fact and opinion in texts Summarise and explain the main points from a text, referring back to the text to support this 	<ul style="list-style-type: none"> Can use knowledge of the alphabet to locate words in a dictionary using first 2 or 3 letters Can identify the language features of some different text types (e.g. language used in a recount is different to that of language used in a set of instructions) Begin to predict what will happen and why events and actions have happened using evidence from the text (e.g. why a character behaves in a certain way) Can identify themes and conventions in a wide range of books Can empathise with different characters' points of view in order to explain what characters are thinking/feeling and the way they act Can use clues from action, description and dialogue to establish meaning Can comment on the author's choice of the words and phrases to create mood and build tension or paint a picture