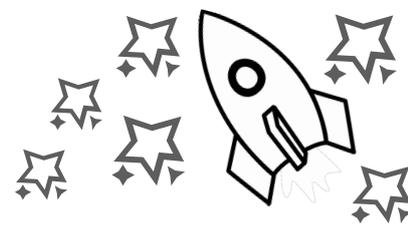


Achievement Statements

Year 3 Reading



Foundational Achievement Statements

	Power Statement
I can use my knowledge of root word, prefixes and suffixes to decode words while reading	☆
I can find given words in a dictionary	☆
I can use a contents page, index, chapters, headings and glossaries to locate a place in a text	☆
I can read aloud clearly so that the audience can hear me	☆
I can read at an age equivalent level of 8 years and 9 months or more (as measured on a normative test)	
I can read aloud a familiar text at my level at a rate of 100 words per minute	☆

Conceptual Achievement Statements

	Power Statement
I can use my knowledge of root words, prefixes and suffixes to tell someone the meaning of many new words (-ing, un-, e.t.c). See appendix in N.C. Programme of study	☆
I can retell a story or relate instructions from a text I have read	
I can explain in my own words a books message or main theme	☆
I can ask questions which will help me to better understand a text	☆
I can retell stories I have heard or read from a wide range of books	
I can alter my voice when reading something exciting, humorous or emotional	
I can use actions to support my audience's understanding when I read aloud	
I can work as part of a group to discuss books we have read or that have been read to us	
I can tell people about my reading preferences both by naming the author and talking about the types of stories that I like	
I can suggest how a character might be feeling or why they chose to act in particular ways	☆
I can use the details in a text to help me predict what might happen	☆
I can use examples to support my point of view in a text	☆

The Progression of Evidence

This objective has been TAUGHT.	Achieved with SUPPORT.	Achieved INDEPENDENTLY.	Shown in a CROSS-CURRICULAR piece of work.	INDEPENDENTLY APPLIED.