

Independent Reading Targets Year 3

In independent reading and challenging texts shared at whole class level, the child is able to:							
Themes and Conventions	E	D	S	Comprehension	E	D	S
Identify the main purpose of texts e.g. “This book will help us learn about ...”; “I can use this to find out about...” Identify author viewpoint with reference to text e.g. “The writer wants us to be afraid of him by saying he has a scar across his face.”				Express personal responses to fiction, nonfiction and poetry Be able to explain the meaning of words in context e.g. using dictionaries or knowledge of spelling conventions Be able to locate key information for a purpose Ask questions to improve understanding Make predictions based on what is stated and implied Identify the main ideas from more than one paragraph Discuss and identify how structure and presentation contribute to meaning			
Inference	E	D	S	Language for Effect	E	D	S
Infer characters’ feelings, thoughts and motives from their actions e.g. “He wasn’t happy there – that’s why he ran away.” Begin to understand what the writer is implying in a text e.g. “It doesn’t say that she doesn’t like her brother but there are clues.” Predict what might happen from details stated and attempt to predict from details implied Identify main ideas from more than one paragraph e.g. use evidence from across a text to explain events and/or ideas				Understand how language in different texts appeals to readers Identify features that writers use to provoke readers’ reactions e.g. descriptive and emotive language Understand how writers use figurative and expressive language to create images and atmosphere Discuss how language is used to create emphasis, humour, atmosphere or suspense			
Independent Reading							
Reads fluently, with concentration, and is able to discuss texts. Maintains expected reading (recorded in reading record) and consistently uses Reading Plus							