



Year 3 Guided Reading Tracking Grid



	Assessment Criteria	Names of Children					
Word reading	I am able to use my knowledge of root words , prefixes (including dis-, mis-, il-, im-, ir-) and suffixes (including -ly) to help me read aloud and to understand the meaning of new words.						
	I am able to read further exception words including words that do not follow spelling patterns.						

COMPREHENSION	I am able to make reading fun by listening to and discussing stories, poems, plays and non-fiction words.						
	I am able to show that I enjoy reading by reading lots of different types of books.						
	I am able to read a wide range of books including fairy stories, myths and legends and retell some of them to others.						
	I am able to tell you what a book that I am reading is about.						
	I am able to read aloud poems and perform play scripts.						
	I am able to discuss words in the books that I read that excite me.						
	I am able to understand what I have read, checking that it makes sense by talking to others about it.						

	I am able to ask questions about the texts that I have read to help me understand them.						
	I am able to use a dictionary to check the meaning of the words I have read.						

	Assessment Criteria	Names of Children					
COMPREHENSION	I am able to work out what a character in a book is feeling by the actions they take and can explain how I know						
	I am able to predict what might happen from clues in what I have read						
	I am able to tell someone about the main ideas in a paragraph						
	I am able to say how a text is organised to help me understand it using paragraphs, headings, subheadings and inverted commas to show speech						
	I am able to use non-fiction texts to find out information on a subject						
	I am able to talk about books and poems and I can take turns in telling people about them.						
NOTES							

