**Year 3 Reading Assessment – Fluency and Understanding**

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| **Aims:*** **To assess current level of reading fluency (*fluency means that when the child is reading they read at a pace where they can recall details of what they have read*.)**
* **To assess level of understanding of what has been read and whether clues from the text can be used to answer questions and justify opinions.**
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| **Year 3 text - The Jolley-Rogers and the Pirate Piper by Jonny Duddle – Prologue and Chapter 1 - Rats** |
| **https://authorfy.com/masterclasses/jonnyduddle/** |
| After reading the prologue and the start of the first chapter children were asked the following questions:***Who are the characters we have met so far? What can you tell me about them?*** ***Which words linked to sailing and the sea does the author use?*** ***Summarise for me what happened in the prologue and the start of the first chapter.*** ***What do you think is going to happen next? Explain why.*** |

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| **Question** | **Answer** |
| 1. What is the weather like at the start of Chapter 1?
 | Foggy |
| 1. What is the best thing about Arthur’s new job?
 | That nobody arrived by sea at night so he had nothing to do and could sleep. |
| 1. What was Mrs. Bumble doing as she sat up in bed?
 | Drinking tea |
| **Inference**  |
| 1. What impression does the name ‘Dull-on-Sea’ give you about the town?
 | That is not a very exciting place to live and that nothing ever happens there. (**DO NOT** accept any reference to it being by the sea/on the coast.) |
| 1. Why did the deck look like it was lined with fur?
 | Because the rats on the ship looked like they were lining the walls. |
| 1. How does Mrs Bumble feel about rats? What makes you think that?
 | She doesn’t like them because she screamed. |
| **Speculative**  |
| 1. Why do you think Captain Horatio Rattus helping the rats?
 | Accept an answer that is plausible based upon the text in the **prologue** and **chapter 1 only.**It should contain sufficient detail. Make an assessment based upon the complexity and detail linked to the body of the text |
| 1. Why do you think the rats want to come to Dull-on-Sea?
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| 1. What do you think will happen to Arthur?
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| **Assessing a child’s fluency** |
| Consider the child’s responses to the questions above together with your knowledge and understanding of the child’s performance in the classroom.  |
| Below are the objectives from the National Curriculum which state what a child should demonstrate on a consistent basis by the end of Year 3. Work upon a **secure fit** model. This will enable the child to build upon firm foundations as they continue their learning journey. |

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| **Year 3 Reading Fluency** |
| **Working towards the expected standard** | **Working at the expected standard** | **Working at greater depth within the expected standard** |
| Reads books below age-appropriate interest level often with support. | Independently reads age-appropriate interest level books independently. | Reads widely (stories, poetry, plays and non-fiction) at an age-appropriate interest level, and beyond. |
| Still developing enthusiasm and enjoyment for reading | Demonstrates enthusiasm and enjoyment for reading | Independent, fluent and enthusiastic reader who read widely and frequently |
| Lacks understanding of root words, prefixes and suffixes impeding the ability to read aloud and understand the meaning of new words. | Demonstrates a growing knowledge of root words, prefixes and suffixes (etymology and morphology) both to read aloud and to understand the meaning of new words.  |
| Needs support to read aloud poems and plays. | Prepares poems and plays to read aloud, showing understanding through intonation, tone, volume and action |
| **Year 3 Reading Comprehension** |
| Unable to discuss and identify words and phrases that impact on the reader. | Starting to discuss and identify words and phrases that capture the reader’s interest and imagination. | Can discuss/identify words/ phrases that capture the reader’s interest and imagination. |
| Struggles to understand the meaning of words in context | Starting to understand and explain word meaning using contextual clues. | Can generally explain meaning of words in context. |
|  | Starting to ask questions to improve understanding of a text | Asks questions to improve understanding of a text |
| Beginning to understand the concept of inference and draw inference with support | Can draw inference e.g. characters’ feelings, thoughts and motives from their actions | Independently draws inference  |
| Can, with support, use retrieval skills to make a simple prediction | Can use retrieval and inference skills to make a prediction | Independently uses retrieval/ inference to make a prediction |
| Can, with prompting, discuss the ideas within a single paragraph | Beginning to identify main ideas from more than one paragraph and to summarise these. | Can identify main ideas from more than one paragraph and summarise these |
| With support, can retrieve and record information from non-fiction | Can **retrieve and record** information from non-fiction. | Independently **retrieves/records** information from non-fiction |
| Needs prompting/encouragement to participate in discussions about books read to them/they read. | Participates in discussions about books read to them and those they read for themselves |