

Reading Milestones

Year 3 & 4



NB: Green = Reading Word Milestones & Blue = Reading Comprehension Milestones

If on target, Year 3 children will be working at the 'Basic' and 'Expected' levels and Year 4 children will be working at the 'Expected' and 'Deep' levels.

	Basic:	Expected:	Deep:
Working Towards Expected Standard			
Pupil(s) are beginning to meet the following milestones with support:			
To use their phonic knowledge to decode quickly and accurately (may still need support to read longer unknown words)			
To apply their growing knowledge of root words and prefixes, including in-, im-, il-, ir-, dis-, mis-, un-, re-, sub-, inter-, super-, anti- and auto (as listed in English appendix) to begin to read aloud			
To apply their growing knowledge of root words and suffixes/words including -ation, -ly, -ous, -ture, -sure, -sion, -tion, -ssion, and -cian (as listed in English appendix) to begin to read aloud			
To begin to read some Y3/Y4 exception words (as listed in appendix)			
To develop a positive attitude to reading and understanding of what they read by: <ul style="list-style-type: none"> beginning to use appropriate intonation and volume when reading aloud 			
To develop a positive attitude to reading and understanding of what they read by: <ul style="list-style-type: none"> recognising and discussing the different features of a variety of texts 			
To develop a positive attitude to reading and understanding of what they read by: <ul style="list-style-type: none"> discussing authors' choice of words and phrases for effect 			
To understand what they read, in books they can read independently, by: <ul style="list-style-type: none"> asking and answering questions appropriately, including some simple inference questions based on characters' feelings, thoughts and motives 			
To understand what they read, in books they can read independently, by: <ul style="list-style-type: none"> checking that the text makes sense to them, discussing their understanding and explaining the meaning of words in context 			
To retrieve and record information from non-fiction			

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	Basic:	Expected:	Deep:
Working at Expected Standard			
Pupil(s) are beginning to independently apply their knowledge and skills to the milestones:			
To usually be able to read fluently, decoding longer words with support, testing out different pronunciations			
To apply their growing knowledge of root words and prefixes, including in-, im-, il-, ir- dis-, mis-, -un, re-, sub-, inter-, super-, anti- and auto- (as listed in English appendix) to read aloud and to understand the meaning of new words they meet			
To apply their growing knowledge of root words and suffixes/word endings, including -ation, -ly, -ous, -ture, -sure, -sion, -tion, -ssion and -cian (as listed in English appendix) to read aloud and to understand the meaning of new words they meet			
To read most Y3/Y4 exception words (as listed in appendix) noting the unusual correspondences between the spelling and sound, and where these occur in the word			
To develop a positive attitude to reading and understanding of what they read by: <ul style="list-style-type: none"> reading with an awareness of audience (e.g. changes in intonation and pace) 			
To develop a positive attitude to reading and understanding of what they read by: <ul style="list-style-type: none"> reading books that are structured in different ways for a range of purposes and participating in discussions about them 			
To develop a positive attitude to reading and understanding of what they read by: <ul style="list-style-type: none"> using appropriate terminology when discussing texts (plot, character, setting) 			
To develop a positive attitude to reading and understanding of what they read by: <ul style="list-style-type: none"> reading books that are structured in different ways for a range of purposes and participating in discussions about them 			
To understand what they read in books they can read independently by: <ul style="list-style-type: none"> predicting what might happen from details stated and implied 			
To retrieve and record information from non-fiction using conventions such as indexes, contents pages and glossaries			

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	Basic:	Expected:	Deep:
Working at a Greater Depth within Expected Standard			
Pupil(s) are confidently and independently able to apply their knowledge and skills to the milestones			
To read most words fluently and attempt to decode any unfamiliar words with increasing speed and skill			
To apply their knowledge of root words, prefixes and suffixes/word endings (including all listed in English appendix) to read aloud fluently			
To understand the meaning of new words through contextual cues			
To read all Y3/Y4 exception words (as listed in appendix) discussing the unusual correspondences between spelling and sound and where these occur in the word			
To develop a positive attitude to reading and understanding of what they read by: <ul style="list-style-type: none"> when reading out loud, selecting a range of appropriate techniques (intonation, tone, volume, action) 			
To develop a positive attitude to reading and understanding of what they read by: <ul style="list-style-type: none"> discussing and comparing texts from a wider variety of genres and writers referring to authorial style, themes (e.g. triumph of good over evil) and features (e.g. greeting in letters, a diary written in the first person or the use of presentational devices such as numbering and headings) 			
To develop a positive attitude to reading and understanding of what they read by: <ul style="list-style-type: none"> recognising and discussing some different forms of poetry (e.g. free verse, narrative poetry) 			
To understand what they read in books they can read independently by: <ul style="list-style-type: none"> discussing vocabulary used by the author to create effect 			
To understand what they read in books they can read independently by: <ul style="list-style-type: none"> identifying main ideas drawn from more than one paragraph and summarising these 			

Child's Name: _____

Rooted in Faith; Enriching Young Minds

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	Basic:	Expected:	Deep:
To understand what they read in books they can read independently by: <ul style="list-style-type: none">• drawing inferences from characters' feelings, thoughts and motives that justify their actions, supporting their views with evidence from the text			
To understand what they read in books they can read independently by: <ul style="list-style-type: none">• justifying predictions with the evidence from the text			
To use all the organisational devices available within a non-fiction text to retrieve, record and discuss information			
To use dictionaries to check the meaning of words they have read			