

Year 3 Reading Expectations

Word Reading	Apply their growing knowledge of root words, prefixes and suffixes (etymology and morphology) as listed in Appendix 1, both to read aloud and to understand the meaning of new words they meet. Read further exception words, noting the unusual correspondences between spelling and sound, and where these occur in the word.
Comprehension	Develop positive attitudes to reading, and an understanding of what they read, by: • Listening to and discussing a wide range of fiction, poetry, plays, non-fiction and reference books. • Reading books that are structured in different ways and reading for a range of purposes. • Increasing their familiarity with a wide range of books, including fairy stories, myths and legends. • Retelling stories orally and preparing poems and play scripts to read aloud and to perform. • Showing understanding of a text through intonation, tone, volume and action. • Participate in discussion about both books that are read to them and those they read for themselves. • Taking turns and listening to what others say. Vocabulary: Using dictionaries to check the meaning of words. Begin to discuss words and phrases that capture the reader's interest and imagination. Discussing their understanding and explaining the meaning of words in context. Identifying how language contributes to meaning. Inference Drawing inferences from characters' feelings, thoughts and motives from their actions. Prediction: Predicting what might happen from details which have been read. Explanation: Explain how content is related and contributes to the meaning as a whole. Explain how meaning is enhanced through choice of language. Explain the themes and patterns that develop across the text. Retrieval: Asking questions to improve their understanding of a text. Retrieve and record information from non-fiction. Summary and comparison: Increasing their familiarity with a wide range of books. Identifying main ideas drawn from more than 1 paragraph and summarising these. Identifying themes in a wide range of books. Structure: Identifying how language, structure, and presentation contribute to meaning. Identifying conventions in a wide range of books. Recognising some different forms of poetry. Impact: Discussing words and phrases that capture the reader's interest and imagination.



Year 3 Writing Expectations

Transcription	<u>Spelling</u> • use the first 2 or 3 letters of a word to check its spelling in a dictionary • use word mats independently to support spelling <u>Handwriting and Presentation</u> • Use the diagonal and horizontal strokes that are needed to join letters • Increase the legibility, consistency and quality of their handwriting
Grammar and Punctuation	<u>Word:</u> • use 'a' and 'an' correctly for words beginning with vowels or consonants • use word families to show relationship between words <u>Sentence:</u> • secure use of noun phrases as a descriptive tool • use co-ordinating conjunctions to vary sentence structures • extend range of sentences by using subordinating conjunctions • use adverbs of time and place to add detail • use prepositions to add additional descriptive detail about time and cause <u>Text:</u> • introduce paragraphs as a way of grouping related material • use headings and subheadings to aid presentation • using the present perfect form of verbs in contrast to the past tense • choose nouns or pronouns appropriately for clarity and cohesion and to avoid repetition <u>Punctuation:</u> • secure use of question marks and exclamation marks accurately • use commas to separate items in a list • secure use of apostrophes for contraction and singular possession • introduction to inverted commas to punctuate direct speech Grammatical terminology: <i>preposition, conjunction, word family, prefix, clause, subordinate clause, direct speech, consonant, consonant letter vowel, vowel letter, inverted commas (or 'speech marks')</i>
Composition	<u>Plan their writing</u> • use model texts to understand and learn the structure, vocabulary and grammar of different text types • discuss and record ideas <u>Draft and write</u> • compose and rehearse sentences orally (including dialogue) • progressively building a varied and rich vocabulary • use an increasing range of sentence structures • organise paragraphs around a theme • in narratives, have a clear beginning, middle and end with descriptions of settings and characters • in non-narrative material, use some simple organisational devices- headings and sub-headings <u>Evaluate and edit</u> • assess the effectiveness of their own and others' writing and suggesting improvements • propose changes to grammar and vocabulary to improve consistency • proofread for spelling and punctuation errors • read their own writing aloud, to a group or the whole class

