

Year 3 Expectations:

Writing Composition

Plan

- Discuss writing similar to that which they are planning and use as a model for own writing
- Begin to generate own ideas
- Begin to record ideas

Write

- Begin to compose and rehearse sentences orally (*including dialogue*)
- Begin to use a varied and rich vocabulary
- Begin to compose sentences using a range of structures linked to the grammar objectives
- With support, write narratives with settings, characters and plot
- With support write a non-narrative using simple organisational devices such as, *headings and sub-headings*
- As writing develops, re-read to check it makes sense
- Begin to include paragraphs around a theme

Evaluate and Edit

- Re-read own and others' work and proof-read for spelling and punctuation errors
- Begin to make improvements by proposing changes to grammar and vocabulary to improve accuracy
- Read aloud own writing, beginning to use appropriate intonation, controlling the tone and volume so that meaning is clear

[illegible]

Year 3 Expectations for Reading

Word reading

- Use knowledge of root words, prefixes and suffixes to read aloud and to understand the meaning of unfamiliar words
- Read words that don't follow the spelling rules, noting the unusual connections between spelling and sound, and where these are found in the word
- Try to work out how to pronounce difficult words using knowledge of similar looking words



Year 3 Expectations for Spoken Language

Pupils should be taught to

- listen and respond appropriately to adults and their peers
- ask relevant questions to extend their understanding and knowledge
- use relevant strategies to build their vocabulary
- articulate and justify answers, arguments and opinions
- give well-structured descriptions, explanations and narratives for different purposes, including for expressing feelings
- maintain attention and participate actively in collaborative conversations, staying on topic and initiating and responding to comments
- use spoken language to develop understanding through speculating, hypothesising, imagining and exploring ideas
- speak audibly and fluently with an increasing command of Standard English
- participate in discussions, presentations, performances, role play, improvisations and debates
- gain, maintain and monitor the interest of the listener(s)
- consider and evaluate different viewpoints, attending to and building on the contributions of others
- select and use appropriate registers for effective communication.



Year 3 Expectations for Comprehension



- Listen to and discuss a range of fiction, poetry, plays, non-fiction and reference or text books
- Read books that are structured in different ways and are read for a range of purposes
- Use dictionaries to check the meaning of unfamiliar words they have read
- Increase familiarity with a wide range of books, including fairy stories, myths and legends and retell some of these orally
- Identify themes in a range of books
- With support, begin to prepare poems and play scripts to read aloud and to perform, showing understanding through intonation, tone, volume and action
- Discuss words and phrases that capture the reader's interest and imagination
- Begin to recognise different forms of poetry such as: free verse, narrative poetry

- Understand what has been read by checking that the text makes sense to them
- Discuss their understanding and explain the meaning of words in context
- Ask questions to improve understanding of a text
- Begin to make inferences such as inferring characters' feelings, thoughts and motives from their actions, justifying inferences with some evidence
- Predict what might happen from details given
- Identify the main idea and begin to summarise
- Identify how structure, and presentation contribute to the meaning of texts, such as, *use of paragraphing, sub-headings, bold, pictures, captions*
- Find and record information from non-fiction
- Discuss books, poems and other works that are read aloud, independently, taking turns and listening to others' opinions

Year 3 Expectations:



Spelling

- Spell words with additional prefixes and suffixes and understand how to add them to root words, for example, form nouns using super, anti, auto
- Recognise and spell additional homophones, for example, he'll, heel, heal, here, hear, knot, not, meet, meat, plane, plain
- Use the first two or three letters of a word to check its spelling in a dictionary
- Spell identified commonly misspelt words from Year 3 & 4 word list, different, disappear, eight, favourite, woman/women
- Make comparisons between words already known to help spell unfamiliar words
- Begin to identify the root in longer words
- Write simple sentences from memory, dictated by the teacher, that include words and punctuation, taught so far
- Spell correctly word families based on common words, for example, solve, solution, solver
- Use of the forms a or an according to whether the next word begins with a consonant or a vowel [for example, a rock, an open box]
- Know the difference between consonant letters and vowel letters

Handwriting

- Write legibly, fluently and with increasing speed

Vocabulary, grammar and punctuation

- Begin to use a variety of sentences with more than one clause by using a wider range of conjunctions (when, if, because, although)
- Choose nouns or pronouns appropriately for clarity and cohesion and to avoid repetition
- Begin to use fronted adverbials followed by a comma
- Introduce inverted commas to punctuate direct speech
- To identify and understand the function of subordinate clauses.
- Begin to use conjunctions, adverbs and prepositions to express time and cause
- Begin to use apostrophes to mark plural possession
- Begin to use the present perfect form of verbs to mark relationships of time and cause

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| <ul style="list-style-type: none">• Use the diagonal and horizontal strokes that are needed to join letters• Understand which letters, when adjacent to one another, are best left unjoined• Increase the legibility, consistency and quality of handwriting• Presentation of work should be of a high standard | |
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