

Year 3 Expectations:

Writing Composition

Plan

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

Evaluate and Edit

- Re-read work to assess the effectiveness of their own and others' writing
- Suggest improvement to writing through assessing writing with peers and self-assessment
- Begin to make improvements by proposing changes to grammar and vocabulary to improve consistency, such as, *the accurate use of pronouns in sentences*
- Proof-read for spelling and punctuation errors
- Read aloud own writing, to a group or whole class, beginning to use appropriate intonation, controlling the tone and volume so that meaning is clear



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



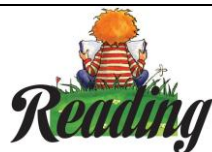
Year 3 Expectations for Spoken Language

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]

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

- Know the difference between consonant letters and vowel letters

Handwriting

- Write legibly, fluently and with increasing speed
- 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