

Oracy Year 3 Key skills to teach:

Physical

- Deliberately varies tone of voice in order to convey meaning. E.g. speaking authoritatively during an expert talk or speaking with pathos when telling a sad part of a story.
- Considers position and posture when addressing an audience.

Linguistic

- To be able to use specialist language to describe their own and others' talk.
- To use specialist vocabulary.
- To make precise language choices
- e.g. instead of describing a cake as 'nice' using 'delectable'.

Cognitive

- To offer opinions that aren't their own.
- To reflect on discussions and identify how to improve.
- To be able to summarise a discussion.
- To reach shared agreement in discussions.

Social and emotional

- To adapt the content of their speech for a specific audience.
- To speak with confidence in front of an audience.

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



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 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 about a text
- Begin to make inferences such as inferring characters' feelings, thoughts and motives from their actions
- Predict what might happen from details given
- Identify the main idea and begin to summarise
- Begin to identify how structure, and presentation contribute to the meaning of texts, such as, *use of paragraphing, sub-headings, bold, pictures, captions*
- Find information from non-fiction by beginning to use skimming and scanning techniques
- With support, discuss books, poems and other works that are read aloud, 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
- 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

Vocabulary, grammar and punctuation

- Learn how to use subordination (using *when, if, that, or because*) and co-ordination (using *or, and, or but*) (Year 2)
- 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
- To use expanded noun phrases to describe and specify [for example, *the blue butterfly*] (Year 2)
- Understand and use the terms *subject, object, synonym and antonym* correctly

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