

Year 3 Reading			
Word Reading		Comprehension	
<p>Sufficient evidence shows the ability to... Read with fluency a range of age-appropriate text types from those specified for YRs 3 and 4 (which may include fairy stories, myths and legends, poetry, plays and non-fiction books). Read at a speed sufficient for them to focus on understanding. Read most common exception words by sight, (including all those in the YR 2 spelling appendix) noting unusual correspondence between spelling and sound. Know the full range of GPCs, and use phonic skills consistently and automatically to address unfamiliar or challenging words. Determine the meaning of new words by sometimes applying knowledge of root words and their affixes e.g. disagree, misbehave, incorrect. Prepare poems and play scripts to read aloud and perform. Show appropriate intonation and volume when reciting or reading aloud.</p>		<p>Sufficient evidence shows the ability to... Fully engage with and enjoy reading a range of texts, making choices and explaining preferences; begin to know preferred authors and text types; talk about books enjoyed both in and out of school. Listen to, discuss and express views about a wide range of fiction (including fairy stories, and perhaps myths and legends over the two YR cycle), poetry (including those read aloud and performed) and plays - sometimes at a level beyond that which they can read independently. Listen to and discuss a range of non-fiction and reference or text books, that are structured in different ways; identify their particular characteristics; recognise typical presentational features. Identify themes and conventions in a range of books e.g. identify a theme of ‘journeys’ or ‘invasion’; recognise the conventions of a fairy story or play; recognise how a non-fiction book is often organised and presented. Recognise some different forms of poetry, such as shape poems, free verse or narrative; explain their differences. Draw inferences and justify with evidence e.g. characters’ feelings, thoughts and motives, from their actions or words. Predict what might happen from details stated and implied. Explain the meaning of words in context; use dictionaries to check meanings. Check the text makes sense, reading to the punctuation and usually re-reading or self-checking. Explain and discuss their understanding of the text e.g. explain events; describe a character’s actions. Retrieve and record information from non-fiction texts. Identify how language, structure and presentation contribute to meaning e.g. that the use of the word ‘trembling’ indicates that the kitten is scared; that the text box provides a list of quick facts. Discuss words and phrases that capture the reader’s interest and imagination. During discussion about texts, ask questions to improve their understanding; take turns and listen to what others have to say.</p>	
Year 3 Writing			
Transcription		Composition	
<p>Spelling Sufficient evidence shows the ability to... Write from memory, simple dictated sentences which include familiar GPCs, common exception words and punctuation. Use knowledge of morphology to spell some words with prefixes e.g. dis- mis-, in-, super-, anti-. Spell some words with the suffixes: -ation, -ly, -sure, -tion, -sion and -ssion. Write words spelt ei, eigh or ey e.g. vein, weight, obey. Spell a range of common homophones from the YR 3-4 spelling appendix e.g. berry, bury; break, brake; here,hear; grown,groan. Embed use of apostrophe for a range of contractions and for singular nouns. Introduce plural possession e.g. boys’ coats.</p>	<p>Handwriting Evidence: Writing is legible. Letters are gaining in consistency of size and formation. Capital letters are the correct size relative to lower case. Writing is usually spaced sufficiently so that ascenders and descenders do not meet. Appropriate letters are joined, according to the school’s handwriting approach.</p>	<p>Composition: structure and purpose Sufficient evidence shows the ability to... Compose and rehearse sentences orally. Talk about initial ideas in order to plan and draft before writing. Write to suit purpose, and show some features of the genre being taught. Create chronological narratives; write in sequence. Write simple beginning, middle, ending. With scaffold, organise sections broadly, within a theme. Use headings and subheadings to aid presentation. Describe characters, settings and /or plot in a simple way, with some interesting details. Evaluate own and others’ writing, with direction; re-read and check own writing; make changes.</p>	<p>Vocabulary, grammar and punctuation Sufficient evidence shows the ability to... Write a range of sentence types which are usually grammatically accurate e.g. commands, questions and statements. Express time, place and cause using conjunctions e.g. when, before, after, while, so, because. Use coordinating and simple subordinating conjunctions to join clauses. Identify and use a range of prepositions. Demarcate sentences with increasing security, including capital letters, full stops, question marks and exclamation marks; commas to separate items in lists. Identify direct speech. Begin to use inverted commas for direct speech.</p>

Spell some words from the YR 3-4 statutory word list.

Consolidate knowledge of word classes: noun, adjective, verb, adverb.
Use 'a' or 'an' according to whether the next word begins with a consonant or vowel.
Usually use the past or present tense appropriately. Sometimes use the present perfect e.g. He has gone out to play.

Greater Depth

The pupil can write for a range of purposes and audiences:

Use a range of styles and genres confidently and *independently*.

Open sentences in a wide range of ways for interest and impact.

Use a range of adventurous vocabulary for a purpose, some words are particularly well chosen.