

Year 3 End of Year Expectations: English



Year 3 English	
Reading	
Word Reading	Comprehension
<ul style="list-style-type: none"> ❖ 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. 	<ul style="list-style-type: none"> ❖ 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.

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Year 3 English			
Writing			
Transcripton		Composition	
Spelling	Handwriting	Composition: Structure and Purpose	Vocabulary, grammar and punctuation
<ul style="list-style-type: none"> ❖ 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. ❖ Spell some words from the YR 3-4 statutory word list. 	<ul style="list-style-type: none"> ❖ 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. 	<ul style="list-style-type: none"> ❖ 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. 	<ul style="list-style-type: none"> ❖ 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. ❖ 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.