



READING		
Word level	Text level	Comprehension
<ul style="list-style-type: none"> • apply their growing knowledge of root words, prefixes and suffixes (etymology and morphology) as listed in - see English appendix 1 , both to read aloud and to understand the meaning of new words they meet • read further exception words, noting the unusual correspondences between spelling and sound, and where these occur in the word • using dictionaries to check the meaning of words that they have read 	<ul style="list-style-type: none"> • reading books that are structured in different ways and reading for a range of purposes • identifying themes and conventions in a wide range of books • retrieve and record information from non-fiction • participate in discussion about both books that are read to them and those they can read for themselves, taking turns and listening to what others say • listening to and discussing a wide range of fiction, poetry, plays, non-fiction and reference books or textbooks • increasing their familiarity with a wide range of books, including fairy stories, myths and legends, and retelling some of these orally • preparing poems and play scripts to read aloud and to perform, showing understanding through intonation, tone, volume and action • discussing words and phrases that capture the reader’s interest and imagination • recognising some different forms of poetry [for example, free verse, narrative poetry] 	<ul style="list-style-type: none"> • understand what they read, in books they can read independently, by: • checking that the text makes sense to them, discussing their understanding, and explaining the meaning of words in context • asking questions to improve their understanding of a text • drawing inferences such as inferring characters’ feelings, thoughts and motives from their actions, and justifying inferences with evidence • predicting what might happen from details stated and implied • identifying main ideas drawn from more than 1 paragraph and summarising these • identifying how language, structure, and presentation contribute to meaning



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WRITING				
Spelling	Composition	Vocabulary and sentence structure	Grammar	Punctuation
<ul style="list-style-type: none"> • use further prefixes and suffixes and understand how to add them [for example super-, anti-, auto-] • spell further homophones • spell words that are often misspelt • use the first 2 or 3 letters of a word to check its spelling in a dictionary 	<p>Planning:</p> <ul style="list-style-type: none"> • discuss writing similar to that which they are planning to write in order to understand and learn from its structure, vocabulary and grammar • discuss and record ideas <p>Drafting and Writing:</p> <ul style="list-style-type: none"> • compose and rehearse sentences orally (including dialogue), progressively building a varied and rich vocabulary and an increasing range of sentence structures • organising paragraphs around a theme • in narratives, creating settings, characters and plot • in non-narrative material, using simple organisational devices [for example, headings and sub-headings] <p>Evaluating and editing:</p> <ul style="list-style-type: none"> • assessing the effectiveness of their own and others' writing and suggesting improvements • proposing changes to grammar and vocabulary to improve consistency, including the accurate use of pronouns in sentences 	<ul style="list-style-type: none"> • begin to extend the range of sentences with more than one clause by using a wider range of conjunctions, including: when, if, because, although • begin to choose nouns or pronouns appropriately for clarity and cohesion and to avoid repetition • Expressing time, place and cause using conjunctions [for example, when, before, after, while, so, because], adverbs [for example, then, next, soon, therefore], or prepositions [for example, before, after, during, in, because of] • Introduction to paragraphs as a way to group related material • Use headings and sub-headings to aid presentation 	<ul style="list-style-type: none"> • Use 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] • recognise and use word families based on common words, showing how words are related in form and meaning [for example, solve, solution, solver, dissolve, insoluble] • Use of the present perfect form of verbs instead of the simple past [for example, He has gone out to play contrasted with He went out to play] 	<ul style="list-style-type: none"> • Begin to use commas after fronted adverbials • Use and punctuate direct speech with inverted commas (or 'speech marks')



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| | <ul style="list-style-type: none">• proofread for spelling and punctuation errors• read their own writing aloud to a group or the whole class, using appropriate intonation and controlling the tone and volume so that the meaning is clear | | | |
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