

Year 3

Reading - Word Recognition	Reading - Comprehension	Writing - Transcription	Writing - Handwriting	Writing - Composition	Writing - vocabulary, grammar and punctuation
Pupils should be taught to:	develop positive attitudes to reading and understanding of what they read by:	use further prefixes and suffixes and understand how to add them (English Appendix 1)	use the diagonal and horizontal strokes that are needed to join letters and understand which letters, when adjacent to one another, are best left unjoined	plan their writing by:	develop their understanding of the concepts set out in English Appendix 2 by:
apply their growing knowledge of root words, prefixes and suffixes (etymology and morphology) as listed in English Appendix 1, both to read aloud and to understand the meaning of new words they meet	listening to and discussing a wide range of fiction, poetry, plays, non-fiction and reference books or textbooks	spell further homophones	increase the legibility, consistency and quality of their handwriting [for example, by ensuring that the downstrokes of letters are parallel and equidistant; that lines of writing are spaced sufficiently so that the ascenders and descenders of letters do not touch].	discussing writing similar to that which they are planning to write in order to understand and learn from its structure, vocabulary and grammar discussing and recording ideas	extending the range of sentences with more than one clause by using a wider range of conjunctions, including when, if, because, although
read further exception words, noting the unusual correspondences between spelling and sound, and where these occur in the word.	reading books that are structured in different ways and reading for a range of purposes	spell words that are often misspelt (English Appendix 1)		draft and write by:	using the present perfect form of verbs in contrast to the past tense

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	using dictionaries to check the meaning of words that they have read	place the possessive apostrophe accurately in words with regular plurals [for example, girls', boys'] and in words with irregular plurals [for example, children's]		composing and rehearsing sentences orally (including dialogue), progressively building a varied and rich vocabulary and an increasing range of sentence structures (English Appendix 2)	choosing nouns or pronouns appropriately for clarity and cohesion and to avoid repetition
	increasing their familiarity with a wide range of books, including fairy stories, myths and legends, and retelling some of these orally	use the first two or three letters of a word to check its spelling in a dictionary		organising paragraphs around a theme	using conjunctions, adverbs and prepositions to express time and cause
	identifying themes and conventions in a wide range of books	write from memory simple sentences, dictated by the teacher, that include words and punctuation taught so far.		in narratives, creating settings, characters and plot	using fronted adverbials
	preparing poems and play scripts to read aloud and to perform, showing understanding through intonation, tone, volume and action			in non-narrative material, using simple organisational devices [for example, headings and sub-headings]	learning the grammar for years 3 and 4 in English Appendix 2
	discussing words and phrases that capture the reader's interest and imagination			evaluate and edit by:	indicate grammatical and other features by:

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	recognising some different forms of poetry [for example, free verse, narrative poetry]			assessing the effectiveness of their own and others' writing and suggesting improvements	using commas after fronted adverbials
	understand what they read, in books they can read independently, by:			proposing changes to grammar and vocabulary to improve consistency, including the accurate use of pronouns in sentences	indicating possession by using the possessive apostrophe with plural nouns
	checking that the text makes sense to them, discussing their understanding and explaining the meaning of words in context			proof-read for spelling and punctuation errors	using and punctuating direct speech
	asking questions to improve their understanding of a text			read aloud their own writing, to a group or the whole class, using appropriate intonation and controlling the tone and volume so that the meaning is clear.	use and understand the grammatical terminology in English Appendix 2 accurately and appropriately when discussing their writing and reading.
	drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence				

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	predicting what might happen from details stated and implied				
	identifying main ideas drawn from more than one paragraph and summarising these				
	identifying how language, structure, and presentation contribute to meaning				
	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.				