

### READING – WORD READING

- apply his/her growing knowledge of root words, prefixes and suffixes (etymology and morphology) both to read aloud and to understand the meaning of new words he/she meets, to include: dis-, mis-, in-, il-, im-, ir-, -ly; English Appendix 1
- read further exception words, noting the unusual correspondences between spelling and sound, and where these occur in the word (linked to spelling English Appendix 1)

### WRITING Composition

- plan his/her writing by discussing writing similar to that which he/she is planning to write in order to understand and learn from its structure, vocabulary and grammar
- plan his/her writing by discussing and recording ideas
- draft and write by composing and rehearsing sentences orally (including dialogue), building a varied and rich vocabulary and using sentence structures (English Appendix 2)
- draft and write by organising paragraphs around a theme
- draft and write in narratives, creating settings, characters and plot with consideration for the audience and purpose
- draft and write non-narrative material, using simple organisational devices
- evaluate and edit by assessing the effectiveness of his/her own and others' writing and suggesting improvements
- evaluate and edit by proposing changes to grammar and vocabulary to improve consistency, including the accurate use of pronouns in sentences, expanded noun phrases and fronted adverbials
- proof-read for spelling and punctuation errors, including the use of the apostrophe for possession, speech punctuation and use of the comma for fronted adverbials
- confidently read his/her 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

Literacy  
YEAR 3

### READING – COMPREHENSION

- maintain positive attitudes to reading and understanding of what he/she reads by listening to and discussing a wide range of fiction, poetry, plays and non-fiction
- maintain positive attitudes to reading and understanding of what he/she reads by reading books that are structured in different ways
- maintain positive attitudes to reading and understanding of what he/she reads by increasing his/her familiarity with a wide range of books, including fairy stories, myths and legends, and retell some of these orally
- maintain positive attitudes to reading and understanding of what he/she reads by identifying themes in books
- maintain positive attitudes to reading and understanding of what he/she reads by reading aloud poems and perform play scripts
- maintain positive attitudes to reading and understanding of what he/she reads by discussing words that capture the reader's interest and imagination
- understand what he/she reads by checking that the text makes sense to him/her, discussing his/her understanding of words
- understand what he/she reads by asking questions to improve his/her understanding of a text
- understand what he/she reads by drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence
- understand what he/she reads by predicting what might happen from details stated
- understand what he/she reads by identifying main ideas drawn from within one paragraph and summarise these
- understand what he/she reads by identifying how language, structure, and presentation contribute to meaning to include paragraphs, headings, sub-headings, inverted commas to punctuate speech
- retrieve and record information from non-fiction
- participate in reasoned discussion about books, poems and other material that are read to him/her and those he/she can read for himself/herself, taking turns and listening to what others say

### Writing: Transcription – Spelling

- use the prefixes un-, dis-, mis-, re-, pre-
- add suffixes beginning with vowel letters to words of more than one syllable e.g. forgetting, preferred, gardening, limited
- use the suffix -ly
- spell words with endings sounding like 'zh' and 'ch' e.g. treasure, measure, picture, nature
- spell words with endings which sound like 'zhun' e.g. division, decision
- spell homophones brake/break, fair/fare, grate/great, groan/grown, here/hear, heel/heal/he'll, mail/male, main/mane, meet/meet, peace/piece, plain/pane
- spell words that are often misspelt English Appendix 1
- spell words containing the 'i' sound spelt 'y' elsewhere than at the end of words e.g. myth, gym
- spell words containing the 'u' sound spelt 'ou' e.g. young, touch, double
- spell words with the 'k' sound spelt 'ch' e.g. scheme, school, echo
- spell words with the 'sh' sound spelt 'ch' e.g. chef, machine
- spell words with the 'ay' sound spelt 'ei', 'eigh' or 'ey' e.g. eight, they
- use the first two or three letters of a word to check its spelling in a dictionary write from memory simple sentences, dictated by the teacher, that include words and punctuation taught so far

### WRITING: Transcription – Handwriting

- increasingly use the diagonal and horizontal strokes that are needed to join letters and begin to understand which letters, when adjacent to one another, are best left unjoined
- increase the legibility, consistency and quality of his/her handwriting e.g. by beginning to ensure 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

### WRITING Vocabulary, Grammar and Punctuation

- form nouns using a range of prefixes e.g. super-, anti-, auto-
- use the forms a or an according to whether the next word begins with a consonant or a vowel e.g. a rock, an open box
- identify Word families based on common root words e.g. solve, solution, solver, dissolve, insoluble
- express time, place and cause using conjunctions e.g. when, before, after, while, so, because, adverbs e.g. then, next, soon, therefore, or prepositions e.g. before, after, during, in, because of
- begin to use paragraphs as a way to group related material
- use headings and sub-headings to aid presentation
- use the present perfect form of verbs instead of the simple past e.g. He has gone out to play contrasted with He went out to play
- begin to use inverted commas to punctuate direct speech
- understand the following terminology: Preposition, conjunction. Word family, prefix. Clause, subordinate clause. Direct speech. Consonant, consonant letter vowel, vowel letter. Inverted commas (or 'speech marks').