

Newtons Primary School



Reading and Writing Expectations

YEAR 3

READING

Word Reading

- I can use phonics to read accurately and fluently
- I can use a range of reading strategies to decode a text
- I can rehearse and then read 'age appropriate' texts with expression
- I can read, taking into account . ? ! “ ” ...
- I can read half of the Year 3/4 common exception words list
- I can apply my growing knowledge of root words, prefixes and suffixes, both to read aloud and to understand the meaning of new words
- I can discuss my understanding and explain the meaning of some words in context e.g. foul (filthy) and foul in sport, foul play in crime
- I can perform poetry with intonation

Range of Texts

- I am familiar with a range of stories from different genres
- I can read and understand a variety of fiction texts independently
- I can read and understand a variety of non-fiction texts independently
- I can read a range of poetry e.g. descriptive, haiku, list poems and kennings

Behaviour and Attitudes

- I can listen attentively to a range of texts
- I can take part in discussions about a range of texts
- I enjoy reading and am developing my reading preferences
- I can express my reading preference when asked

Reading comprehension

- I can retell familiar stories orally
- I can summarise the main events of a story and am beginning to order these events chronologically
- I can retrieve and record information from the text
- I can ask questions to further improve my understanding
- I am beginning to draw inferences from a text such as inferring character's feelings, thoughts and motives from their actions
- I am beginning to justify inferences with evidence from the text read
- I can make predictions based on clues the writer has included for the reader
- I am beginning to identify and discuss themes and conventions in a range of age appropriate texts
- I can identify the features of a wider range of non-fiction texts (e.g. instructions and explanations)
- I can identify presentational devices in non-fiction such as numbering and sub-headings
- I can identify how language contributes to meaning
- I can identify how organisational and presentational devices (such as bullet points, captions, glossary, index) add meaning to non-fiction texts
- I can re-read, rehearse and perform poetry and play-scripts to show some understanding of their meaning
- I can discuss words and phrases that capture my interest and imagination
- I can begin to discuss author's choice of words
- I can connect to texts by using my personal experience or making links with other texts
- I can use a dictionary to check word meanings
- I can understand and explain the job of different punctuation . ? , ! “ “ ...

WRITING

Handwriting

- Use the diagonal and horizontal strokes that are needed to join letters and understands which letters, when adjacent to one another, are best left unjoined
- Handwriting is legible and correctly joined.

Composition

Planning

- Can discuss genres of writing commenting on its structure and grammar
- Can discuss ideas
- Can record and plan ideas in a given note or pictorial form (e.g. spider diagram, timeline)

Draft and write

- Content of the writing is appropriate to the task
- In narrative pieces, can create characters
- In narrative pieces, can create settings
- Some plot development
- In non-narrative, can use simple organisational devices (e.g. headings and subheadings)
- Paragraphs used to group related ideas and information
- Writing attempts to engage the reader through detail or word choices
- Writing attempts to create pace in narrative writing

Evaluate and edit

- Can evaluate and edit work by offering suggestions and improvements to grammar and vocabulary
- Proof-read work for spelling and punctuation and make relevant improvements
- Read aloud their own work, controlling the tone and volume

Vocabulary, Grammar and Punctuation

- Almost always accurately uses full stops and capital letters
- Almost always accurately uses exclamation marks and question marks
- Use and punctuate direct speech with inverted commas some accuracy
- Begins to put the new speaker on a new line when writing dialogue
- Use conjunctions (e.g. which, that, who) to include relative clauses
- Can create sentences with more than one clause using simple conjunctions (*when, if, because and although*)
- Maintain the correct tense throughout their writing
- Use nouns and pronouns appropriately
- Use time conjunctions (e.g. *when, before, while*)
- Express time and cause through the use of conjunctions (e.g. *because of, during*)
- Use adverbs
- Use prepositions to express time or place
- Accurately use the correct form of *a* or *an*
- Shows in their writing that they understand the difference between standard and non-standard English, e.g. dialogue for characters, was & were
- Uses the present perfect form of verbs instead of the simple past eg ‘He has gone out to play’ in contrast to ‘He went out to play’
- Adventurous word and language choices made

Spelling

- Can spell approximately half of the Years 3 & 4 common exception words
- Makes phonetically plausible attempts at spelling unfamiliar words
- Places the possessive apostrophe accurately in words with regular plurals
- Recognises and accurately spells words using the prefixes:
un- dis- mis- in-
- Recognises and accurately spells words using the suffixes:
-ing -er -ed -en -ation -ly -sure -ture -sion