

Year 3

Key:

Programmes of Study in **bold** print.

Terminology for pupils:

preposition conjunction

word family, prefix

clause, subordinate clause

direct speech

consonant, consonant letter vowel, vowel letter

inverted commas (or 'speech marks')

Text

I am beginning to understand that paragraphs are used to group related material.

I can use headings and sub headings to aid presentation.

I can use the present perfect form of verbs instead of the simple past eg: He has gone out to play / He went out to play

Sentence

I can use a wider range of connectives of subordination (conjunctions) to express time, place or cause: when, before, after, while, so because.

I can use a wider range of connectives (adverbs) to express time, place or cause: then, next, soon, after a while, therefore

I can use a wider range of connectives (prepositions) to express time, place or cause: before, after, during, in, because of)

I can use the above connectives as sentence openers.

Year 3

Word

I can use a or an according to whether the next word begins with a vowel or a consonant (an apple, a banana).

I can form nouns using a range of prefixes (Super, ani, auto.)

I can investigate word families based on common words showing how words are related in form and meaning (solve, solution, solver, dissolve, insoluble)

Punctuation

I can use a range of punctuation in all of my writing (full stop, capital letters, question marks, exclamation marks, commas in lists, apostrophes for omission and possession)

I am beginning to learn how to punctuate direct speech using inverted commas.

Spelling

I can:

- use further prefixes and suffixes and understand how to add them (English Appendix 1)
- spell further homophones
- spell words that are often misspelt (English Appendix 1)
- place the possessive apostrophe accurately in words with regular plurals [for example, girls', boys'] and in words with irregular plurals [for example, children's]
- 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.

Year 3 and Year 4

Handwriting

I can:

- 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
- 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]

Composition

I can plan my writing by:

- 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

I can draft and write by:

- composing and rehearsing sentences orally (including dialogue), progressively building a varied and rich vocabulary and an increasing range of sentence structures (English Appendix 2)
- 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]

I can evaluate and edit by:

- 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
- proof-reading for spelling and punctuation errors
- reading my 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.

Year 3 and 4 Reading

Discussing Reading

I can participate in discussion about a range of books, poems and other texts which have been read to me and which I have read myself, taking turns and listening to what others say.

Range of Reading

I can listen to and discuss about a wide range of fiction, poetry, plays, non-fiction, reference or textbooks.

I can read books which are structured in different ways and read for a wide range of purposes.

Familiarity with Texts

I am becoming increasingly familiar with a wider range of books including fairy stories, myths and legends, retelling some orally.

I can identify themes and conventions in a wide range of books.

Poetry and Performance

I am prepare and perform poems and play scripts, showing understanding through intonation, tone, volume and action.

I can recognise some different forms of poetry.

Non-Fiction

I can retrieve and record information from non-fiction texts.

Decoding

I can use my knowledge of root words, suffixes and prefixes to read aloud and understand the meaning of new words.

I can read the Year 3/4 Common Exception Words.

I can note the unusual correspondences between spelling and sound in common exception words.

Word Meanings

I can use dictionaries to check the meanings of words I have read'.

Understanding

I check that the text makes sense by using the following strategies:

- Discussing the text with other pupils or my teacher.
- Explaining the meaning of words (in context)
 - Asking questions

I can identify the main themes / ideas drawn from more than one paragraph and summarise them. 2b, 2c

Inference

I can draw inferences , for example, by inferring meaning about a character's thoughts, feelings and motives from their words or actions.2d, 2h

Prediction

I can make predictions about what might happen next from what has been stated or what has been implied. 2e

Authorial Intent

I can discuss words and phrases that capture my imagination. 2a 2f

I can identify how language,structure and presentation contribute to meaning.2f 2g 2h