



H.C.J.S - Year 3 English

These expectations are based upon the National Curriculum. The skills outlined below consolidate, develop and extend those skills taught in previous years.

By the end of Year 3, we would expect the majority of pupils to be able to:

Year 3 Reading

- ☐ use knowledge of prefixes and suffixes to read aloud and understand new words
- ☐ read exception words with unusual correspondence between spelling and sound
- ☐ listen and participate in discussions about books
- ☐ independently read a range of books and to be aware of different purposes for reading
- ☐ retell stories orally
- ☐ identify and discuss themes, conventions and presentational devices in fiction and non-fiction
- ☐ perform poems and scripts with awareness of intonation/tone/volume and action
- ☐ identify and name different forms of poetry
- ☐ use a dictionary
- ☐ self-correct when reading
- ☐ ask themselves questions about what they read
- ☐ identify and summarise the main ideas in a paragraph
- ☐ draw inferences
- ☐ predict what might happen next
- ☐ identify words or phrases that interest and intrigue and explain their view
- ☐ identify language, structural and presentational features and say how this helps the reader understand the text
- ☐ identify questions to research and use the correct strategies to find and record information
- ☐ deduce the meaning of words belonging to the same word family

Year 3 Writing

Writing – Composition and Organisation

- ☐ identify and name key organisational and language features of text
- ☐ plan their writing with others and show ideas in note and/or pictorial form
- ☐ compose and speak a whole sentence
- ☐ organise their material into logical chunks and write a series of linked sentences
- ☐ demarcate paragraphs
- ☐ create an appropriate setting, 2 or 3 characters and a coherent plot
- ☐ identify and name key organisational and language features of a text including headings, subheadings, paragraphs, conjunctions, fronted adverbials
- ☐ read and check own, and others writing, for sense
- ☐ identify improvements in their own, and others work, in terms of grammar, spelling and punctuation.
- ☐ read own work aloud

Spelling

- ☐ distinguish between, and correctly spell, homophones
- ☐ identify own spelling mistakes
- ☐ use different techniques to reduce spelling mistakes

- usually spell words with prefixes without any associated changes in spelling
- usually spell words where suffixes beginning with vowel letters are added to words of more than one syllable. They also understand when to double the final consonant in the root word
- transcribe sentences and spell words correctly
- use prefixes to generate new nouns

Grammar and Punctuation

- choose appropriate nouns and pronouns
- write a range of sentences with more than one clause and using conjunctions
- use conjunctions, adverbs and prepositions to express time and cause
- choose appropriate tense
- correctly use 'a' or 'an'
- use inverted commas for direct speech
- use a possessive apostrophe with regular and irregular plurals
- identify statements, questions, exclamations and commands
- use adjectives in expanded noun phrases
- use commas in lists
- use full stops, capital letters, exclamation marks and question marks
- use apostrophes for singular possession and contraction
- use subordination (although, as, if, because) and coordination (e.g and, but, for, nor, or, so) in their sentences

Handwriting

- sit correctly at a table, hold a writing implement comfortably and correctly form and join letters
- produce writing that can be read, is usually consistent and is beginning to be pleasing in appearance