

## Reading- word reading

- apply their growing knowledge of root words, prefixes and suffixes both to read aloud and to understand the meaning of new words they meet .

## Writing- Handwriting

- 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

## Spelling

### Spell:

- use further prefixes and suffixes and understand how to add them
- spell further homophones
- spell words that are often misspelt

## Reading-Comprehension

- Develop positive attitudes to reading and understanding of what they read by:
  - listening to and discussing a wide range of fiction, poetry, plays, non-fiction and reference books or textbooks
  - reading books that are structured in different ways and reading for a range of purposes
  - using dictionaries to check the meaning of words that they have read
- Understand what they read, in books they can read independently, by:
  - checking that the text makes sense to them, discussing their understanding and explaining the meaning of words in context
  - asking questions to improve their understanding of a text
  - drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence



## End of Year Expectations for Literacy

### Year 3

## Writing- Composition

- plan their 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
  - 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]
  - 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-read for spelling and punctuation errors
    - read aloud their own writing, to a group or the whole class, using appropriate intonation and controlling the tone and

## Writing-Vocabulary, grammar and punctuation

- extending the range of sentences with more than one clause by using a wider range of conjunctions, including when, if, because, although
  - using the present perfect form of verbs in contrast to the past tense
  - choosing nouns or pronouns appropriately for clarity and cohesion and to avoid repetition
  - using conjunctions, adverbs and prepositions to express time and cause
  - using fronted adverbials
  - indicate grammatical and other features by:
    - using commas after fronted adverbials
    - indicating possession by using the possessive apostrophe with plural nouns
    - using and punctuating direct speech
  - use and understand the grammatical terminology