

End of Year Expectations for Year 3 for New National Curriculum – EXPECTED (At National Standard)

| Year 3 Reading | |
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| Word Reading | Comprehension |
| <p>Sufficient evidence shows the ability to...</p> <ul style="list-style-type: none"> ❑ Read with fluency a range of age-appropriate text types from those specified for YRs 3 and 4 (which may include fairy stories, myths and legends, poetry, plays and non-fiction books). Read at a speed sufficient for them to focus on understanding. ❑ Read most common exception words by sight, (including all those in the YR 2 spelling appendix) noting unusual correspondence between spelling and sound. ❑ Know the full range of GPCs, and use phonic skills consistently and automatically to address unfamiliar or challenging words. ❑ Determine the meaning of new words by sometimes applying knowledge of root words and their affixes e.g. disagree, misbehave, incorrect. ❑ Prepare poems and play scripts to read aloud and perform. Show appropriate intonation and volume when reciting or reading aloud. | <p>Sufficient evidence shows the ability to...</p> <ul style="list-style-type: none"> ❑ Fully engage with and enjoy reading a range of texts, making choices and explaining preferences; begin to know preferred authors and text types; talk about books enjoyed both in and out of school. ❑ Listen to, discuss and express views about a wide range of fiction (including fairy stories, and perhaps myths and legends over the two YR cycle), poetry (including those read aloud and performed) and plays - sometimes at a level beyond that which they can read independently. ❑ Listen to and discuss a range of non-fiction and reference or text books, that are structured in different ways; identify their particular characteristics; recognise typical presentational features. ❑ Identify themes and conventions in a range of books e.g. identify a theme of 'journeys' or 'invasion'; recognise the conventions of a fairy story or play; recognise how a non-fiction book is often organised and presented. ❑ Recognise some different forms of poetry, such as shape poems, free verse or narrative; explain their differences. ❑ Draw inferences and justify with evidence e.g. characters' feelings, thoughts and motives, from their actions or words. ❑ Predict what might happen from details stated and implied. ❑ Explain the meaning of words in context; use dictionaries to check meanings. ❑ Check the text makes sense, reading to the punctuation and usually re-reading or self-checking. ❑ Explain and discuss their understanding of the text e.g. explain events; describe a character's actions. ❑ Retrieve and record information from non-fiction texts. ❑ Identify how language, structure and presentation contribute to meaning e.g. that the use of the word 'trembling' indicates that the kitten is scared; that the text box provides a list of quick facts. ❑ Discuss words and phrases that capture the reader's interest and imagination. ❑ During discussion about texts, ask questions to improve their understanding; take turns and listen to what others have to say. |

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| Year 3 Writing | | | |
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| Transcription | | Composition | |
| <p>Spelling Sufficient evidence shows the ability to...</p> <ul style="list-style-type: none"> ❑ Write from memory, simple dictated sentences which include familiar GPCs, common exception words and punctuation. ❑ Use knowledge of morphology to spell some words with prefixes e.g. dis- mis-, in-, super-, anti-. ❑ Spell some words with the suffixes: -ation, -ly, -sure, -tion, -sion and -ssion. ❑ Write words spelt ei, eigh or ey e.g. vein, weight, obey. ❑ Spell a range of common homophones from the YR 3-4 spelling appendix e.g. berry, bury; break, brake; here, hear; grown, groan. ❑ Embed use of apostrophe for a range of contractions and for singular nouns. Introduce plural possession e.g. boys' coats. ❑ Spell some words from the YR 3-4 statutory wordlist. | <p>Handwriting Evidence:</p> <ul style="list-style-type: none"> ❑ Writing is legible. ❑ Letters are gaining in consistency of size and formation. Capital letters are the correct size relative to lower case. ❑ Writing is usually spaced sufficiently so that ascenders and descenders do not meet. ❑ Appropriate letters are joined, according to the school's handwriting approach. | <p>Composition: structure and purpose Sufficient evidence shows the ability to...</p> <ul style="list-style-type: none"> ❑ Compose and rehearse sentences orally. Talk about initial ideas in order to plan and draft before writing. ❑ Write to suit purpose, and show some features of the genre being taught. ❑ Create chronological narratives; write in sequence. Write simple beginning, middle, ending. ❑ With scaffold, organise sections broadly, within a theme. ❑ Use headings and subheadings to aid presentation. ❑ Describe characters, settings and /or plot in a simple way, with some interesting details. ❑ Evaluate own and others' writing, with direction; re-read and check own writing; make changes. | <p>Vocabulary, grammar and punctuation Sufficient evidence shows the ability to...</p> <ul style="list-style-type: none"> ❑ Write a range of sentence types which are usually grammatically accurate e.g. commands, questions and statements. ❑ Express time, place and cause using conjunctions e.g. when, before, after, while, so, because. Use coordinating and simple subordinating conjunctions to join clauses. ❑ Identify and use a range of prepositions. ❑ Demarcate sentences with increasing security, including capital letters, full stops, question marks and exclamation marks; commas to separate items in lists. ❑ Identify direct speech. Begin to use inverted commas for direct speech. ❑ Consolidate knowledge of word classes: noun, adjective, verb, adverb. ❑ Use 'a' or 'an' according to whether the next word begins with a consonant or vowel. ❑ Usually use the past or present tense appropriately. Sometimes use the present perfect e.g. He has gone out to play. |