

Year 3 English

Reading

Find information in a text and discuss it by referring to the text

Talk about the effect certain words have on the reader

Find and understands the topic words used in a text

Talk about the main theme and why things happen in a story

Understand the job of different punctuation marks and uses them to read with expression

Explore the connection between the language and presentation features of poems

Discuss the actions of the main characters and find places in the text to support what they think

Understand and find the main points in a text

Make sensible predictions based on blurb, chapter headings, illustrations and skim reading

Find information in a text and make notes

Explain the feelings of the main characters

Able to talk about how texts are presented and whether this is successful

Understand that a paragraph contains related ideas and information

Use the contents, index and sub-headings to find the information they need

Discuss why the author has used different language techniques (e.g. word play / puns)

Identify and discusses the issues raised, finding evidence in the text

Spelling

Know all high frequency words and are consistently spelt correctly

Makes good attempts at spelling unknown words by applying knowledge of phonics and spelling rules

Is starting to distinguish between common homophones

Fiction

The Story mountain is used to plan and sequence the parts of story.

Details are included to help describe the setting and characters.

Dialogue is included and often support characterisation.

Events usually follow on logically and are organised into paragraphs.

Attempts are starting to be made to link paragraphs, for example using time connectives.

Shows an awareness of the reader by using cliff hangers, humour to interest them and interesting vocabulary

Non-Fiction

Uses planning format to organise details/points into paragraphs based on a theme.

Writing is structured appropriately and contains some of the language features for the genre (newspaper language, persuasive devices, imperative verbs in instructions, generalisers in reports)

Ideas about the same theme are organised into paragraphs.

Details and facts are added to expand on the main idea of each paragraph.

Includes some presentational devices: e.g. headings, sub-headings, bullet points, fact boxes & captions.

Editing

Can independently make improvements to writing substituting words and rephrasing sentences to clarify.

Uses proof-reading to correct most spelling, punctuation and grammar errors.

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Can sometimes identify where subject-verb do not agree and where tense is used incorrectly.

Uses the first two letters to locate words in a dictionary/ thesaurus

Handwriting

Uses the correct diagonal/ horizontal strokes to use to join different combinations of letters.

Knows which letters, when adjacent to one another, are best left unjoined.

Writing is legible; letter formation and spacing is generally consistent.

Lines of writing are spaced sufficiently so that the ascenders and descenders of letters do not touch

Grammar

Applies words that have been collected from reading, spelling & topic work when writing

Some technical language is included when writing non-fiction

Uses the correct article for a noun ('a' or 'an') and is able to use generalisers.

Uses nouns or pronouns appropriately for clarity and cohesion and to avoid repetition.

Uses prepositions with increased accuracy to show where or when something happens.

Uses sentences with more than one clause by using conjunctions (such as when, which, because, although, if)

Uses noun phrases to elaborate on basic information, varying where they are positioned in the sentence.

Forms the past tense of common irregular verbs correctly.

Can use the present tense of verbs correctly

Punctuation

Uses capital letters, full stops, question marks and exclamation marks correctly to demark sentences.

Commas are included in lists.

Apostrophes are often used correctly to show belonging or to form common contractions.

Speaking and Listening by end of LKS2

Listens attentively, without interrupting.

Is able to summarise the main points, make comments and express opinions that show their understanding.

Asks for further information or clarification if needed.

Pronounces familiar words correctly and makes use of an increasing wide vocabulary

Initiates and confidently joins in discussions, maintaining eye contact, waiting for the speaker to finish.

Shows interest in what is being said by adding comments or asking questions.

Is sensitive when responding to the speaker to avoid embarrassing or upsetting them.

Asks open and closed questions to sustain a conversation, gain information, evaluate and extend thinking.

Provides some detail when answering questions, supplying information and explaining their opinions.

Can create plausible role plays which show the character's response to a range of situations..

Shows increased awareness of the audience; (facing them, speaking clearly, uses of humour, dramatic pause)

Plans and presents what they want to say, including an introduction and conclusion.

Speaks at an appropriate tone and volume, varying this for impact and to keep the audience engaged.

Uses language to take on different roles in a group, negotiating and clarifying roles.

Includes other members in a group, recognises their efforts and uses talk to support and evaluate the task.

Is becoming more confident in formal situations, including appropriate social courtesies