

**Year 3**

**End of Year**

**Expectations in**

**Reading, Writing,**

**Spelling and**

**Grammar**

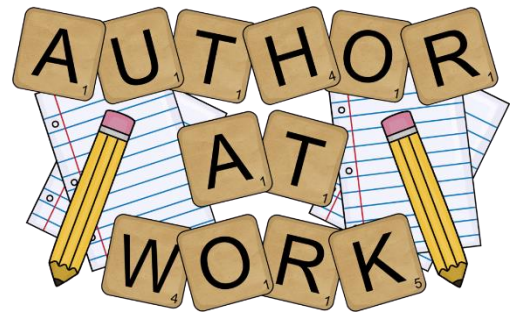
## Reading

- Summarise the main points from a short extract, using the text to support.
- Make inferences and predictions about feelings, thoughts, moods, motives using a single point of evidence.
- Recognise a wider range of structural devices (e.g. paragraphs, headings, subheadings, pictures).
- Can identify the basic purpose, perspective (point of view) and theme of a text.



## Writing

- Spell words with endings sounding like 'zh' and 'ch' e.g. treasure, measure, picture, nature.
- Use the prefixes un-, dis-, mis-, re-, pre-.
- Increase the legibility, consistency and quality of his/her handwriting e.g. by ensuring that the down strokes of letters are parallel and equidistant; that lines of writing are spaced sufficiently so that the ascenders and descenders of letters do not touch.
- Embellish simple sentences including the use of expanded noun phrases with prepositions, e.g. The large ferocious lion sat under the shady tree.
- Draft and write by organising writing into paragraphs as a way of grouping related material.
- Develop characters and describe settings, feelings and/or emotions.
- Begin to use commas with fronted adverbials e.g. Quickly, he walked down the road.
- Use commas to mark clauses e.g. Although it was locked, he still managed to open the box.
- Use adjectives and adverbs for description.



## Years 3 and 4 Spelling List

<p><b>Aa</b> accident accidentally actual actually address answer appear arrive although</p>	<p><b>Bb</b> believe bicycle breath breathe build busy business</p>	<p><b>Cc</b> calendar caught centre century certain circle complete consider continue</p>	<p><b>Dd</b> decide describe different difficult disappear</p>	<p><b>Ee</b> early earth eight eighth enough exercise extreme experience experiment</p>
<p><b>Ff</b> famous favourite February forwards fruit</p>	<p><b>Gg</b> grammar group guard guide</p>	<p><b>Hh</b> heard heart height history</p>	<p><b>Ii</b> imagine increase important interest island</p>	<p><b>Kk</b> knowledge</p>
<p><b>Ll</b> learn length library</p>	<p><b>Mm</b> material medicine mention minute</p>	<p><b>Nn</b> natural naughty notice</p>	<p><b>Oo</b> occasion occasionally often opposite ordinary</p>	<p><b>Pp</b> particular peculiar perhaps popular position possess possession possible potatoes pressure probably promise purpose</p>
<p><b>Qq</b> quarter question</p>	<p><b>Rr</b> recent regular reign remember</p>	<p><b>Ss</b> sentence separate special straight strange strength suppose surprise</p>	<p><b>Tt</b> therefore though thought through</p>	<p><b>Vv</b> various</p>
				<p><b>Ww</b> weight woman women</p>

## Grammar

Year 3: Detail of content to be introduced (statutory requirement)	
<b>Word</b>	<p>Formation of <b>nouns</b> using a range of <b>prefixes</b> [for example <i>super-</i>, <i>anti-</i>, <i>auto-</i>]</p> <p>Use of the forms <i>a</i> or <i>an</i> according to whether the next word begins with a <b>consonant</b> or a <b>vowel</b> [for example, <u>a</u> rock, <u>an</u> open box]</p> <p><b>Word families</b> based on common words, showing how words are related in form and meaning [for example, <i>solve</i>, <i>solution</i>, <i>solver</i>, <i>dissolve</i>, <i>insoluble</i>]</p>
<b>Sentence</b>	<p>Expressing time, place and cause using <b>conjunctions</b> [for example, <i>when</i>, <i>before</i>, <i>after</i>, <i>while</i>, <i>so</i>, <i>because</i>], <b>adverbs</b> [for example, <i>then</i>, <i>next</i>, <i>soon</i>, <i>therefore</i>], or <b>prepositions</b> [for example, <i>before</i>, <i>after</i>, <i>during</i>, <i>in</i>, <i>because of</i>]</p>
<b>Text</b>	<p>Introduction to paragraphs as a way to group related material</p> <p>Headings and sub-headings to aid presentation</p> <p>Use of the <b>present perfect</b> form of verbs instead of the simple past [for example, <i>He has gone out to play</i> contrasted with <i>He went out to play</i>]</p>
<b>Punctuation</b>	<p>Introduction to inverted commas to <b>punctuate</b> direct speech</p>
<b>Terminology for pupils</b>	<p>preposition, conjunction</p> <p>word family, prefix</p> <p>clause, subordinate clause</p> <p>direct speech</p> <p>consonant, consonant letter vowel, vowel letter</p> <p>inverted commas (or 'speech marks')</p>