

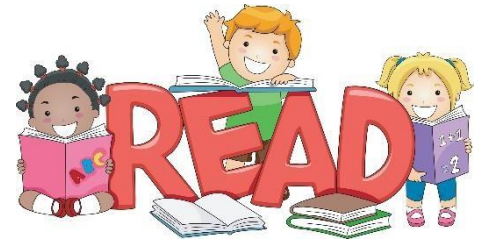
Year 3

End of Year

Expectations in
Reading, Writing,
Spelling and
Grammar

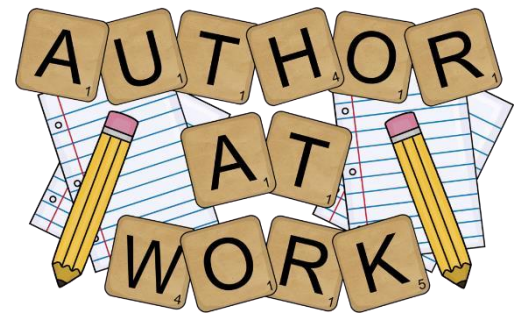
Reading

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

Grammar

Year 3: Detail of content to be introduced (statutory requirement)	
Word	<p>Formation of nouns using a range of prefixes [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 consonant or a vowel [for example, <i>a</i> rock, <i>an</i> open box]</p> <p>Word families 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>
Sentence	<p>Expressing time, place and cause using conjunctions [for example, <i>when</i>, <i>before</i>, <i>after</i>, <i>while</i>, <i>so</i>, <i>because</i>], adverbs [for example, <i>then</i>, <i>next</i>, <i>soon</i>, <i>therefore</i>], or prepositions [for example, <i>before</i>, <i>after</i>, <i>during</i>, <i>in</i>, <i>because of</i>]</p>
Text	<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 present perfect 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>
Punctuation	<p>Introduction to inverted commas to punctuate direct speech</p>
Terminology for pupils	<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>