

Year 3 Reading

	Word Reading	Comprehension
Emerging	<p>Sufficient evidence shows the ability to...</p> <ul style="list-style-type: none"> ❑ Read a range of age-appropriate text types from those specified for YRs 3 and 4 (which may include fairy stories, myths, legends, poetry, plays and non-fiction books), developing in fluency; read with occasional support. ❑ Read a developing range of common exception words by sight, noting unusual correspondence between spelling and sound; read most common exception words in the YR 2 spelling appendix. ❑ Decode alternative sounds for a wide range of graphemes. Use phonic skills of segmenting and blending to address unfamiliar words. ❑ Recognise the root and affixes of a range of words in the YR 3 spelling appendix e.g. forgetting, gardening, angrily, action, supermarket. ❑ Prepare poems and play scripts to read aloud and perform, with support; attempt to use appropriate intonation and volume. 	<p>Sufficient evidence shows the ability to...</p> <ul style="list-style-type: none"> ❑ Enjoy reading a range of texts, making choices and being able to say why those choices were made; talk about books read in and out of school. ❑ Listen to and talk about a 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 talk about some non-fiction or reference or text books, that are structured in different ways; identify some typical features e.g. title, subheadings, lists of facts and information, photographs. ❑ Identify themes in a few books e.g. What is it mainly about? Identify a few simple conventions in books e.g. How does a fairy story often begin? What usually happens to the villain? How are information books often organised? ❑ Recognise one or two different forms of poetry, such as shape poems, free verse or narrative; recognise their difference. ❑ Draw inferences not immediately obvious from the text e.g. characters' feelings, thoughts and motives, from their actions or words. ❑ Predict what might happen, with some prompting. ❑ Find ways to explain what words within texts mean; use a dictionary with guidance, to check meanings. ❑ Sometimes re-read or self-check, to make the meaning clear. ❑ Provide a simple explanation of a text, to show their understanding. ❑ Find and record information; sometimes require support. ❑ Begin to identify how words or 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. ❑ Pick out words and phrases which interest them and help them to imagine things. ❑ During discussion about texts, ask questions to improve their understanding; take turns and listen to what others have to say.

Year 3 Reading

	Word Reading	Comprehension
Expected – (at national standard)	<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.

Year 3 Reading		
	Word Reading	Comprehension
Exceeding	<p>Sufficient evidence shows the ability to...</p> <ul style="list-style-type: none"> Read with fluency and automaticity 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 almost all familiar common exception words by sight, 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 confidently applying knowledge of root words and their affixes e.g. disagree, misbehave, incorrect. Independently or in small groups, prepare poems and play scripts to read aloud and perform. Show appropriate intonation, tone, expression 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 wide range of texts, making choices and explaining preferences; can name preferred authors and text types, drawing comparisons; discuss books enjoyed both in and out of school; know how to locate books in a library. Listen to, discuss and express and justify 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 confidently and without support; identify typical presentational features. Identify themes and conventions in a range of books e.g. identify a theme of 'poverty' or 'life cycles'; recognise the conventions of a legend or play; recognise how a non-fiction book is presented in order to better inform the reader. Recognise several different forms of poetry, such as shape poems, free verse or narrative; explain their differences of style and layout. Without prompting, draw inferences and justify with evidence e.g. characters' feelings, thoughts and motives, from their actions or words. Provide credible predictions about what might happen, within the context. Explain the meaning of words in context; use dictionaries independently. Re-read automatically to ensure that the text makes sense, reading to the punctuation. Explain, with sufficient detail, their understanding of the text e.g. explain events; describe a character's actions. Retrieve and record information confidently from non-fiction texts. Identify how language, structure and presentation contribute to meaning e.g. that the use of the word 'threatening' means that the storm is close and could be dangerous; that the use of bold font makes the important facts stand out. Discuss and explain vocabulary that captures the reader's imagination. During discussion about texts, ask relevant questions to improve their understanding; take turns and build on what others have to say.

YR 3 - Suggested texts to support assessment of independent reading: *NB - many other texts can be used in the same way.

Book Bands: lime (3C) – fiction and non-fiction
Big Cat (Collins) : lime / copper / opal

RWInc Comprehension (3)

Oxford Reading Tree: Treetops Stages 9-11

New Reading 360 Stages 7-8 Core Readers and Pocket books

New Reading 360 Plays for Juniors

Usborne Young Reading Series: lime

Pupils at 'emerging' standard: use book bands gold and white for assessment.

Collins Primary Illustrated Dictionary (8+) or Junior Dictionary (7+) and Collins Primary Thesaurus (8+)

Paperbacks:

The Adventures of the Little Wooden Horse

Gobbolino the Witch's Cat

The Twits

The Enormous Crocodile

My Naughty Little Sister

The Wolf's Story

Sophie is seven

The Hodgeheg

Milly Molly Mandy

Horrid Henry

The Worst Witch

Picture books: The Princess and the Pea (Lauren Child)

The Mousehole Cat

Year 3 Writing			
Emerging	Transcription		Composition
	Spelling	Handwriting	Vocabulary, grammar and punctuation
	<p>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. un-, dis-, mis-. Spell words with the suffixes: tion, -ation, -ly. Spell all the common homophones from the YR 2 spelling appendix e.g. one/won, sun/son. Consolidate use of apostrophe for contractions and singular nouns. Introduce plural possession e.g. babies' dummies; boys' coats. Spell all common exception words from the YR 2 appendix. Spell a few words from the YR 3-4 statutory word list. 	<p>Evidence:</p> <ul style="list-style-type: none"> Writing is usually legible. Letters are gaining in consistency of size and formation. Capital letters are the correct size relative to lower case. Writing is sometimes appropriately spaced. 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. Write sentences in sequence. Signal simple beginning, middle, ending. With scaffold and support, organise information into sections of similar content. Use headings and subheadings to aid presentation. Attempt to describe characters, settings and /or plot in a simple way, with some interesting details. Make comments about own and others' writing, with direction; attempt to re-read and check own writing; make changes, sometimes with guidance. <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. Use coordinating conjunctions e.g. and, or, but, and simple subordinating conjunctions e.g. if, because, to join clauses. Begin to identify prepositions and understand what they are. Demarcate some sentences accurately, including capital letters, full stops, question marks and exclamation marks; commas to separate items in lists. Begin to use inverted commas for direct speech. Understand the four word classes: noun, adjective, verb, adverb. Begin to understand their usage within context. Use 'a' or 'an' before a noun, sometimes accurately. Attempt to maintain the past or present tense.

Year 3 Writing

Expected (at national standard)	Transcription		Composition	
	Spelling	Handwriting	Composition: structure and purpose	Vocabulary, grammar and punctuation
	<p>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 word list. 	<p>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>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>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.

Year 3 Writing			
	Transcription		Composition
Exceeding	Spelling Sufficient evidence shows the ability to..... <ul style="list-style-type: none">Write from memory, simple dictated sentences which include familiar GPCs, common exception words and punctuation.Accurately spell an increasing number of words with prefixes from the YR 3-4 appendix.Add further words with suffixes from the YR 3-4 appendix e.g. furniture; treasure; injection; possession.Write words spelt ou e.g. young, touch, country.Accurately spell some homophones from the YR 3-4 examples e.g. fair/fare; missed/mist.Use the apostrophe to mark singular and plural possession.Spell accurately a range of words from the YR 3-4 statutory word list.	Handwriting Evidence: <ul style="list-style-type: none">Writing is legible.Letters are consistent in size and formation. Capital letters are the correct size relative to lower case.Writing is spaced sufficiently so that ascenders and descenders do not meet.Appropriate letters are joined, according to the school's handwriting approach.	Composition: structure and purpose Sufficient evidence shows the ability to..... <ul style="list-style-type: none">Write a range of forms to suit purpose and audience; show appropriate features of the genre.Create chronological, well-formed narratives; write in clear sequence. Shape text with beginning, middle and ending.Organise sections logically within a theme, often independently.Use headings and subheadings and other presentations devices.Describe characters, settings and plot in with some expansion of detail.Compose and rehearse sentences orally. Talk about initial ideas in order to plan and draft before writing.Discuss own and others' writing, making evaluative comments; re-read and check own writing; make purposeful revisions.
	Vocabulary, grammar and punctuation Sufficient evidence shows the ability to..... <ul style="list-style-type: none">Write a range of sentence types which are grammatically accurate.Express time, place and cause using conjunctions e.g. when, before, after, while, so, because. Use coordinating and subordinating conjunctions to join clauses.Identify and use a wide range of prepositions appropriately.Demarcate sentences accurately, including capital letters, full stops, question marks and exclamation marks; commas to separate items in lists.Identify direct speech and use inverted commas accurately.Identify word classes: noun, adjective, verb, adverb, and their usage within context of own writing.Correctly use determiners a and an.Use the past or present tense consistently. Sometimes use the present perfect e.g. He has gone out to play.		