

End of Year 3 expectations – English

“The overarching aim for English in the national curriculum is to promote high standards of language and literacy by equipping pupils with a strong command of the spoken and written language, and to develop their love of literature through widespread reading for enjoyment.”

Vocabulary, Grammar and Punctuation

- Choose some words or phrases showing an awareness of the reader
- Can identify and use expanded noun phrases to add interest and detail
- Use a wider range of conjunctions (e.g. when, if, because, although, however)
- Use subordination to show relationship in time and place (e.g. Until he learnt to tie his shoe laces..., Following the race...)
- Express time and cause through: conjunctions (e.g. when, before, after); adverbs (e.g. then, next, so); and prepositions (e.g. before, after, during)
- Use speech marks more accurately to punctuate direct speech

Transcription

Children are able to spell:

- Homophones (e.g. accept/except)
- words with the prefixes dis, mis, in, and im
- verbs with irregular tense changes (e.g. go/went)
- words endings –tion, –sion,
- Understands which letters, when adjacent to one another, are best left un-joined

Composition

- Plan writing by discussing writing similar to that which they are planning to write in order to understand and learn from its structure, vocabulary and grammar
- Evaluate and edit by assessing the effectiveness of their own and others' writing and suggesting improvements
- Openings and closings are signalled in a range of writing
- Draft and write, organising paragraphs around a theme
- Draft and write by composing and rehearsing sentences orally (including dialogue), progressively building a varied and rich vocabulary and an increasing range of sentence structures
- Include detail to add an element of humour, surprise or suspense
- Evidence of sustained viewpoint
- Main features of selected form signalled to the reader, including use of language, structure and purpose

Reading - Word Reading

- Reading Book Band 11 - Lime
- Fluent reading, silently most of the time, adjusting speed of material to suit material and monitoring the precise meaning
- Check that the text makes sense, discuss understanding and explaining the meaning of words in context

Comprehension

- Prepare poems and play scripts to read aloud and to perform, showing understanding through intonation, tone, volume and action
- Identify the main point and summarise orally the content of a passage of text independently
- Identify and describe the main characters/setting/events using direct reference to the text
- Use alphabetically ordered texts to find information
- Ask questions to improve their understanding of a text
- Discuss the actions of the main characters and justify views using evidence from the text
- Make predictions with evidence from text and with knowledge of wider reading
- Distinguish between fact and opinion
- Understand that books are structured in different ways for a range of purposes
- Identify that information, events or ideas can be organised in paragraphs
- Identify the main features of different text types
- Understand that chapters can signal episodes in stories
- Identify the effects of different words and phrases (e.g. to create humour and atmosphere)
- Comment on how language is used to create effects and paint a picture
- Begin to identify and comment on different points of view in the text
- Draw on previous experience of authors and types of books to inform choices
- Recognise some features of the text that relate it to its historical setting or its social or cultural background
- Express reasoned preferences between texts