

By the end of Year 3 we expect your child to be able to the following at Age Related Expectations in **writing**:

- **Use conjunctions (when, so, before, after, while, because).**
- Use adverbs (e.g. then, next, soon).
- Use prepositions (e.g. before, after, during, in, because of).
- Experiment with adjectives to create impact.
- **Correctly use verbs in 1st, 2nd and 3rd person (present, perfect form of verbs)**
- Use perfect form of verbs to mark relationships of time and cause.
- **Use inverted commas to punctuate direct speech.**
- Write with increasing legibility, consistency and fluency.
- Discusses writing similar to that which they are planning to write and understands and learns from its structure, vocabulary and grammar
- Discusses and records ideas.
- Composes and rehearses sentences orally (including dialogue), progressively building a varied and rich vocabulary, and an increasing range of sentence structures.
- **Makes some attempt to define paragraphs by organising ideas with related points placed next to each other. (e.g. one sentence paragraphs, or ideas loosely organised).**
- In narratives creates settings, characters and plot, with some attempt to elaborate on basic information or events (e.g. nouns expanded by simple adjectives).
- **In non-narrative material, uses simple organisational devices (e.g. headings and sub-headings).**
- Reads aloud their own writing, to a group or the whole class, using appropriate intonation, and controls the tone and volume, so that the meaning is clear.
- Assesses the effectiveness of their own and others' writing and suggests improvements.
- **Proof-reads for spelling and punctuation errors.**
- Shows knowledge of word families based on common words, showing how words are related in form and meaning (e.g. solve, solution, solver, dissolve, insoluble)
- **Uses the forms 'a' or 'an' according to whether the next word begins with a consonant or a vowel (e.g. a rock, an open box).**
- Shows understanding of formation of nouns, using a range of prefixes (e.g. super-, anti-, auto-).

By the end of Year 3 we expect your child to be able to the following at Age Related Expectations in **reading**:

- Comment on the way characters relate to one another.
- Know which words are essential in a sentence to retain meaning.
- **Draw inferences such as inferring characters' feelings, thoughts and motives from their actions.**
- Recognise how commas are used to give more meaning.
- Recognise inverted commas
- Recognise: o plurals o pronouns and how used o collective nouns o adverbs
- Explain the difference that the precise choice of adjectives and verbs make.
- Applies their growing knowledge of root words, prefixes and suffixes (etymology and morphology), both to read aloud and to understand the meaning of new words they meet
- **Reads further exception words, noting the unusual correspondences between spelling and sound, and where these occur in the word.**
- **Listens to and discusses a wide range of fiction, poetry, plays, non-fiction and reference books or textbooks.**
- Reads books that are structured in different ways and reads for a range of purposes
- **With support uses dictionaries to check the meaning of words that they have read.**
- Develops their familiarity with an increasingly wide range of books, including fairy stories, myths and legends, and retelling some of these orally.
- **(With support) identifies themes and conventions in a wide range of books.**
- Prepares poems and plays to read aloud and to perform, showing understanding through some use of intonation, tone, volume and action.
- (Beginning to) discuss words and phrases that capture the readers interest and imagination.
- (With support) recognises some different forms of poetry (e.g. free verse, narrative poetry).
- Checks that the text makes sense to them, discussing their understanding and explaining the meaning of words in context
- Asking questions to improve their understanding of a text.
- **Makes basic predictions about what might happen based on details stated and implied.**
- (With some support) identifies main ideas drawn from more than one paragraph and makes a simple summary.
- (With support) identifies how language, structure, and presentation contribute to meaning.
- **Retrieves and records information from non-fiction (supported where necessary).**
- Participates in discussion about both books that are read to them and those they can read for themselves, taking turns and listening to what others say.