

About the statements

The statements detailed in this booklet give an overview of the end of year expectations for most children in Year 3. It is important to note that children may find some aspects of English easier than others. For example, a child may find word reading easy but show less confidence in their comprehension or when explaining answers to more detailed questions about what they have read. In writing, some children may have good composition skills and can think of ideas for their writing but show less confidence in their sentence structure and use of punctuation. Please refer to your child's personalised targets which will give more detail about the areas in reading and writing that they should be working on each half term.

In addition to reading and writing, the English curriculum also covers spoken language and listening skills. Talking to your child at home about their ideas and opinions, modelling appropriate conversational skills and encouraging children to listen carefully and respond appropriately to others is also a key part of supporting your child in their English development. The weekly discussion topics on the school newsletter offer a good starting point for purposeful conversations at home.



Useful websites

<https://www.activelearnprimary.co.uk/login?c=0>

The children have their own Active Learn logins which gives them access to a wide variety of games linked to the spelling, punctuation and grammar objectives.

<http://resources.woodlands-junior.kent.sch.uk/literacy/>

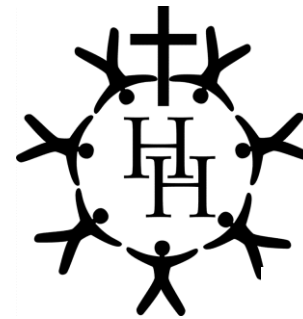
There are lots of links to useful games on this website.

<http://www.bbc.co.uk/newsround>

The Newsround website is a great starting point for discussion topics at home linked to current affairs and topics that interest children. It is advised that children access this site with an adult to ensure all topics are relevant and suitable for their age.

Hanging Heaton C of E (VC) J & I School

Supporting your child at home



Year 3



English

A booklet for parents

Reading expectations

These statements show what most children are expected to be able to do in reading by the end of Year 3:

Word reading:

Use my existing knowledge to help myself read aloud.
I am aware that some words sound different to how they are spelt.
I have understood a range of texts I have read.

Comprehension:

I am able to choose from a range of books to find the information I require.
I use a dictionary to check the meaning of words.
I can talk about some different types of stories I have read.
I can identify some themes in a range of books I read.
I will perform poems and play scripts to read aloud.
I will discuss words and phrases that interest me.
I know that poetry comes in different forms.
I think about what I read to make sure I understand it and it makes sense.
I ask questions about a text or book.
I know a character does certain things because of how the character is feeling or what has happened to them in the story.
I can predict events in stories from what has happened up to now.
I can tell what the main ideas are from reading a number of paragraphs.
I can see that books are set out in ways that help the reader to read the texts.
I can use non-fiction books to find information.
I can take turns when discussing books I have read.

Writing expectations

These statements show what most children are expected to be able to do in writing by the end of Year 3:

Transcription:

I use some prefixes and suffixes and understand how to use them in my writing.
I can spell some homophones.
I am able to spell some words that are often misspelt.
I know how to use the possessive apostrophe in some plurals.
When using a dictionary, I am able to use the first two letters of a word to check its' meaning.
I can write simple sentences that have been read to me, using the correct punctuation.

Handwriting

I am beginning to join my letters when writing.
I am beginning to join my handwriting and my letters are all the same height and the correct distance apart from each other.

Composition:

I plan my writing by looking at similar texts written before.
I am able to make notes about what I will write about.
I use different sentence structures and some better vocabulary in my writing.
I can draft my work into short paragraphs.
I can organise my writing using settings, characters and plot.
I can organise my writing by using headings.
I can edit my own work add some improvements to the texts.
I can edit written work to improve the use of vocabulary.
When I finish a piece of work I will read it through to correct some spelling and punctuation errors.
I can read my writing out to an audience in a clear manner.

Punctuation and Grammar

I can write sentences which contain more than one clause, by using a wider range of conjunctions, such as when, if, because and although.
I understand how to use the present perfect form of verbs which contrast to the past tense in my writing.
I can use the grammar rules set out in my grammar list.
I can use conjunctions, adverbs and prepositions to express time and cause in my writing.
I can add prefixes to form new words, such as adding super-, anti- or auto- to words I already know.
I know when to use 'a' or 'an' depending on what the next word begins with.
I know some words belong to word families (such as solve, solution, solver, dissolve, insoluble) and this helps me work out the meaning of all the words in the word family.
I use headings and sub-headings to structure and present my work.
I know that inverted commas are used to open and close what some one is saying in a text.