

Year 3 writing and reading objectives

Vocabulary, grammar and punctuation.

- Form nouns using a range of prefixes e.g. super-, anti-, auto-.
I can create new words using a range of prefixes including super-, anti-, auto-.
- Use 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.
I can understand when to use 'a' or 'an' in front of a word.
- Identify word families based on common root words e.g. solve, solution, solver, dissolve, insoluble.
I can identify word families based on root words e.g. solve, solution, solver, dissolve, insoluble.
- Express time, place and cause using conjunctions e.g. when, before, after, while, so, because, adverbs e.g. then, next, soon, therefore, or prepositions e.g. before, after, during, in, because of.
I can talk about time, place and cause using these words: when, while, so, because, then, next, soon, therefore, before, after, during, in, because of.
- Begin to use paragraphs as a way to group related material.
I can use paragraphs.
- Use headings and sub-headings to aid presentation.
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- Use the present perfect form of verbs instead of the simple past e.g. He has gone out to play contrasted with He went out to play.
I can use the present perfect form of verbs e.g. He has gone out to play contrasted with He went out to play.
- Begin to use inverted commas to punctuate direct speech.
I can use speech marks correctly.
- Understand the following terminology: Preposition, conjunction. Word family, prefix. Clause, subordinate clause. Direct speech. Consonant, consonant letter vowel, vowel letter. Inverted commas (or speech marks).
I can understand what the following words mean: preposition, conjunction, word family, prefix, clause, subordinate clause, direct speech, consonant, consonant letter vowel, vowel letter, inverted commas.

Handwriting

- Increasingly use the diagonal and horizontal strokes that are needed to join letters, and begin to understand which letters, when adjacent to one another, are best left unjoined.
I can use more of the diagonal and horizontal strokes I need to join letters, and know which letters, when they are next to one another, are best left unjoined.
- Increase the legibility, consistency and quality of his/her handwriting e.g. by beginning to ensure that the downstrokes of letters are parallel and equidistant; that lines of writing are spaced sufficiently so that the ascenders and descenders of letters do not touch.
I can write so that most of my letters are easy to read, all the same way up and the same size. My writing is spaced properly so that my letters don't overlap.

Spelling

- Use the prefixes un-, dis-, mis-, re-, pre-.
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- Add suffixes beginning with vowel letters to words of more than one syllable e.g. forgetting, preferred, gardening, limited.
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- Use the suffix -ly.
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- Spell words with endings sounding like 'zh' and 'ch' e.g. treasure, measure, picture, nature.
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- Spell words with endings which sound like 'zhun' e.g. division, decision.
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- Spell homophones such as brake/break, fair/fare, grate/great, groan/grown, here/hear, heel/heal/he'll, mail/male, main/mane, meet/meat, peace/piece, plain/plane.
I can spell words which sound the same but have different meanings such as brake/break, fair/fare, grate/great, groan/grown, here/hear, heel/heal/he'll, mail/male, main/mane, meet/meat, peace/piece, plain/plane.
- Spell words that are often misspelt with reference to English Appendix 1.
I can spell words that are often misspelt.
- Spell words containing the 'i' sound spelt 'y' elsewhere than at the end of words e.g. myth, gym.
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- Spell words containing the 'u' sound spelt 'ou' e.g. young, touch, double.
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- Spell words with the 'k' sound spelt 'ch' e.g. scheme, school, echo.
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- Spell words with the 'sh' sound spelt 'ch' e.g. chef, machine.
I can spell words with the 'sh' sound spelt 'ch' e.g. chef, machine.
- Spell words with the 'ay' sound spelt 'ei', 'eigh' or 'ey' e.g. eight, they.
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- Use the first two or three letters of a word to check its spelling in a dictionary.
I can use the first two or three letters of a word to check its spelling in a dictionary.
- Write from memory simple sentences, dictated by the teacher, that include words and punctuation taught so far.**
I can write from memory simple sentences, dictated by the teacher, that include words and punctuation I already know.

Composition

- Plan his/her writing by discussing writing similar to that which he/she is planning to write in order to understand and learn from its structure and vocabulary.
I can plan my writing by discussing it and talking about how to improve it using examples from other writers that I like.
- Plan his/her writing by discussing and recording ideas within a given structure.
I can plan my writing by talking about the important parts to have in a story, poem, an explanation or non-fiction piece and I can re-edit it.
- Draft and write by composing and rehearse sentences orally, building a varied and rich vocabulary and using sentences structures from English Appendix 2.
I can rewrite my work making improvements by saying the work out loud, using the best words I know and making sure I: use conjunctions such as when, before, after, while; use adverbs such as then, next and soon; use prepositions such as before, after, during, in and because.
- Draft and write by organising writing into paragraphs as a way of grouping related material.
I can use paragraphs to organise my writing so that blocks of text group related material.
- Draft and write in narratives, creating settings, characters and plots.**
I can draft and write descriptive work that creates settings, characters and plots.
- Draft and write non-narrative material, using headings and sub-headings to organise texts.
I can draft and write material such as instructions, using headings and sub-headings to organise my work.
- Evaluate and edit by assessing the effectiveness of his/her own writing.
I can re-read my work to improve it for my audience.
- Evaluate and edit by proposing changes to grammar and vocabulary linked to the use of a/an, conjunctions, adverbs and prepositions.
I can re-read my work to improve it by thinking about changes to vocabulary and grammar to make it more interesting.
- Proof-read for spelling errors and for punctuation- including full stop, apostrophe, comma, question mark, exclamation and inverted commas for speech.**
I can proof read my work by reading aloud and putting in full stops. I can also add commas, question marks, exclamation marks and speech marks where needed.
- Read his/her own writing aloud, to a group or the whole class, using appropriate intonation and controlling the tone and volume so that the meaning is clear.
I can read my work out to a group with confidence and make sure it sounds interesting using the right volume and tone of voice.

Word reading

- Apply his/her growing knowledge of root words, prefixes and suffixes (etymology and morphology), both to read aloud and to understand the meaning of new words he/she meets, including dis-, mis-, in-, il-, im-, ir-, -ly, English Appendix 1.
I can use my knowledge of root words, prefixes (including dis-, mis-, in-, il-, im-, ir-), and suffixes (including -ly), to help me read aloud and to understand the meaning of new words.
- Read further exception words, noting the unusual correspondences between spelling and sound, and where these occur in the word with reference to spelling English Appendix 1.**
I can read further exception words including words, that do not follow spelling patterns.

Spoken language

- Prepare poems and play scripts to read aloud and to perform, showing basic understanding through intonation, tone, volume and action.
I can prepare poems and play scripts to read aloud and to perform, showing my understanding by using the tone of my voice and actions.
- Participate in discussion about books that are read to him/her and those that can be read for himself/herself, taking turns and listening to what others say.
I can talk in a group about books that are read to me and those that I read, taking turns and listening to what others say.

Comprehension

- Maintain positive attitudes to reading and understanding of what he/she reads by listening to and discussing a wide range of fiction, poetry, plays and non-fiction.**
I can make reading fun by listening to and discussing stories, poems, plays and non-fiction work.
- Maintain positive attitudes to reading and understanding of what he/she reads by reading books that are structured in different ways.
I can show that I enjoy reading by reading lots of different types of books.
- Maintain positive attitudes to reading and understanding of what he/she reads by increasing his/her familiarity with a wide range of books, including fairy stories, myths and legends, and retell some of these orally.
I can read a wide range of books, including fairy stories, myths and legends and retell some of them to others.
- Maintain positive attitudes to reading and understanding of what he/she reads by identifying themes in books.**
I can tell you what a book that I am reading is about.
- Maintain positive attitudes to reading and understanding of what he/she reads by reading aloud poems and performing play scripts.
I can read aloud poems and perform play scripts.
- Maintain positive attitudes to reading and understanding of what he/she reads by discussing words that capture the reader's interest and imagination.
I can discuss words that excite me in the books that I read.
- Understand what he/she reads by checking that the text makes sense to him/her, discussing his/her understanding of words.
I can understand what I have read, checking that it makes sense by talking to others about it.
- Understand what he/she reads by asking questions to improve his/her understanding of a text.
I can ask questions about the texts that I have read to help me understand them.
- Understand what he/she reads by drawing inferences, such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence.**
I can work out what a character in a book is feeling by the actions they take and can explain how I know.
- Understand what he/she reads by predicting what might happen from details stated.**
I can predict what might happen from clues in what I have read.
- Understand what he/she reads by identifying main ideas drawn from within one paragraph and summarise these.
I can tell someone about the main ideas in a paragraph.
- Understand what he/she reads by identifying how language, structure, and presentation contribute to meaning, including, paragraphs, headings, sub-headings, and inverted commas to punctuate speech.
I can say how a text is organised to help me understand it using paragraphs, headings, sub-headings and inverted commas to show speech.
- Retrieve and record information from non-fiction.**
I can use non-fiction texts to find out information on a subject.
- Participate in reasoned discussion about books, poems and other material that is read to him/her and those he/she can read for himself/herself, taking turns and listening to what others say.
I can talk about books and poems and I can take turns in telling people about them.