

# Literacy Expectations – Year 3

Punctuation	Sentence Structure	Writing	Spoken Language	Reading	Spelling	Handwriting
<p>Use of capital letters, full stops, question marks and exclamation marks to demarcate sentences.</p> <p>Commas to separate items in a list</p> <p>Apostrophes to mark where letters are missing in spelling and to mark singular possession in nouns [for example, <i>the girl's name</i>]</p> <p>Introduction to inverted commas to punctuate direct speech</p>	<p>Compose sentences using adjectives, verbs and nouns for precision, clarity and impact.</p> <p>Expressing time, place and cause using conjunctions [for example, <i>when, before, after, while, so, because</i>],</p> <p>adverbs [for example, <i>then, next, soon, therefore</i>], or</p> <p>prepositions [for example, <i>before, after, during, in, because of</i>]</p>	<p>Introduction to paragraphs as a way to group related material.</p> <p>Headings and sub-headings to aid presentation.</p> <p>Use of the present perfect form of verbs instead of the simple past [for example, <i>He has gone out to play</i> contrasted with <i>He went out to play</i>].</p> <p>Using the school's <i>Non-Fiction Guides</i>, write non-fiction texts using structures of different text types.</p> <p>Use beginning, middle and end to write narratives in which events are sequenced logically.</p> <p>Select and use a range of technical and descriptive vocabulary.</p>	<p>Listen and respond appropriately to adults and their peers.</p> <p>Ask relevant questions to extend their understanding and knowledge.</p> <p>Use relevant strategies to build their vocabulary.</p> <p>Articulate and justify answers, arguments and opinions.</p> <p>Give well-structured descriptions, explanations and narratives for different purposes, including for expressing feelings.</p> <p>Maintain attention and participate actively in collaborative conversations, staying on topic and initiating and responding to comments.</p> <p>Use spoken language to develop understanding through speculating, hypothesising, imagining and exploring ideas.</p> <p>Speak audibly and fluently with an increasing command of Standard English.</p> <p>Participate in discussions, presentations, performances, role play, improvisations and debates.</p> <p>Gain, maintain and monitor the</p>	<p>Phonics: to be fully secure in Phase 6</p> <p>A reading age of at least 9 ½ years.</p> <p>Reading book level/stage: 12</p> <p>Apply their knowledge of root words, prefixes and suffixes both to read aloud and to understand the meaning of new words.</p> <p>Increase their familiarity with a wide range of books, including fairy stories, myths and legends</p> <p>Re-tell some of the above orally identifying themes and conventions.</p> <p>Draw inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence</p> <p>Predict from details stated and implied</p> <p>Summarise and identify main ideas drawn from more than one paragraph</p> <p>Discuss words and phrases that capture the reader's interest and imagination.</p> <p>Use dictionaries to check the meaning of words that they</p>	<p>A spelling age of at least 9 ½ years.</p> <p>The statutory word lists - a mixture of words pupils use frequently or are often misspelt.</p> <p>Revision from Y1 and Y2, paying attention to the rules of adding suffixes.</p> <p>ch (scheme/chorus/chemist etc)</p> <p>ch (chef/chalet/machine etc)</p> <p>gue/que (league/tongue/antique etc)</p> <p>sc (science/scene etc)</p> <p>Ei (neighbour/weight/eight etc)</p>	<p>Use cursive script for teaching handwriting</p> <p>Practise correct formation of the four basic joins from Year 2.</p> <p>Use diagonal and horizontal strokes to join letters.</p> <p>Recognise, when adjacent to one another, which letters are best left unjoined</p> <p>Downstrokes are parallel and equidistant</p>

			<p>interest of the listener(s).</p> <p>Consider and evaluate different viewpoints, attending to and building on the contributions of others.</p> <p>Select and use appropriate registers for effective communication.</p> <p>*These statements apply to all years. The content should be taught at a level appropriate to the age of the pupils.</p>	<p>have read</p> <p>Discuss their understanding and explaining the meaning of words in context</p> <p>Retrieve and record information from non-fiction</p>	<p>'y' sound used elsewhere that at the end (myth, gym, Egypt, mystery etc)</p> <p>'ou' sound (young, touch, double etc)</p>	
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accident(ally)	complete	February	length	possess(ion)	strength
actual(ly)	consider	forward(s)	library	possible	suppose
address	continue	fruit	material	potatoes	surprise
answer	decide	grammar	medicine	pressure	therefore
appear	describe	group	mention	probably	though/although
arrive	different	guard	minute	promise	thought
believe	difficult	guide	natural	purpose	through
bicycle	disappear	heard	naughty	quarter	various
breath	early	heart	notice	question	weight
breathe	earth	height	occasion(ally)	recent	woman/women
build	eight/eighth	history	often	regular	
busy/business	enough	imagine	opposite	reign	
calendar	exercise	increase	ordinary	remember	
caught	experience	important	particular	sentence	
centre	experiment	interest	peculiar	separate	
century	extreme	island	perhaps	special	
certain	famous	knowledge	popular	straight	
circle	favourite	learn	position	strange	

### Statutory Word List

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#### Years 3 and 4

Teachers should continue to emphasis to pupils the relationships between sounds and letters, even when the relationships are unusual. Once root words are learnt in this way, longer words can be spelt correctly if the rules and guidance for adding prefixes and suffixes are also known. Many of the words in the list above can be used for practice in adding suffixes.