

# Y3 Skills: Reading

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| Read exception words, noting the unusual correspondence between spelling and sound. Pronounce unfamiliar words by drawing on prior knowledge                                                                                                                            |
| <p>Apply growing knowledge of root words, prefixes and suffixes to read aloud and understand the meaning of unfamiliar words.</p> <p>e.g. active/inactive</p> <p>e.g. sub– under, use to define subheading/submerge</p>                                                 |
| Identifying a range of prefixes and how these change the meaning of nouns e.g. anti, auto, super                                                                                                                                                                        |
| Recognise inverted commas and how they are used to give more meaning when reading e.g. character's emotions and varies voices when reading aloud.                                                                                                                       |
| <p>Identify pronouns, adverbs, collective nouns and plurals when reading</p> <p>e.g. adverbs: Leigh <u>soon</u> started running <u>quickly</u> for fear of being late for school.</p> <p>e.g. pronouns: she, him, his, this</p> <p>e.g.: plurals: mice/mouse, sheep</p> |
| Make book recommendations and give reasons for their choice                                                                                                                                                                                                             |
| Discuss the different structure and compare facts in non–fiction books.                                                                                                                                                                                                 |
| Understand that narrative books are structured in different ways e.g. adventure stories and ghost stories                                                                                                                                                               |
| Can identify myths and legends and discuss key features                                                                                                                                                                                                                 |
| Use dictionaries to check the meaning of words they have read                                                                                                                                                                                                           |
| Identify themes and conventions in a wide range of books, including those from other cultures and traditions e.g. villains and heroes, bullying, good over evil, greed and poverty                                                                                      |
| Prepare poems and plays to read aloud, showing understanding through intonation, tone, volume and action                                                                                                                                                                |
| Comment on the way characters relate to one another                                                                                                                                                                                                                     |
| Can identify the main idea of a text and know which words are essential in a sentence to retain meaning                                                                                                                                                                 |
| Draw inferences such as inferring characters' feelings, thoughts and motives from their own actions and justifying inferences with evidence e.g. How did the hare feel about the tortoise when it won the race?                                                         |
| Asking and answering questions about the text                                                                                                                                                                                                                           |
| Distinguishing between statements of fact and opinion                                                                                                                                                                                                                   |
| Retrieve, record and present information from non–fiction texts                                                                                                                                                                                                         |
| Participate in discussions, challenging others' ideas politely, actively listening and responding to others.                                                                                                                                                            |

# Y3 Skills: Writing

Spell words with additional prefixes and suffixes and understand how to add them to root words  
e.g. form nouns using super, auto, anti

Increase legibility, consistency and quality of handwriting  
e.g. down strokes of letters are parallel and equidistant, lines of writing are spaced sufficiently so that ascenders and descenders don't touch, understand which letters are best left unjoined

Draft and write by creating settings, characters and plot in narratives and by using organisation devices such as headings and sub-headings in non-narrative.

Organise paragraphs around a theme

Increase their use of a rich vocabulary and varied sentence structure by expressing time, place and cause using conjunctions (e.g. when, before, after, while, so), adverbs (e.g. then, next, soon, therefore), prepositions (e.g. before, after, during, in, because)

Spell words that are often misspelt, including homophones (See National Curriculum Spelling – Appendix 1: Year 3/4)

Use possessive apostrophe to mark singular and plural possession, including regular and irregular plurals  
e.g. Boy's names, boys' names, children's

Use of the forms a or an according to whether the next word begins with a consonant or a vowel  
e.g. a ball, an empty cup

Introduction to inverted commas to punctuate direct speech

Use and understand the grammatical terminology in Appendix 2 (National Curriculum – Grammar): adverbs, preposition, conjunction, word family, prefix, clause, subordinate clause, direct speech, consonant, consonant letter, vowel, inverted commas

Use of the present perfect form of verbs instead of the simple past.  
e.g. 'She has gone outside to run' contrasted with 'She went outside to run'