

Year 3 English End of Year Expectations

Reading
Reads aloud with confidence, expression and fluency.
Performs poems and play scripts to read aloud to keep the listener interested.
Retells stories with increasing accuracy and uses non-fiction texts to find out key information.
Is aware that some words sound different to how they are spelt.
Checks what they are reading makes sense as they read through it.
Has knowledge of root words, prefixes and suffixes and uses them when reading aloud to help understand meaning of new vocabulary.
Knows the meaning of: vocabulary/words in context; retrieval and recording of key information; summarising main ideas; explaining and justifying inference; predication; comparisons and use of word choices when reading and analysing texts.
Is able to read for a range of purposes (enjoyment, finding out facts, summarising ideas).
Uses a dictionary to check the meaning of new words.
Identifies themes of a variety of books and can discuss them accurately.
Discusses words and phrases that capture interest and imagination, giving reasons for choices.
Uses evidence from different parts of the text to support inferences such as showing characters' feelings, thoughts and motives from their actions across the story.
Checks that reading makes sense by discussing understanding, explaining the meaning of words in context.
Asks questions to improve understanding of the text and can tell you what the book is about.
Predicts what might happen from details stated or implied in the text.
Identifies and summarises main ideas from more than one paragraph.
Understands how the language, structure and presentation of texts contribute to meaning.
Able to record and retrieve key information from a range of texts.
Knows how a text is organised to help understand it. This includes paragraphs, headings, sub-headings and speech marks.
Writing
In handwriting, knows which letters are appropriate to join.
Joined handwriting is legible with all letters the same height and the correct distance apart from each other.
Accurately spells KS1 common words.
Spells with increasing accuracy words from the Years 3 & 4 list. (often misspelt words)
Accurately uses and spells possessive apostrophes with regular and irregular plurals.
Spells an increasing number of homophones.
Have increased knowledge of prefixes and suffixes and understand how accurately spell them and use them in writing. Form nouns using prefixes. (Adding suffixes beginning with vowel letters and adding prefixes to beginning of root words.)
When using a dictionary, is able to use the first two or three letters of a word to check its' meaning.
Knows the definitions of nouns, verbs, adjectives, adverbs, prepositions, conjunctions, clause, subordinate clause, direct speech, inverted commas, vowels and consonants.
Know when to use 'a' or 'an' in front of a word. (Knows whether the word begins with a vowel or a consonant.)
Shows how word families are based on common words. (Solve, solution, solver, and dissolve, insoluble.)
Accurately uses conjunctions expressing time, place and cause, (E.g. before, after, when, while, so because) adverbs (e.g. then, next, soon, therefore) or prepositions (e.g. before, after, during, in)
Uses the present perfect form of verbs instead of simple past verbs. (E.g. He has gone out to play / He went out to play.)
When writing sentences uses: • KS1 punctuation. (Capital letters, full stops, question marks, exclamation marks.) • Range of sentences with more than one clause and a range of conjunctions. • Use pronouns or nouns for clarity and avoid repetition. • Fronted adverbial phrases. • Apostrophes. • Correct present and past tenses. • Use inverted commas to punctuate direct speech.
Writes sentences by: • Organises using headings and sub-headings. • Groups ideas into paragraphs. • Plans and says out loud what they will write using a range of vocabulary. • Creates settings, characters and plots. • Writes for a period of time. • Begins to plan in detail for extended writing. • Re-reads and proof reads what they have written to check that it makes sense and there are no spelling, grammar or punctuation errors. • Evaluates writing and peer assesses others' work suggesting improvements.

Oracy			
PHYSICAL	LINGUISTIC	COGNITIVE	SOCIAL/EMOTIONAL
- Deliberately selects gestures that support the delivery of ideas e.g. gesturing towards someone if referencing their ideas - Deliberately varies tone of voice in order to convey meaning e.g. speaking authoritatively during an expert talk Consider position and posture when addressing an audience - Consider movement when addressing an audience	- Be able to use specialist language to describe their own and others' talk - Use specialist vocabulary e.g. speak like an archaeologist - Make precise language choices e.g. instead of describing a cake as 'nice' using 'delectable'	- Ask questions to find out more about a subject - Build on others' ideas in discussions - Make connections between what has been said and their own and others' experiences - Offer opinions that aren't their own e.g. taking on a specific role in group work - Begin to reflect on discussions and their own oracy skills and identify areas of strength and areas to improve through the introduction of Talk Detectives	- Speak with confidence in front of an audience - Begin to recognise different roles within group talk e.g. chairperson - Adapt the content of their speech for a specific audience