



English Targets Year 3



"Bringing out the best in everyone"

The English Curriculum

- A stronger emphasis on **vocabulary development, grammar, punctuation and spelling**
- **Handwriting** is expected to be fluent, legible and speedy
- **Spoken English** has a greater emphasis, with children to be taught debating and presenting skills

We assess the children against the "Age Related Expectations".
Children will now be assessed as working as:

Working Towards ARE

Working at ARE

Working at Greater Depth (applying)

English is split into three main areas these are **Speaking, Reading** and **Writing**. This booklet aims to provide you with the information to show you what your child is expected to achieve in each of these three areas by the end of Year 3. It clearly shows the learning objectives we will be assessing against throughout the year.

We hope you find this information useful and as always please do not hesitate to contact us if you need further advice.

Targets in Spoken Language

- Sequence and communicate ideas in an organised and logical way in complete sentences as required
- Vary the amount of detail and choice of vocabulary dependent on the purpose and audience
- Participate fully in paired and group discussions
- Show understanding of the main points in a discussion
- Start to show awareness of how and when standard English is used
- Retell a story using narrative language and added relevant detail
- Show they have listened carefully through making relevant comments
- Formally present ideas or information to an audience
- Recognise that meaning can be expressed in different ways dependent on the context
- Perform poems from memory adapting expression and tone as appropriate

Targets in Reading

Word Reading

- Apply knowledge of root words, prefixes and suffixes to read aloud and to understand the meaning of unfamiliar words
- Read further exception words, noting the unusual correspondences between spelling and sound, and where these occur in the word
- Attempt pronunciation of unfamiliar words drawing on prior knowledge of similar looking words

Comprehension

- Experience and discuss a range of fiction, poetry, plays, non-fiction and reference books or textbooks
- Know that non-fiction books are structured in different ways and be able to use them effectively
- Begin to understand that narrative books are structured in different ways, for example, quest stories and stories with dilemmas
- Ask questions to improve understanding of a text
- Predict what might happen from details stated
- Draw inferences such as inferring characters' feelings, thoughts and motives from their actions
- Use dictionaries to check the meaning of unfamiliar words
- Identify main idea of a text
- Identify how structure, and presentation contribute to the meaning of text
- Retrieve and record information from non-fiction
- Discuss books, poems and other works that are read aloud and independently, taking turns and listening to others' opinions
- Explain and discuss understanding of books, poems and other material, both those read aloud and those read independently
- Prepare poems to read aloud and to perform, showing understanding through intonation, tone, volume and action

Targets in Writing

Transcription

- Spell words with additional prefixes and suffixes and understand how to add them to root words, for example - form nouns using super, anti, auto
- Recognise and spell additional homophones, for example - he'll, heel, heal
- Use the first two or three letters of a word to check its spelling in a dictionary
- Spell correctly word families based on common words, for example - solve, solution, solver
- Spell identified commonly misspelt words from Year 3 and 4 word list
- Make analogies from a word already known to apply to an unfamiliar word
- Identify the root in longer words
- Use the diagonal and horizontal strokes that are needed to join letters
- Understand which letters, when adjacent to one another, are best left un-joined
- Increase the legibility, consistency and quality of handwriting

Composition

- Look at and discuss models of writing of the text type, purpose and audience to be written, noting: structure; grammatical features and use of vocabulary
- Compose sentences using a wider range of structures linked to the grammar objectives
- Write a narrative with a clear structure, setting, characters and plot
- Write a non-narrative using simple organisational devices such as headings and sub-headings
- Suggest improvement to writing through assessing writing with peers and self-assess
- Make improvements by proposing changes to grammar and vocabulary to improve consistency, e.g. the accurate use of pronouns in sentences
- Use a range of sentences with more than one clause by using a wider range of conjunctions, e.g. when, if, because, although
- Use the perfect form of verbs to mark relationships of time and cause
- Use conjunctions, adverbs and prepositions to express time and cause
- Proof-read to check for errors in spelling and punctuation errors

- Talk about topics that are of interest to them or which they enjoy.
- Ask questions to gain information and to clarify meaning.
- Begin to develop and explain their ideas.
- Express themselves using complete sentences when required.
- Make more specific vocabulary choices. For example - technical language.
- Usually listen carefully and respond appropriately.
- Take turns when talking in pairs or in small groups.
- Offer appropriate comments in paired or small group discussion.
- Begin to be aware that formal and informal situations require a different role and language.
- Retell a familiar story using narrative language and linking words and phrases.
- Recount an event or an experience in sentences, using specifically chosen vocabulary.
- Perform a simple poem from memory.
- Hold the attention of listeners by adapting the way they talk.
- Begin to understand how to speak for different purposes and audiences.

Targets in Reading
Word Reading

- Apply phonic knowledge and skills to decode words.
- Decode automatically and fluently.
- Read accurately by blending the sounds in words that contain the graphemes taught.
- Recognise and read alternative sounds for graphemes.
- Read accurately words of two or more syllables that contain the same sounds and letters taught
- Read words containing common suffixes
- Read further common exception words
- Read and notice unusual correspondence between grapheme and phoneme.
- Read most words quickly and accurately when they have been frequently encountered without overt sounding and blending.
- Read aloud books closely matched to their improving phonic knowledge, sounding out unfamiliar words accurately and without hesitation
- Read books fluently and confidently.

Comprehension

- Talk about and give an opinion on a range of texts
- Discuss the sequence of events in books and how they are related to each other
- Use prior knowledge and context and vocabulary explored to understand texts
- Retell orally some stories, including fairy stories and traditional tales
- Read for meaning, checking that the text makes sense and correcting
- Know and recognise simple recurring literary language in stories and poetry
- Talk about favourite words and phrases.
- Increase repertoire of poems learnt by heart, reciting some with appropriate notation to make the meaning clear
- Answer and ask appropriate questions and make predictions on the basis of what has been read so far
- Draw simple inferences from illustrations, events and characters' actions and speech.

Targets in Writing

Transcription

- Segment spoken words into phonemes and record these as graphemes
- Spell words with different alternative spellings, including a few common homophones
- Spell longer words using suffixes such as ment, ness, ful, less, ly
- Use knowledge of alternative phonemes to narrow down possibilities for accurate spelling
- Identify known phonemes in unfamiliar words and use syllables to divide words
- Form lower-case letters of the correct size relative to one another
- Begin to use some of the diagonal and horizontal strokes needed to join letters
- Understand which letters, when adjacent to one another, are best left unjoined
- Write capital letters and digits of the correct size, orientation and relationship to one another and to lower case letters
- Use spacing between words that reflects the size of the letters

Composition

- Write narratives about personal experiences and those of others (real and fictional)
- Write for different purposes, including real events
- Plan and discuss the content of writing and write down ideas
- Orally rehearse structured sentences or sequences of sentences
- Evaluate writing independently, with peers and with teacher
- Proof-read to check for errors in spelling, grammar and punctuation
- Use full stops, capital letters, exclamation and question marks accurately to demarcate sentences and commas for lists
- Use a capital letter for names of people, places, the days of the week, and the personal pronoun 'I'
- Use subordination (when, if, that, or because)