

## Year 3 Reading Expectations



## Year 3 Writing Expectations

Develops positive attitudes to reading and understanding of what they read by:

- listening to and discussing a wide range of fiction, poetry, plays, non-fiction and reference books or textbooks;
- using dictionaries to check the meaning of words they have read; and
- identifying themes and convention in a wide range of books.

Reads further exception words, noting the unusual correspondences between spelling and sound, and where these occur in the word

Understands what they have read independently by:

- drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence; and
- predicting what might happen from details stated and implied.

Retrieves and records information from non-fiction

**By the end of Y3, a child should be able to justify their views about books written at an age-appropriate interest level.**

**A child is able to read the book accurately and at a speed that is sufficient for them to focus on understanding what they read rather than on decoding individual words.**

Organises paragraphs around a theme in narratives, creates settings, characters and plot

Proof-reads for spelling and punctuation errors

Uses the forms 'a' or 'an' according to whether the next word begins with a consonant or a vowel eg a rock, an open box

Expresses time, place and cause using conjunctions

Introduces inverted commas to punctuate direct speech

Uses headings and sub-headings to aid presentation

Uses the present perfect form of verbs instead of the simple past eg 'He has gone out to play' in contrast to 'He went out to play'

**By the end of Y3, a child should be able to write down their ideas with a reasonable degree of accuracy and with good sentence punctuation.**

**A child understands and applies the concepts of word structure.**

**A child is beginning to use joined handwriting throughout independent writing.**

**A child is beginning to understand the skills and processes that are essential for writing: that is, thinking aloud to explore and collect ideas, drafting, and re-reading to check the meaning is clear.**

**A child is beginning to understand how writing can be different from speech.**