



English programmes of study: key stages 1 and 2 National
curriculum in England
Year 3: Reading & Writing

Core Reading	Word Reading and Fluency	Comprehension
<p>Range of Reading</p> <ul style="list-style-type: none"> Listening to and discussing a wide range of fiction, poetry, plays, nonfiction and reference books or textbooks. <p>Familiarity of Texts</p> <ul style="list-style-type: none"> Reading books that are structured in different ways and reading for a range of purposes. Increasing their familiarity with a wide range of books, including fairy stories, myths and legends, and retelling some of these orally. Identifying and discussing themes and conventions in a wide range of books. <p>Poetry and Performance</p> <ul style="list-style-type: none"> Recognising some different forms of poetry (for example, free verse, narrative poetry). <p>Non-Fiction</p> <ul style="list-style-type: none"> Retrieve and record information from non-fiction. 	<p>Word Reading</p> <ul style="list-style-type: none"> Apply their growing knowledge of root words, prefixes and suffixes (etymology and morphology) as listed in English Appendix 1, to read aloud and to understand new words they meet. Read further exception words, noting the unusual correspondences between spelling and sound, and where these occur in the word. <p>Fluency</p> <ul style="list-style-type: none"> Read aloud and perform poems and playscripts, showing understanding through intonation, tone, volume and action. 	<p>Language Comprehension</p> <ul style="list-style-type: none"> Use dictionaries to check the meaning of words that they have read. Understand what they read, in books they can read independently by: <ul style="list-style-type: none"> Discussing words and phrases that capture the reader's interest and imagination. Discussing and explaining the meaning of words in context. Identifying how language, structure and presentation contribute to meaning. <p>Understanding</p> <ul style="list-style-type: none"> Checking that the text makes sense to them, discussing their understanding and explaining the meaning of words in context. Asking questions to improve their understanding of a text. Identifying main ideas drawn from more than one paragraph and summarising these. <p>Discussing Reading</p> <ul style="list-style-type: none"> Participate in discussion about both books that are read to them and those they can read for themselves, taking turns and listening to what others say. <p>Prediction</p> <ul style="list-style-type: none"> Predicting what might happen from details stated and implied. <p>Inference</p> <ul style="list-style-type: none"> Drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence.

Composition: planning, drafting, evaluating, editing and proof-reading	Composition: structuring and organising text	Composition: applying vocabulary, grammar and punctuation	Transcription: spelling	Transcription: handwriting
<p>Plan writing by:</p> <ul style="list-style-type: none"> Discussing models of writing similar to that which they are planning to write in order to understand and learn from its structure, vocabulary and grammar. Discussing and recording ideas. <p>Draft and write by:</p> <ul style="list-style-type: none"> Composing and rehearsing sentences orally (including dialogue), progressively building a varied and rich vocabulary and an increasing range of sentence structures. In narratives, creating settings, characters and plot. Ensuring features of writing are generally appropriate to given task. <p>Evaluate and edit by:</p> <ul style="list-style-type: none"> Assessing the effectiveness of their own and others' writing and suggesting improvements. Proposing changes to grammar and vocabulary to improve consistency, including the accurate use of pronouns in sentences. <p>Proofread for spelling and punctuation errors</p> <p>Read own writing aloud:</p> <ul style="list-style-type: none"> To a group or the whole class, using appropriate intonation and controlling the tone and volume so that the meaning is clear. 	<ul style="list-style-type: none"> Begin to use paragraphs to organise ideas around a theme. Use conjunctions, adverbs and prepositions to express time and cause. Begin to organise non-narrative work using simple organizational devices e.g. headings and subheadings. 	<ul style="list-style-type: none"> Express time, place and cause using conjunctions [for example, when, before, after, while, so, because]. Express time, place and cause using adverbs [for example, then, next, soon, therefore]. Express time, place and cause using prepositions [for example, before, after, during, in, because of]. Use the present perfect form of verbs instead of the simple past [for example, He has gone out to play contrasted with He went out to play]. Begin to use inverted commas to punctuate direct speech. 	<p><i>Follow Spelling requirements from Appendix 1 pg49-55</i></p> <ul style="list-style-type: none"> Use further prefixes and suffixes and understand how to add them (Appendix 1). Form nouns using a range of prefixes [for example super-, anti-, auto-] (Appendix 2). Use a or an according to whether the next word begins with a consonant or a vowel [for example, a rock, an open box] (Appendix 2). Form word families based on common words, showing how words are related in form and meaning [for example, solve, solution, solver, dissolve, insoluble] (Appendix 2). Spell further homophones. Spell words that are often misspelt. Use the first 2 or 3 letters of a word to check its spelling in a dictionary. Write from memory simple sentences, dictated by the teacher, that include words and punctuation taught so far. 	<ul style="list-style-type: none"> Use the diagonal and horizontal strokes that are needed to join letters and beginning to understand which letters, when adjacent to one another, are best left unjoined. Begin to increase the legibility, consistency and quality of their handwriting [for example, by ensuring that the downstrokes of letters are parallel and equidistant; that lines of writing are spaced sufficiently so that the ascenders and descenders of letters do not touch].