



## English

### Key Learning Indicators of Performance in Reading: Year 3

Word Reading	Comprehension
<p>As above and:</p> <ul style="list-style-type: none"><li>▶ Read books at an age appropriate interest level.</li><li>▶ Use knowledge of root words to understand meanings of words.</li><li>▶ Use prefixes to understand meanings e.g. <i>un-</i>, <i>dis-</i>, <i>mis-</i>, <i>re-</i>, <i>pre-</i>, <i>im-</i>, <i>in-</i>.</li><li>▶ Use suffixes to understand meanings e.g. <i>-ly</i>, <i>-ous</i>.</li><li>▶ Read and understand words from the Year 3 list (selected from the statutory Year 3/4 word list) - see below.</li></ul>	<p>As above and:</p> <p><b>Developing pleasure in reading and motivation to read</b></p> <ul style="list-style-type: none"><li>▶ Listen to and discuss a range of fiction, poetry, plays and non-fiction, e.g. <i>fables, fairy tales, classic poetry, shape poetry, non-chronological reports, explanations</i>.</li><li>▶ Regularly listen to whole novels read aloud by the teacher.</li><li>▶ Read a range of non-fiction texts, e.g. <i>information, discussion, explanation, biography and persuasion</i>.</li><li>▶ Read books and texts for a range of purposes e.g. <i>enjoyment, research, skills development, reference</i>.</li><li>▶ Recognise some different forms of poetry e.g. <i>narrative, calligrams, shape poems</i>.</li><li>▶ Sequence and discuss the main events in stories.</li><li>▶ <u>Orally retell a range of stories, including less familiar fairy stories, fables and folk tales e.g. <i>Grimm's Fairy Tales</i>.</u></li><li>▶ Identify and discuss themes e.g. <i>good over evil, weak and strong, wise and foolish, mean and generous, rich and poor</i>.</li><li>▶ Identify and discuss conventions e.g. <i>numbers three and seven in fairy tales, magical sentence repeated several times</i>.</li><li>▶ Prepare poems and play scripts to read aloud, showing understanding through intonation, tone, volume and action.</li></ul> <p><b>Understanding the text</b></p> <ul style="list-style-type: none"><li>▶ Identify, discuss and collect favourite words and phrases which capture the reader's interest and imagination.</li><li>▶ Explain the meaning of unfamiliar words by using the context.</li><li>▶ Use dictionaries to check meanings of words they have read.</li><li>▶ <u>Use intonation, tone and volume when reading aloud.</u></li><li>▶ <u>Take note of punctuation when reading aloud.</u></li><li>▶ Discuss their understanding of the text.</li><li>▶ <u>Raise questions during the reading process to deepen understanding e.g. <i>I wonder why the character</i>.</u></li><li>▶ <u>Draw inferences around characters thoughts, feelings and actions, and justify with evidence from the text.</u></li><li>▶ Make predictions based on details stated.</li><li>▶ <u>Justify responses to the text using the PE prompt (Point + Evidence).</u></li><li>▶ Discuss the purpose of paragraphs.</li><li>▶ Identify a key idea in a paragraph.</li><li>▶ Analyse and evaluate texts looking at language, structure and presentation e.g. <i>persuasive letter, diary and calligram</i> etc.</li></ul> <p><b>Retrieving and recording information from non-fiction</b></p> <ul style="list-style-type: none"><li>▶ <u>Prepare for research by identifying what is already known about the subject and key questions to structure the task.</u></li><li>▶ Evaluate how specific information is organised within a non-fiction text e.g. <i>text boxes, contents, bullet points, glossary, diagrams</i>.</li><li>▶ Quickly appraise a text to evaluate usefulness.</li><li>▶ Navigate texts in print and on screen.</li><li>▶ Record information from a range of non-fiction texts.</li></ul> <p><b>Participating in discussion</b></p> <ul style="list-style-type: none"><li>▶ Participate in discussion about what is read to them and books they have read independently.</li><li>▶ Develop and agree on rules for effective discussion.</li><li>▶ Take turns and listen to what others say.</li><li>▶ <u>Make and respond to contributions in a variety of group situations e.g. <i>whole class, pairs, guided groups, book circles</i>.</u></li></ul>



## English

### Key Learning Indicators of Performance in Reading: Word Lists

Year 3					
<b>accident(ally)</b>	century	February	length	popular	strange
<b>actual(ly)</b>	circle	forward(s)	library	<b>potatoes</b>	<b>thought</b>
address	decide	fruit	<b>minute</b>	promise	through
answer	describe	<b>heard</b>	naughty	purpose	<b>weight</b>
arrive	early	heart	<b>notice</b>	quarter	<b>woman/women</b>
believe	earth	height	occasion(ally)	question	
bicycle	<b>eight/eighth</b>	history	often	<b>reign</b>	
centre	enough	learn	perhaps	sentence	

Year 4					
appear	continue	grammar	material	possible	suppose
breadth	different	group	medicine	pressure	surprise
breathe	difficult	guard	<b>mention</b>	probably	therefore
build	disappear	guide	natural	recent	though/although
busy/business	exercise	imagine	opposite	regular	
calendar	experience	important	ordinary	remember	
caught	experiment	increase	particular	separate	
certain	extreme	interest	peculiar	special	
complete	famous	island	<b>position</b>	straight	
consider	favourite	knowledge	<b>possess(ion)</b>	strength	



# English

## Key Learning Indicators of Performance in Writing: Year 3

Composition		Transcription	
Vocabulary, grammar and punctuation	Composition	Spelling	Handwriting
<p>As above and:</p> <ul style="list-style-type: none"> <li>▶ Identify <b>clauses</b> in sentences.</li> <li>▶ <u>Explore and identify main and subordinate clauses in complex sentences.</u></li> <li>▶ <u>Explore, identify and create complex sentences using a range of conjunctions e.g. when, if because, although, while, since, until, before, after, so.</u></li> <li>▶ Use the <b>comma</b> to separate <b>clauses</b> in complex sentences where the subordinate clause appears first, e.g. <i>Although it was raining, we decided not to take our coats.</i></li> <li>▶ Identify, select, generate and effectively use <b>prepositions</b> for where e.g. <i>above, below, beneath, within, outside, beyond.</i></li> <li>▶ Select, generate and effectively use <b>adverbs</b> e.g. <i>suddenly, silently, soon, next, eventually.</i></li> <li>▶ Use <b>inverted commas</b> to punctuate <b>direct speech (speech marks).</b></li> <li>▶ Use perfect form of verbs using <i>have</i> and <i>has</i> to indicate a completed action e.g. <i>He has gone out to play</i> (present perfect) instead of <i>he went out to play</i> (simple past).</li> <li>▶ Use the determiner <i>a</i> or <i>an</i> according to whether the next word begins with a <b>consonant</b> or <b>vowel</b> e.g. <i>a rock, an open box.</i></li> <li>▶ Explore and collect <b>word families</b> e.g. <i>medical, medicine, medicinal, medic, paramedic, medically</i> to extend vocabulary.</li> <li>▶ Explore and collect nouns with <b>prefixes</b> <i>super, anti, auto.</i></li> </ul>	<p>As above and:</p> <p><b>Planning</b></p> <ul style="list-style-type: none"> <li>▶ Read and analyse narrative, non-fiction and poetry in order to plan and write their own versions.</li> <li>▶ Identify and discuss the purpose, audience, structure, vocabulary and grammar of narrative, non-fiction and poetry.</li> <li>▶ <u>Discuss and record ideas for planning using a range of formats, e.g. chunking a plot, story maps, flow charts, boxing up.</u></li> </ul> <p><b>Drafting and writing</b></p> <ul style="list-style-type: none"> <li>▶ Create and develop settings for narrative.</li> <li>▶ Create and develop characters for narrative.</li> <li>▶ Improvise, create and write dialogue.</li> <li>▶ Create and develop plots based on a model.</li> <li>▶ Generate and select from vocabulary banks e.g. <i>noun phrases, powerful verbs, technical language, synonyms for said</i> appropriate to text type.</li> <li>▶ Use different sentence structures (see VGP).</li> <li>▶ <u>Group related material into paragraphs.</u></li> <li>▶ <u>Use headings and sub headings to organise information.</u></li> </ul> <p><b>Evaluating and Editing</b></p> <ul style="list-style-type: none"> <li>▶ <u>Proofread to check for errors in spelling, grammar and punctuation in own and others' writing.</u></li> <li>▶ Discuss and propose changes with partners and in small groups.</li> <li>▶ Improve writing in the light of evaluation.</li> </ul> <p><b>Performing</b></p> <ul style="list-style-type: none"> <li>▶ Use appropriate intonation, tone and volume to present their writing to a group or class.</li> </ul>	<p>As above and:</p> <ul style="list-style-type: none"> <li>▶ Use further <b>prefixes</b> <i>dis_, mis_, re_</i>, and <b>suffixes</b> <i>_ly, _ous</i>, and understand how to add them.</li> <li>▶ Add suffixes beginning with vowel letters to words of more than one syllable.</li> <li>▶ Spell homophones and near homophones.</li> <li>▶ Spell words containing the /ʌ/ sound spelt ou, e.g. <i>young, touch, double</i></li> <li>▶ Spell words with endings sounding like /zə/ e.g. <i>treasure, enclosure, pleasure.</i></li> <li>▶ Spell words with endings sounding like or /tʃə/, e.g. <i>creature, furniture, adventure.</i></li> <li>▶ Spell words with the /ei/ sound spelt ei, eigh, or ey, e.g. <i>vein, weigh, eight, neighbour, they, obey</i></li> <li>▶ Identify and spell irregular past tense verbs, e.g. <i>send /sent, hear / heard, think/ thought</i></li> <li>▶ Identify and spell irregular plurals, e.g. <i>goose/ geese, woman/women, potato /es</i></li> <li>▶ <u>Use the first two letters of a word to check its spelling in a dictionary.</u></li> <li>▶ Write from memory simple sentences, dictated by the teacher, that include words and punctuation taught so far.</li> <li>▶ Spell words from the Year 3 list (selected from the statutory Year 3/4 word list) - see below.</li> </ul>	<p>As above and:</p> <ul style="list-style-type: none"> <li>▶ <u>Form and use the four basic handwriting joins.</u></li> <li>▶ <u>Write legibly.</u></li> </ul>



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busy/business	exercise	imagine	opposite	regular	
calendar	experience	important	ordinary	remember	
caught	experiment	increase	particular	separate	
certain	extreme	interest	peculiar	special	
complete	famous	island	<b>position</b>	straight	
consider	favourite	knowledge	<b>possess(ion)</b>	strength	