

Year Three Objectives

Pupils should learn how to:

Spoken Language

Speaking

- Speak fluently in sentences and without hesitation
- Annotate poems and stories and perform them
- Plan and deliver a presentation with an 'attention grabbing' opening and a satisfying conclusion

Listening

- Hold a conversation with peers and adults
- Evaluate the effectiveness of others' performances
- Evaluate the effectiveness of others' presentations

Discussion

- Disagree politely with peers
- Take responsibility for and contribute to the success of a group activity
- Discuss a range of feelings and emotions

Drama

- Create atmosphere through the use of voice and movement
- Create characters in an improvised drama
- Devise and act in plays showing character through voice and movement

Reading

Becoming a Reader

- Enjoy books and reading
- Listen to and discuss a range of fiction, poetry, plays, non-fiction, reference and text books that are read to them and those that they can read for themselves
- Identify and remember common structural and language conventions in different text types
- Read for a range of purposes
- Retell stories, adding key details
- Identify themes in books
- Retell fairy stories or folk tales focusing on the theme
- Know and recognise some forms of poetry

Word Reading

- Continue to use phonic knowledge and skills with unfamiliar words
- Read words with unfamiliar spelling patterns
- Use an understanding of morphology and etymology to aid them in reading unfamiliar words (link to spelling strand)

- Continue to build a knowledge of unusual grapheme phoneme correspondences

Fluency

- [Read Year 3 texts fluently](#)
- Prepare texts (including poems and plays) to read aloud and perform

Comprehension – Vocabulary Knowledge

- Explain the meaning of words in context
- Use morphology to aid them in understanding unknown vocabulary
- Use dictionaries to check word meanings
- [Build a bank of vocabulary by spotting, collecting and discussing new words and phrases from texts and linking these with words already known \(including idioms and figurative language\)](#)

Comprehension – Imagining

- [Create sensory images while they read](#)

Comprehension – Linking

- [Develop understanding by linking reading to other books or similar contexts](#)

Comprehension – Asking Questions

- [Ask questions when their reading doesn't make sense](#)
- [Use questioning to keep an active engagement with a longer text](#)

Comprehension – Clarifying and Retrieving

- Apply previous retrieving objectives to year 3 texts
- Check that the text makes sense to them and discuss their understanding
- Combine information to create an understanding of the whole text

Comprehension – Inferring

- [Use inference to draw simple conclusions about characters, settings and events](#)
- Use vocabulary knowledge, including synonyms, to aid inference

Comprehension – Predicting

- Predict what may happen and explain using detail from the text

Comprehension – Summarising

- Identify the key points in a section, page or whole text

Comprehension – Understanding Purpose and Viewpoint

- Identify the author's purpose e.g. to inform, describe, entertain, share feelings etc.

Comprehension – Understanding Text Organisation

- Explain the basic structures inherent in different text types (fiction and non-fiction)
- Explain the purposes of structural features

Comprehension – Understanding Writers’ Use of Language

- Discuss language which has captured their interest
- Identify basic language features inherent in different text types (fiction and non-fiction)
- Identify and discuss simple authorial techniques such as short sentences, repeated phrases, punctuation

Comprehension - Responding to Texts

- Refer back to the text to support their response

Becoming a Researcher

- Use library classification to find reference materials
- Take notes by summarising, deleting and substituting
- Retrieve, record and present information

Writing

Planning

- Collect ideas for writing from the world around them
- Generate ideas for their writing, by combining observations, reading and imagination
- Use the underlying structures, grammar and vocabulary of written texts to plan and write their own for a specific (often real) audience and a clear purpose
- Collect and use suitable vocabulary for a text
- Plan and order texts logically
- Plan and organise texts logically
- Compose and orally rehearse sentences and lines of poetry which are increasingly rich in structure and vocabulary

Composing

- Use the underlying structures, grammar and vocabulary of written texts to help them plan and write their own for specific (often real) audiences and clear purposes
- Compose and orally rehearse sentences and lines of poetry which are increasingly rich in structure and vocabulary
- Use the key narrative writing skills of telling, description and dialogue (see Appendix C)
- Use the key non-narrative writing skills of informing, recounting, instructing, persuading and explanation (see Appendix C)
- Use ideas and content appropriate to the subject and text type
- Collect and use suitable vocabulary for a text
- **In non-narrative writing use headings and subheadings to structure the writing and support the reader (WTS KS2)**
- Experiment with layout when writing non-fiction texts

- Know the reasons to start a new paragraph
- Use paragraphs to group related material
- **Create settings using well-chosen words and phrases (WTS KS2 and EXS KS2)**
- **Create characters using well-chosen words and phrases (WTS KS2 and EXS KS2)**
- Create a coherent plot in a story
- Signal sequence, place and time to give coherence to writing
- Improve their writing style by adding new techniques to their repertoire (from Appendix A – year 3)
- Improve their writing by using some new vocabulary (from Appendix B – year 3)

Evaluating

- Proof–read their work for spelling, grammar and punctuation errors
- Edit their work effectively and make improvements based on this
- Evaluate the work of others and suggest improvements
- Use expression, intonation and tone when reading aloud their writing

Grammar

- Use correct grammatical terminology when discussing their writing
- Use and understand the terms consonant and vowel
- Explore word families based on common words
- Recognise and know the purpose of conjunctions
- Use conjunctions to express time, place and cause e.g. when, so, before, after, while, because
- Use a or an appropriately
- Create new nouns using prefixes
- Recognise and know the purpose of pronouns
- Recognise and know the purpose of personal pronouns is e.g. I, me, we, us, you, he, she, it, him, her, they, them
- Recognise and know the purpose of adverbs (**beyond –ly**)
- Use adverbs to express time, place and cause e.g. then, next, soon, therefore
- Explore and understand verb prefixes (link with dis-, de-, mis-, over- and re- in spelling)
- Use have or has before a verb to create the ‘present perfect form’ or ‘had’ to create the ‘past perfect form’
- Recognise and know the purpose of prepositions
- Use prepositions to express time, cause and place e.g. before, after, during, in, because of
- Use prepositional phrases to add detail to sentences
- Understand what a main clause is
- Recognise simple and compound sentences

Punctuation

- Use correct grammatical terminology when discussing their writing
- Recognise direct speech and inverted commas

- **Use inverted commas (contributes to EXS KS2 and GD KS2)**
- Understand how to use bullet points
- **Use bullet points (contributes to WTS KS2 and EXS KS2)**

Transcription

Spelling

- Use a dictionary to check words
- Consolidate spelling patterns from Y2
- Combine phonics, morphology and spelling conventions to spell unfamiliar words
- Investigate spelling patterns and conventions
- Spell words with the prefix pre-
- Spell words with the prefix sub-
- Spell words with the prefix ex-
- Spell two syllable words containing double consonants e.g. dinner
- Add suffixes beginning with vowel letters to words of more than one syllable and know when to double the final consonant e.g. forgetting, forgotten, gardening, gardener
- Spell words where an i sound is spelt with a y in the middle of words e.g. gym, Egypt
- **Spell the words answer, build, caught, circle, early, earth, fruit, group, heard, heart, height, island, learn, minute, often, woman/women (WTS KS2)**
- Spell words with the ou spelling of the u sound e.g. young, touch, double
- Spell words with the prefixes in-, il-, im- and ir-
- Spell words with the prefix dis-
- Spell words with the prefix mis-
- Spell words with the prefix re-
- Spell words with the prefix de-
- Spell words with the prefix over-
- **Spell the words address, appear, arrive, breath, breathe, disappear, guard, guide, history, imagine, increase, important, interest, question, recent, reign, remember (WTS KS2)**
- Spell words with the prefix inter-
- Spell words with the prefix super-
- Spell words with the prefix anti-
- Spell words with the prefix auto-
- Spell words with the suffix -ation
- Spell words with the prefix non-
- Spell words with the prefix co-
- **Spell the words centre, century, certain, consider, enough, famous, forward, grammar, length, notice, strange, strength, though, although, thought, through (WTS KS2)**
- Write, from memory, simple dictated sentences using spelling and punctuation knowledge taught so far
- Choose the correct spelling by using a visual strategy ('Does it look right?')

Handwriting and Presentation

- Write with joined handwriting consistently
- Make the move from pencil to pen in their handwriting
- Write with joined handwriting in pen consistently
- Build keyboard skills to type, edit and redraft
- Develop fluency in typing