

Clarendon Primary School



'Doing our best to achieve our best'

Year 3

English End of Year Expectations

This booklet provides a summary of the most significant end of year expectations for children in Year 3 in English

The end of year expectation objectives are worked on throughout the year and will be the focus of direct teaching. Any extra support you can provide in helping your children to achieve these is greatly valued.

If you have any queries regarding the content of this booklet or want support in knowing how best to help your child, please talk to your child's teacher.

Year 3 End of Year Expectations for English

Reading

- 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 conventions 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 and read books accurately and at a speed that is sufficient for them to focus on understanding what they read rather than on decoding individual words.

Writing

- 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.

They should be able to:

- spell common words correctly including exception words and other words that have been learnt (see appendix 1 of the national curriculum document soon to be available on school website);
- spell words as accurately as possible using phonic knowledge and other knowledge of spelling such as morphology and etymology;
- monitor whether their own writing makes sense in the same way that they monitor their reading, checking at different levels;
- write for a range of real purposes and audiences as part of their work across the curriculum in a variety of genres.