Year 3 Reading – Key Objectives

Apply their growing knowledge of root words, prefixes and suffixes to read aloud

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

Retell some of these (fairy tales, traditional tales, etc.) orally

Identify themes and conventions in a wide range of books

Prepare poems and play scripts to read aloud and to perform, showing understanding through intonation, tone, volume and action

Recognise some different forms of poetry

Use dictionaries to check the meaning of words that they have read

Check that the text makes sense to them, discussing their understanding and explaining the meaning of words in context

Identify main ideas drawn from more than one paragraph and summarising these

Draw inferences such as inferring characters' feelings, thoughts and motives from their actions

Justify inferences with evidence

Discuss words and phrases that capture the reader's interest and imagination

Identify how language contributes to meaning

Identify how structure and presentation contribute to meaning

Retrieve and record information from non-fiction

Year 3 Writing – Key Objectives

spell words that are often misspelt
Use the first 2 or 3 letters of a word to check its spelling in a dictionary
Use the diagonal and horizontal strokes that are needed to join letters and understand which letters, when adjacent to one another, are best left unjoined
Discuss writing similar to that which they are planning to write in order to understand and learn from its structure, vocabulary and grammar
In narratives, create settings, characters and plot
In non-narrative material, use simple organisational devices (headings & subheadings)
Propose changes to grammar and vocabulary to improve consistency, including the accurate use of pronouns in sentences
Proof-read for spelling and punctuation errors
Read their own writing aloud, to a group or the whole class, using appropriate intonation and controlling the tone and volume so that the meaning is clear.
Extend the range of sentences with more than one clause by using a wider range of conjunctions, including when, if, because, although
Choose nouns or pronouns appropriately for clarity and cohesion and to avoid repetition
Difference between plural and possessive -s
Standard English verb inflections (I did vs. I done)
Use inverted commas to punctuate direct speech.