

Reading in Y3 - pupils need to be able to

- ❖ Identify and make notes of the main points of section(s) of text
- ❖ Infer characters' feelings in fiction and consequences in logical explanations
- ❖ Identify how different texts are organised, including reference texts, magazines and leaflets, on paper and on screen
- ❖ Use syntax, context and word structure to build their store of vocabulary as they read for meaning
- ❖ Explore how different texts appeal to readers using varied sentence structures and descriptive language
- ❖ Share and compare reasons for reading preferences, extending the range of books read
- ❖ Empathise with characters and debate moral dilemmas portrayed in texts
- ❖ Identify features that writers use to provoke readers' reactions

Activities to support reading development

- ❖ Encourage your child to read every day, use a text type that they are interested in and are keen to read
- ❖ Listen to your child read as often as possible, as this develops fluency and confidence with reading aloud

Writing in Y3 - pupils need to be able to

Plan their writing by:

- discussing 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

Draft and write by:

- composing and rehearsing sentences orally (including dialogue), progressively building a varied and rich vocabulary and an increasing range of sentence structures
- organising paragraphs around a theme
- in narratives, creating settings, characters and plot
- in non-narrative material, using simple organisational devices [for example, headings and sub-headings]

Evaluate and edit by:

- 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
- proof-read for spelling and punctuation errors

Read aloud their own writing, to a group or the whole class, using appropriate intonation and controlling the tone and volume so that the meaning is clear.

Literacy text types covered in Y3 - Narrative (Stories with familiar settings, Adventure & Mystery Stories, Authors & Letters, Fables and Traditional Tales, Dialogue and Plays, Diary Entries), Non-Narrative (Information Texts, Instructions, Reports, Recount) and a range of poetry.

Key grammar features in Y3

- Prepositions
- Nouns, Pronouns, Verbs, Adjectives
- Short sentences to build excitement and pace in a story
- Adverbial phrases
- Exclamatory sentences
- Extending sentences to add information and develop content - through description, actions or facts
- Connectives and conjunctions
- Use words and phrases to signal time sequences
- Dialogue, speech verbs and punctuation
- Similes

Spelling - pupils are given opportunities to

- Develop a range of personal strategies for spelling at the point of composition and for learning new and irregular words
- Develop a range of strategies for checking and proof reading spellings after writing
- use the first two or three 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

The following areas are a focus in Y3

- Revise prefix - un and explore new prefixes: pre-, dis-, mis-, re-, sub-, tele-, super-, auto-
- Revise suffixes : -s, -es, -ed, -ing, -er
- Suffixes:-ment, -ness, -ful, -less, -ly (with a consonant before it) and -ly straight on to root word e.g. sadly, unusually.
- Revise contractions e.g. can't, didn't, hasn't, couldn't, it's, I'll
- Place the possessive apostrophe accurately in words with regular plurals [e.g. girls', boys'] and in words with irregular plurals [e.g. children's]

Homophones

brake/break, grate/great, eight/ate, weight/wait, son/sun, here/hear, not/not, meat/meet, missed/mist, heel/heal/he'll, plain/plane, berry/bury, groan/grown, rain/rein/reign, heard/herd, through/threw

Useful Terms

Connective

A connective is a word or phrase that links clauses or sentences.

- e.g. addition *also, furthermore, moreover*
opposition *however, nevertheless, on the other hand*
reinforcing *besides, anyway, after all*
explaining *for example, in other words, that is to say*
listing *first(ly), first of all, finally*
indicating result *therefore, consequently, as a result*
indicating time *just then, meanwhile, later*

Sentences

A sentence can be **simple, compound or complex**.

A **simple sentence** consists of one **clause**: *It was late.*

A **compound sentence** has two or more clauses joined by *and, or, but* or *so*. The clauses are of equal weight (they are both main clauses): *It was late but I wasn't tired.*

A **complex sentence** consists of a main clause which itself includes one or more subordinate clauses: *Although it was late, I wasn't tired.*

(The subordinate clause beginning with *although* is underlined and is used to add more detail into the sentence)

Preposition - is a positional word that shows the connection between a noun and other words in a sentence, e.g. the boy raced **along** the beach

Noun - a word used to name a person, place, thing, feeling or an idea, e.g. girl, home, ball, fear, plan

Pronoun - a word used in place of a noun, e.g. me, him, hers, theirs, ours

Verb - a word to show action or a state of having or being, e.g. I **eat** chocolate, the puppy **barked**.

Adjective - a word used to describe something (a noun), e.g. the **tall, blue** vase was used to decorate the table

Simile - comparing one thing with another using the words "like" or "as" e.g. as cold as ice

Metaphor - comparing two things by saying that one thing is the other (not using the words like or as) e.g. the morning was a blanket of warmth wrapped around me.

Adverbials

A word or group of words that explain "when", "how" or "where" the action takes place.

They can come before or after a verb e.g. "when" - The train **finally** left the station, "how"

- The boy ran **quickly** through the field, "where" - The children ran **outside**. Adverbials can

also be used to compare the way in which actions are done e.g. Fiona painted **more carefully** than

Tom.