



RYDERS GREEN PRIMARY SCHOOL

A BOOKLET FOR PARENTS: PROGRESS IN ENGLISH Objectives for Year 3

Writing Objectives

- ◆ I use some prefixes and suffixes and understand how to use them in my writing.
- ◆ I can spell some homophones.
- ◆ I am able to spell some words that are often misspelt.
- ◆ I know how to use the possessive apostrophe in some plurals.
- ◆ When using a dictionary, I am able to use the first two letters of a word to check its' meaning.
- ◆ I can write simple sentences that have been read to me, using the correct punctuation.
- ◆ I am beginning to join my letters when writing.
- ◆ I am beginning to join my handwriting and my letters are all the same height and the correct distance apart from each other.
- ◆ I plan my writing by looking at similar texts written before.
- ◆ I am able to make notes about what I will write about.
- ◆ I use different sentence structures and some better vocabulary in my writing.
- ◆ I can draft my work into short paragraphs.
- ◆ I can organise my writing using settings, characters and plot.
- ◆ I can organise my writing by using headings.
- ◆ I can edit my own work add some improvements to the texts.
- ◆ I can edit written work to improve the use of vocabulary.
- ◆ When I finish a piece of work I will read it through to correct some spelling and punctuation errors.
- ◆ I can read my writing out to an audience in a clear manner.
- ◆ I can write sentences which contain more than one clause, by using a wider range of conjunctions, such as when, if, because and although.
- ◆ I understand how to use the present perfect form of verbs which contrast to the past tense in my writing.

Writing Objectives Continued

- ◆ I can use the grammar rules set out in my grammar list.
- ◆ I can use conjunctions, adverbs and prepositions to express time and cause in my writing.
- ◆ I can add prefixes to form new words, such as adding super-, anti- or auto- to words I already know.
- ◆ I know when to use 'a' or 'an' depending on what the next word begins with.
- ◆ I know some words belong to word families (such as solve, solution, solver, dissolve, insoluble) and this helps me work out the meaning of all the words in the word family.
- ◆ I group ideas I write about into paragraphs.
- ◆ I use headings and sub-headings to structure and present my work.
- ◆ I know that inverted commas are used to open and close what someone is saying in a text.

Reading Objectives

- ◆ I can use my existing knowledge to help myself read aloud.
- ◆ I am aware that some words sound different to how they are spelt.
- ◆ I have understood a range of texts I have read.
- ◆ I am able to choose from a range of books to find the information I require.
- ◆ I use a dictionary to check the meaning of words.
- ◆ I can talk about some different types of stories I have read.
- ◆ I can identify some themes in a range of books I read.
- ◆ I will perform poems and play scripts to read aloud.
- ◆ I will discuss words and phrases that interest me.
- ◆ I know that poetry comes in different forms.
- ◆ I think about what I read to make sure I understand it and it makes sense.
- ◆ I ask questions about a text or book.
- ◆ I know a character does certain things because of how the character is feeling or what has happened to them in the story.
- ◆ I can predict events in stories from what has happened up to now.
- ◆ I can tell what the main ideas are from reading a number of paragraphs.
- ◆ I can see that books are set out in ways that help the reader to read the texts.
- ◆ I can use non-fiction books to find information.
- ◆ I can take turns when discussing books I have read.

Speaking and listening

- ◆ I listen and respond appropriately to adults and his peers up to the standard of spoken language expected by the end of Year 3.
- ◆ I can ask relevant questions to extend my understanding and knowledge up to the standard of spoken language expected by the end of Year 3.
- ◆ I use relevant strategies to build my vocabulary up to the standard of spoken language expected by the end of Year 3.

Speaking and listening

- ◆ I can articulate and justify answers, arguments and opinions up to the standard of spoken language expected by the end of Year 3.
- ◆ I give well-structured descriptions, explanations and narratives for different purposes, including for expressing my feelings up to the standard of spoken language expected by the end of Year 3.
- ◆ I can keep my attention and join in actively in group conversations, staying on topic and initiating and responding to comments up to the standard of spoken language expected by the end of Year 3.
- ◆ I use spoken language to develop understanding through speculating, hypothesising, imagining and exploring ideas up to the standard of spoken language expected by the end of Year 3.
- ◆ I speak audibly and fluently with an increasing command of Standard English up to the standard of spoken language expected by the end of Year 3.
- ◆ I join in in discussions, presentations, performances, role play, improvisations and debates up to the standard of spoken language expected by the end of Year 3.
- ◆ I can gain, maintain and monitor the interest of a listener up to the standard of spoken language expected by the end of Year 3.
- ◆ I consider and evaluate different viewpoints, attending to and building on the contributions of others up to the standard of spoken language expected by the end of Year 3.
- ◆ I can choose to talk in different manners depending on the person I am talking to or the situation I am in, up to the standard of spoken language expected by the end of Year 3.

What you can do at home to help your child progress

Speaking and Listening

- ◆ Encourage them to speak clearly and at length about their ideas.
- ◆ Play memory games, taking turns to answer questions about a story or film.
- ◆ Set a good example of speaking and listening at home.
- ◆ Encourage them to join clubs, for example, a sports team or after school club.

What you can do at home to help your child progress

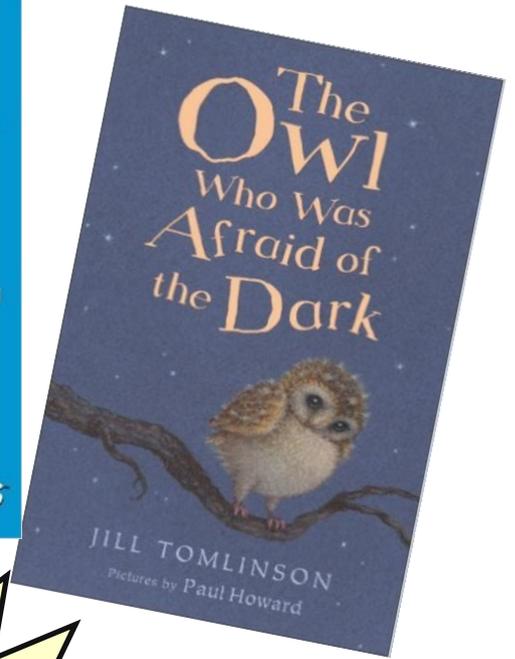
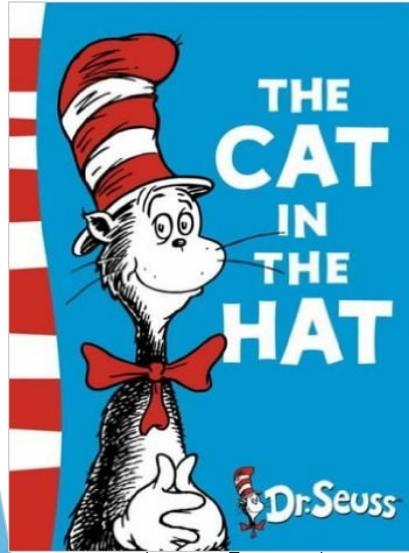
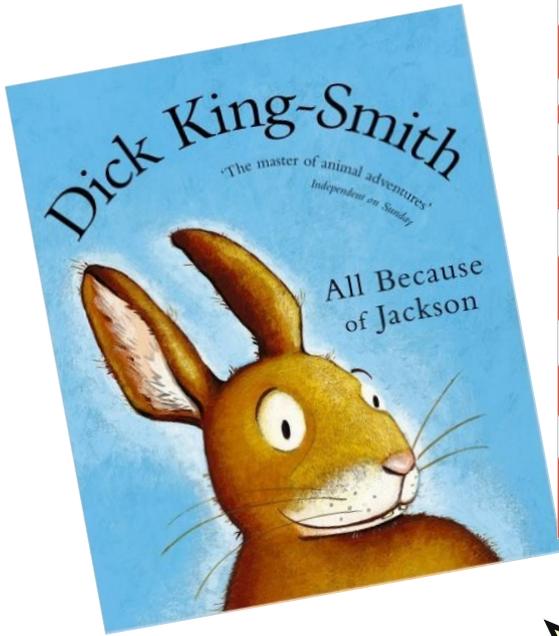
Writing

- ◆ Ask them to tell you what the best features of their writing are.
- ◆ Discuss possible improvements, for example how to include more detail or how to rephrase a sentence.
- ◆ Help them to use their reading to support them as writers, for example, look at how the writer uses a variety of sentences or how they organise a paragraph.
- ◆ Give them opportunities to write, for example, a diary or a shopping list.

What you can do at home to help your child progress

Reading

- ◆ Read their reading book with them daily.
- ◆ Model good reading by reading a range of texts to your child.
- ◆ Provide a range of reading material for your child.
- ◆ When they talk about their reading, encourage them to refer back to the text to find evidence to support their views.



Has your child read these books?

