

Year 3 Reading Targets

All the targets below are to be achieved through age-appropriate texts

- I use my knowledge of words to understand the meaning of new words: *e.g. 'forget' to read and understand forgotten, forgetful, unforgettable, forgetfulness.*
- I can read (further) exception words: *e.g. calendar, grammar, guide, heart, naughty, strength.*
- I can listen attentively and join in with discussion about a range of fiction, poetry, plays, non-fiction and reference books, expressing my views and preferences.
- I can retell familiar stories, sometimes orally.
- I can identify and discuss themes and conventions in a wide range of age-appropriate books.
- I read aloud and perform poems, showing understanding of intonation, tone, volume and action.
- I re-read, rehearse and perform to show some understanding of the meaning of these texts.
- I identify and name some different forms of poetry
- I can use a dictionary to check the meaning of words I have read.
- When I read, I check if the text makes sense, self-correcting, discussing the possible meaning of new or unusual words in context.
- I ask myself questions to improve my understanding

- I can identify the main ideas in paragraphs and can usually summarise, including some of the main ideas in one or two sentences, using key vocabulary from the text.
- I am starting to make inferences about what I have read.
- I use my own experience of similar texts to predict what might happen next, and can sometimes identify clues the writer has planted for the reader.
- I identify words or phrases that interest, inspire or intrigue me, and can say why.
- In non-fiction texts, I can ask questions based on the cover and use the book to answer them.
- In group and class discussion about books and text, I join in and can build on what others say.

Year 3 Annual Writing Targets

- I can plan, draft and write my ideas, rehearsing sentences and using a rich and varied vocabulary.
- I can write with accuracy and good punctuation.
- I can describe characters and plots using expanded noun phrases e.g. the enormous greedy dog.
- I can use some paragraphs or sections in my writing
- I use heading and subheadings when writing information text.
- I can keep to the same tense as needed.
- I use past and present tense correctly and consistently (regular verbs)
- I can use adverbs [e.g. then, next, soon, therefore]
- I can use prepositions (e.g. before, after, during, in, because of)
- I can use conjunctions for coordination (e.g. or/and/but) and subordination (e.g. when /if /that /because)
- I use the full range of punctuation taught in year 1 and 2, mostly correctly
- I can write direct speech with some correct punctuation (inverted commas)
- I spell most contracted forms correctly, e.g. can't, I'd, we'll
- I spell some year 3 and 4 words correctly
- I use a and an correctly
- I write all letters correctly, including - capitals letters.
- I am beginning to join some letters
- I can edit and make improvements to my work, as I am writing.