

# WILLASTON PRIMARY ACADEMY Literacy Objectives - Year 3

<p><b>CONTEXT-</b></p> <p>Produce longer pieces of writing for different purposes, adopting and maintaining form and keeping the reader's interest Draw ideas from a wide range of reading across the curriculum Discuss written work with teachers and other pupils: use appropriate terminology (preposition, conjunction, word family, prefix, clause, subordinate clause, direct speech, consonant, consonant letter, vowel, vowel letter, inverted commas or 'speech marks')</p>	<p><b>Working at greater depth within the expected standard:</b></p> <p>Greater awareness of the reader, including good control of varied and rich vocabulary</p> <p>Variety of verb forms used with confidence/ Greater variety in sentence structures/ Paragraphs are used with greater control in both narrative and non-fiction/The full range of punctuation taught so far is used accurately: full stops, capital letters, question marks, exclamation marks, commas in lists, apostrophes for contraction and singular noun possession, inverted commas for speech.</p> <p>Suffixes and prefixes are used mostly accurately (e.g. -ly, -er, -ing, -sion, -tion, -cian, -sian, -ssion, -sure, -ture, super-, anti-, auto- )</p> <p>Accurate spelling of common exception words</p> <p>Greater independence when evaluating and editing the effectiveness of word choice, grammar and punctuation in writing</p>	
<b>Handwriting and presentation</b>	<b>Reading: Word reading and comprehension</b>	<b>Writing: Transcription</b>
<ul style="list-style-type: none"> <li>▪ 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</li> <li>▪ increase the legibility, consistency and quality of their handwriting [for example, by ensuring that the downstrokes of letters are parallel and equidistant; that lines of writing are spaced sufficiently so that the ascenders and descenders of letters do not touch].</li> </ul>	<p>Explain the main idea of a paragraph or page they have just read.</p> <p>Answer literal or deductive questions about a range of different kinds of books and texts, using clues and information from different parts of the text where these are clearly signposted.</p> <p>Retell longer familiar stories they have read, e.g. myths and legends</p> <p>Retrieve specified information from a range of fiction and non-fiction texts</p> <p>When prompted, draw inferences such as characters' feelings, thoughts and motives from their actions.</p> <p>Predict what will happen from what is clearly stated and straightforwardly implied in a text, sometimes drawing on knowledge of similar texts</p> <p>Give an opinion on a moral dilemma presented in a story.</p> <p>Give an opinion on a moral dilemma presented in a story and give a simple reason for this.</p> <p>Copy a modelled reading of a poem with varying expression and volume or follows stage directions for how to read lines of a play.</p> <p>Point out interesting vocabulary on a page and can explain in simple terms the effect the word has on the reader.</p> <p>Use knowledge of how a dictionary is structured to find out the meaning of words.</p>	<p>Most common exception words are spelt accurately.</p> <p>Write from memory simple dictated sentences- apply punctuation taught so far with some accurate spelling of words from Y3/4 word list</p> <p>Some words from the year 3 and 4 word list spelt accurately</p> <p>Some accurate use of suffixes and prefixes from the year 3 /4 spelling appendix (e.g. -ly,-er, -ing, -sion, -tion, -cian, -sian, -ssion, -sure, -ture, super-, anti-, auto- ) a/an used accurately e.g. a rock, an open book</p> <p>Begin to use dictionaries (the first 2 or 3 letters of a word)</p>
<b>Grammar, punctuation and Vocabulary</b>		<b>Writing: Composition</b>
<p>Consistent use of a variety of sentences with different structures and functions:</p> <ul style="list-style-type: none"> <li>• Simple, compound and complex sentences using a variety of conjunctions (when, before, after, while, so, because)</li> <li>• Statements, questions, exclamations and commands to create an appropriate effect</li> <li>• Adverbs to express time, place and cause (then, next, soon, finally, here, there, therefore)</li> <li>• Prepositions to express time, place and cause (e.g. before dark, during break, in the cave, because of him) • Expanded noun phrases to add description and detail</li> </ul> <p>Use punctuation mostly accurate:</p> <ul style="list-style-type: none"> <li>• Full stops and capital letters (including for proper nouns)</li> </ul>		<p>Plan using features of the given form</p> <p>Plan, draft and orally rehearse writing, including selecting vocabulary and phrases to interest the reader</p> <p>Start to use a varied and rich vocabulary and an increasing range of sentence structures</p> <p>Create setting, characters and plot in narrative writing including:</p> <ul style="list-style-type: none"> <li>• a full sequence of events, dilemma/ conflict and resolution</li> <li>• consistent use of 1st or 3rd person</li> <li>• some dialogue to show relationship between two characters</li> </ul> <p>Re-read writing to check for meaning and tense form</p>

<ul style="list-style-type: none"> <li>• Exclamation marks and question marks</li> <li>• Commas to separate items in lists</li> </ul> <p>Mostly accurate use of apostrophes for contracted forms e.g. don't</p> <p>Some accurate use of apostrophes for possession with singular nouns e.g. the dog's tail, John's hat</p> <p>Some use of inverted commas to punctuate direct speech</p> <p>Use past and present tense appropriately and consistently throughout writing</p> <p>Confidently use the progressive form of verbs and demonstrate some use of the present perfect form of verbs: She is drumming; He has gone out to play contrasted with He went out to play.</p>	<p>read or listen to a range of texts, including some myths, legends, fiction, poetry, plays, non-fiction and reference books, and can answer questions about the texts.</p> <p>Beginning to use familiar non-fiction features independently to help them navigate through a text.</p> <p>With support, identify some of the ways in which language and structure contribute to meaning in different types of texts</p>	<p>Begin to evaluate the effectiveness of own and others' writing, suggesting grammar and vocabulary improvements</p> <p>Proof-read for spelling and punctuation errors</p> <p>Sequence ideas or events maintaining writing form e.g. bullet points for instructions, headings for an information text</p> <p>Demonstrate some awareness of purpose through selection of relevant content</p> <p>Group related ideas in paragraphs.</p> <p>In narrative, write an opening paragraph and further paragraphs for each stage.</p> <p>Sequence ideas or events and use adverbs and prepositions</p>
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