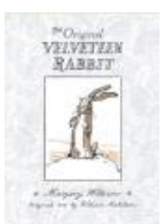
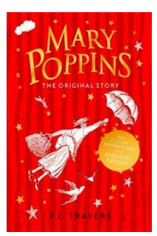
YEAR 3 SPEAKER	YEAR 3 READER		YEAR 3 WRITER		
Speaking and Listening	**Word reading**	**Comprehension**	**Spelling**	**Composition**	**Grammar and punctuation**
• I can sequence and communicate ideas in an organised and logical way, always using complete sentences. • I vary the amount of detail and choice of vocabulary, depending on the purpose and the audience. • I take a full part in paired and group discussions. • I show that I know when Standard English is required and use it (beginning). • I can retell a story using narrative language and add relevant detail. • I can show that I have listened carefully because I make relevant comments. • I can present ideas or information to an audience. • I recognise that meaning can be expressed in different ways, depending on the context. • I can perform poems from memory adapting expression and tone as appropriate.	• I can apply knowledge of root words, prefixes and suffixes to read aloud and to understand the meaning of unfamiliar words. • I can read further exception words, noting the unusual correspondences between spelling and sound. • I attempt pronunciation of unfamiliar words drawing on prior knowledge of similar looking words.	• I read a range of fiction, poetry, plays, and non-fiction texts. • I can discuss the texts that I read. • I can read aloud and independently, taking turns and listening to others. • I can explain how non-fiction books are structured in different ways and can use them effectively. • I can explain some of the different types of fiction books. • I can ask relevant questions to get a better understanding of a text. • I can predict what might happen based on details I have. • I can draw inferences such as inferring a characters' feelings, thoughts and motives from their actions. • I can use a dictionary to check the meaning of unfamiliar words. • I can identify the main point of a text. • I can explain how structure and presentation contribute to the meaning of texts. • I can use non-fiction texts to retrieve information. • I can prepare poems to read aloud and to perform, showing understanding through intonation, tone, volume and action.	• I can spell words with additional prefixes and suffixes and understand how to add them to root words. • I recognise and spell homophones. • I can use the first two or three letters of a word to check its spelling in a dictionary. • I can spell words correctly which are in a family. • I can spell the commonly mis-spelt words from the Y3/4 word list. • I can identify the root in longer words. **Handwriting** • I use the diagonal and horizontal strokes that are needed to join letters. • I understand which letters should be left unjoined.	• I can discuss models of writing, noting its structure, grammatical features and use of vocabulary. • I can compose sentences using a wider range of structures. • I can write a narrative with a clear structure, setting, characters and plot. • I can write non-narrative using simple organisational devices such as headings and sub-headings. • I can suggest improvements to my own writing and that of others. • I can make improvements to grammar, vocabulary and punctuation. • I use a range of sentences with more than one clause by using a range of conjunctions. • I use the perfect form of verbs to mark the relationship of time and cause. • I can proof-read to check for errors in spelling and punctuation.	<u>Sentence structure</u> • I can express time, place and cause by using conjunctions, adverbs and prepositions. <u>Text structure</u> • I am starting to use paragraphs. • I can use headings and sub headings. • I can use the present perfect form of verbs instead of the simple past. <u>Punctuation</u> • I can use inverted commas to punctuate direct speech.
GENRES	**GENRES**	**GENRES**	**GENRES**	**GENRES**	**GENRES**
Narrative – adventure, mystery, sci-fi, fantasy, historical, familiar settings, dilemmas, dialogue, play scripts, fables, myths, legends, fairy tales, traditional tales **Non-narrative** – discussion, explanation, instructions, procedural, persuasion, non-chronological, recount **Poetry** - free verse, visual, structural, haiku, kenning, shape, couplets, Acrostic	**Narrative** – adventure, mystery, sci-fi, fantasy, historical, familiar settings, dilemmas, dialogue, play scripts, fables, myths, legends, fairy tales, traditional tales **Non-narrative** – discussion, explanation, instructions, procedural, persuasion, non-chronological, recount **Poetry** - free verse, visual, structural, haiku, kenning, shape, couplets, Acrostic	**Narrative** – adventure, mystery, sci-fi, fantasy, historical, familiar settings, dilemmas, dialogue, play scripts, fables, myths, legends, fairy tales, traditional tales **Non-narrative** – discussion, explanation, instructions, procedural, persuasion, non-chronological, recount **Poetry** - free verse, visual, structural, haiku, kenning, shape, couplets, Acrostic	**Narrative** – adventure, mystery, sci-fi, fantasy, historical, familiar settings, dilemmas, dialogue, play scripts, fables, myths, legends, fairy tales, traditional tales **Non-narrative** – discussion, explanation, instructions, procedural, persuasion, non-chronological, recount **Poetry** - free verse, visual, structural, haiku, kenning, shape, couplets, Acrostic	**Narrative** – adventure, mystery, sci-fi, fantasy, historical, familiar settings, dilemmas, dialogue, play scripts, fables, myths, legends, fairy tales, traditional tales **Non-narrative** – discussion, explanation, instructions, procedural, persuasion, non-chronological, recount **Poetry** - free verse, visual, structural, haiku, kenning, shape, couplets, Acrostic	**Narrative** – adventure, mystery, sci-fi, fantasy, historical, familiar settings, dilemmas, dialogue, play scripts, fables, myths, legends, fairy tales, traditional tales **Non-narrative** – discussion, explanation, instructions, procedural, persuasion, non-chronological, recount **Poetry** - free verse, visual, structural, haiku, kenning, shape, couplets, Acrostic
					
AUTUMN 1	**AUTUMN 2**	**SPRING 1**	**SPRING 2**	**SUMMER 1**	**SUMMER 2**