

## Literacy Basic Skills Overview - Year 3

This document highlights the essential skills that need to be securely learned in Year 3 to enable pupils to build on this knowledge and make progress in Year 4. To ensure there are no gaps in children's learning, Year 4 teachers should use this document at the start of the academic year to analyse pupils' work. Teachers should focus on the objectives highlighted in yellow to determine whether children are secure in these basic skills, or whether consolidation is needed before moving onto the Year 4 curriculum.

| Writing - Composition   | Writing - Transcription  | Writing - Vocabulary, Grammar and Punctuation  |
|---|--|--|
| <p><b>Planning:</b></p> <ul style="list-style-type: none"> <li>Compose and rehearse simple sentence structures orally (including dialogue).</li> </ul> <p><b>Drafting and Writing:</b></p> <ul style="list-style-type: none"> <li>Write effectively and coherently for different purposes, drawing on their reading to inform the vocabulary and grammar of their writing.</li> <li>Create simple settings, characters and a basic plot in narratives.</li> <li>Begin to use simple organisational devices in non-narrative material.</li> <li>Organise simple paragraphs around a theme.</li> </ul> <p><b>Evaluation and Editing:</b></p> <ul style="list-style-type: none"> <li>Begin to assess the effectiveness of their own and others' writing and suggest improvements.</li> <li>Begin to propose changes to grammar and vocabulary to improve consistency, including the accurate use of pronouns in sentences.</li> </ul> <p><b>Proofreading:</b></p> <ul style="list-style-type: none"> <li>Proof-read for some spelling and punctuation errors.</li> </ul> | <p><b>Spelling:</b></p> <p><i>See spelling diagnostic and progression for all spelling rules. This can be used for assessment.</i></p> <ul style="list-style-type: none"> <li>Revision from Year 2.</li> <li>Year 3 spelling rules and guidance.</li> <li>Formation of nouns using a range of prefixes [for example super-, anti-, auto-].</li> <li>Addition of prefixes to create a negative meaning [-un, -dis, -mis].</li> <li>Use of prefix – re.</li> <li>The suffixes –ly, -ous, -sure, -ture, -sion.</li> <li>Homophones and near-homophones.</li> <li>Word families based on common words, showing how words are related in form and meaning [for example, solve, solution, solver, dissolve, insoluble.]</li> <li>Learn some Year 3 and 4 words.</li> </ul> <p><b>Handwriting and Presentation:</b></p> <ul style="list-style-type: none"> <li>Begin to use the diagonal and horizontal strokes that are needed to join letters and understand which letters are best left un-joined.</li> <li>Begin to increase the legibility, consistency and quality of their handwriting.</li> </ul> | <p><b>Grammatical knowledge:</b></p> <ul style="list-style-type: none"> <li>Revision from Year 2.</li> <li>Use of the forms a or an according to whether the next word begins with a consonant or a vowel [for example, a rock, an open box].</li> <li>Expressing time, place and cause using conjunctions [for example, when, before, after, while, so, because], adverbs [for example, then, next, soon, therefore], or prepositions [for example, before, after, during, in, because of].</li> <li>Introduction to paragraphs as a way to group related material.</li> <li>Headings and sub-headings to aid presentation.</li> <li>Use of the present perfect form of verbs instead of the simple past [for example, He has gone out to play contrasted with He went out to play].</li> <li>Secure sentence demarcation using all already introduced punctuation (.?! and apostrophes for contraction).</li> <li>Introduction to inverted commas to punctuate direct speech.</li> <li>Introduction to possessive apostrophes to mark plural possession in nouns.</li> <li>Beginning to build a varied and rich vocabulary and an increasing range of sentence structures (English Appendix 2).</li> <li>Use of possessive pronouns (my, his, her, our, their, its, your).</li> </ul> <p><b>Grammatical terminology:</b></p> <ul style="list-style-type: none"> <li>Preposition</li> <li>Conjunction</li> <li>Word family</li> <li>Prefix</li> <li>Clause</li> <li>Subordinate clause</li> <li>Direct speech</li> <li>Consonant</li> <li>Vowel</li> <li>Inverted commas</li> </ul> |

| Reading: Word Reading  | Reading: Comprehension  | Spoken Language  |
|--|---|--|
| <ul style="list-style-type: none"> <li>Usually read fluently and decode new words that are unfamiliar.</li> <li>Read longer words with some support</li> <li>Test out different ways to pronounce new words.</li> <li>Read further exception words.</li> <li>Beginning to use knowledge of root words, prefixes and suffixes to read and understand new words.</li> </ul>  | <ul style="list-style-type: none"> <li>Listen to and talk about a wide range of fiction, plays, poetry, non-fiction and reference books.</li> <li>Use a dictionary to check the meaning of words.</li> <li>Retell a wider range of books, e.g. myths and legends.</li> <li>Read aloud and perform poems using intonation, tone, volume and action.</li> <li>Discuss words and phrases that capture the reader's interest.</li> </ul> <p>Understand what they have read by:</p> <ul style="list-style-type: none"> <li>Checking the text makes sense and discussing understanding and asking questions to help them understand.</li> <li>Making inferences about character's feelings, thoughts and actions.</li> <li>Predicting what might happen using the text</li> <li>Retrieving and recording information from non-fiction texts.</li> <li>Continuing to sequence parts of a story (5 parts).</li> <li>Participating in discussions about books, taking turns and listening to other people's opinions.</li> </ul> | <ul style="list-style-type: none"> <li>Listen and respond appropriately to adults and their peers.</li> <li>Ask relevant questions to extend their understanding and knowledge.</li> <li>Use relevant strategies to build their vocabulary.</li> <li>Articulate and justify answers, arguments and opinions.</li> <li>Give well-structured descriptions, explanations and narratives for different purposes, including for expressing feelings.</li> <li>Maintain attention and participate actively in collaborative conversations, staying on topic and initiating and responding to comments.</li> <li>Use spoken language to develop understanding through speculating, hypothesising, imagining and exploring ideas.</li> <li>Speak audibly and fluently with an increasing command of Standard English.</li> <li>Participate in discussions, presentations, performances, role play, improvisations and debates.</li> <li>Gain, maintain and monitor the interest of the listener(s).</li> <li>Consider and evaluate different viewpoints, attending to and building on the contributions of others.</li> <li>Select and use appropriate registers for effective communication.</li> </ul> |
| <b>Text Suggestions</b>  |   |  |
| <ul style="list-style-type: none"> <li>Into the Forest (Anthony Brown) – paragraphing, progressive and perfect verb forms, subordination (time connectives).</li> <li>Meerkat Mail (Emily Gravett) – omission apostrophe, verb tenses (present, past, progressive, present perfect).</li> <li>ESP (Dick King Smith) – adverbs, determiners 'a' and 'an', speech.</li> <li>The Firework Maker's Daughter (Philip Pullman) – noun phrases, powerful verbs, adverbs.</li> <li>Stone Girl, Bone Girl (Laurence Anholt) – direct speech, inverted commas, adverbs and adverbials, range of sentences, homophones.</li> <li>The Journey (Francesca Sanna) – repetition, fronted adverbials, speech. Range of sentences (short/long), homophones, adverbs.</li> </ul> |   |  |