

Core learning in literacy by year

Year 3

Most children learn to:

1. Speaking	2. Listening and responding	3. Group discussion and interaction	4. Drama	5. Word recognition: decoding (reading) and encoding (spelling)	6. Word structure and spelling
<p>Choose and prepare poems or stories for performance, identifying appropriate expression, tone, volume and use of voices and other sounds</p> <p>Explain process or present information, ensuring that items are clearly sequenced, relevant details are included and accounts are ended effectively</p> <p>Sustain conversation, explain or give reasons for their views or choices</p> <p>Develop and use specific vocabulary in different contexts</p>	<p>Follow up others' points and show whether they agree or disagree in whole-class discussion</p> <p>Identify the presentational features used to communicate the main points in a broadcast</p> <p>Identify key sections of an informative broadcast, noting how the language used signals changes or transitions in focus</p>	<p>Use talk to organise roles and action</p> <p>Actively include and respond to all members of the group</p> <p>Use the language of possibility to investigate and reflect on feelings, behaviour or relationships</p>	<p>Present events and characters through dialogue to engage the interest of an audience</p> <p>Use some drama strategies to explore stories or issues</p> <p>Identify and discuss qualities of others' performances, including gesture, action and costume</p>	<p>Note Year 3 is a significant year for moving the emphasis on teaching from word recognition to language comprehension. <i>The Rose Report: Independent review of the teaching of early reading (2006)</i> makes clear that the two dimensions of reading – word recognition processes and language comprehension processes – are both necessary to achieve fluent reading. However, the balance between word recognition and language comprehension should change as children acquire secure and automatic decoding skills.</p> <p>For this reason, there is no content provided for strand 5 after Year 2 and the heading itself is removed after this reference for Year 3.</p> <p>Children working significantly above or below age-related expectations will need differentiated support, which may include tracking forward or back in terms of learning objectives. EAL learners should be expected to work within the overall expectations for their year group, and where this is not the case should be enabled to reach age-related expectations as quickly as possible. Some newly arrived learners of EAL may need to undertake time limited work based on objectives for decoding/encoding in addition to overall language development work.</p>	<p>Spell high and medium frequency words</p> <p>Recognise a range of prefixes and suffixes, understanding how they modify meaning and spelling, and how they assist in decoding long complex words</p> <p>Spell unfamiliar words using known conventions including grapheme–phoneme correspondences and morphological rules</p>

Foundation Stage objectives in bold refer to the Early Learning Goals.

Throughout this document, the specific objectives identified for the Foundation Stage are dependent upon the outcomes of the consultation on the EYFS.

Most children learn to:

7. Understanding and interpreting texts	8. Engaging with and responding to texts	9. Creating and shaping texts	10. Text structure and organisation	11. Sentence structure and punctuation	12. Presentation
Identify and make notes of the main points of section(s) of text	Share and compare reasons for reading preferences, extending the range of books read	Make decisions about form and purpose, identify success criteria and use them to evaluate their writing	Signal sequence, place and time to give coherence	Show relationships of time, reason and cause through subordination and connectives	Write with consistency in the size and proportion of letters and spacing within and between words, using the correct formation of handwriting joins
Infer characters' feelings in fiction and consequences in logical explanations	Empathise with characters and debate moral dilemmas portrayed in texts	Use beginning, middle and end to write narratives in which events are sequenced logically and conflicts resolved	Group related material into paragraphs	Compose sentences using adjectives, verbs and nouns for precision, clarity and impact	Develop accuracy and speed when using keyboard skills to type, edit and redraft
Identify how different texts are organised, including reference texts, magazines and leaflets, on paper and on screen	Identify features that writers use to provoke readers' reactions	Write non-narrative texts using structures of different text-types		Clarify meaning through the use of exclamation marks and speech marks	
Use syntax, context and word structure to build their store of vocabulary as they read for meaning		Select and use a range of technical and descriptive vocabulary			
Explore how different texts appeal to readers using varied sentence structures and descriptive language		Use layout, format, graphics and illustrations for different purposes			

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