

# Assessing Spoken Language: Meeting Year 3 Expectations

## Year 3 Expectations: Spoken Language

- Sequence and communicate ideas in an organised and logical way in complete sentences as required
- Vary the amount of detail and choice of vocabulary dependent on the purpose and audience
- Participate fully in paired and group discussions
- Show understanding of the main points in a discussion
- Start to show awareness of how and when standard English is used
- Retell a story using narrative language and added relevant detail
- Show they have listened carefully through making relevant comments
- Formally present ideas or information to an audience
- Recognise that meaning can be expressed in different ways dependent on the context
- Perform poems from memory adapting expression and tone as appropriate

# Assessing Reading: Meeting Year 3 Expectations

## Year 3 Expectations: Word Reading

- Apply knowledge of root words, prefixes and suffixes to read aloud and to understand the meaning of unfamiliar words
- Read further exception words, noting the unusual correspondences between spelling and sound, and where these occur in the word
- Attempt pronunciation of unfamiliar words drawing on prior knowledge of similar looking words

## Year 3 Expectations: Comprehension

- Experience and discuss a range of fiction, poetry, plays, non-fiction and reference books or textbooks
- Know that non-fiction books are structured in different ways and be able to use them effectively
- Begin to understand that narrative books are structured in different ways, for example, quest stories and stories with dilemmas
- Ask questions to improve understanding of a text
- Predict what might happen from details stated

## Comprehension

- Draw inferences such as inferring characters' feelings, thoughts and motives from their actions
- Use dictionaries to check the meaning of unfamiliar words
- Identify main idea of a text
- Identify how structure, and presentation contribute to the meaning of texts
- Retrieve and record information from non-fiction
- Discuss books, poems and other works that are read aloud and independently, taking turns and listening to others' opinions
- Explain and discuss understanding of books, poems and other material, both those read aloud and those read independently
- Prepare poems to read aloud and to perform, showing understanding through intonation, tone, volume and action

# Assessing Writing: Meeting Year 3 Expectations

## Year 3 Expectations: Transcription

- Spell words with additional prefixes and suffixes and understand how to add them to root words, for example – form nouns using *super*, *anti*, *auto*
- Recognise and spell additional homophones, for example – *he'll*, *heel*, *heal*
- Use the first two or three letters of a word to check its spelling in a dictionary
- Spell correctly word families based on common words, for example – *solve*, *solution*, *solver*
- Spell identified commonly misspelt words from Year 3 and 4 word list
- Make analogies from a word already known to apply to an unfamiliar word
- Identify the root in longer words
- Use the diagonal and horizontal strokes that are needed to join letters
- Understand which letters, when adjacent to one another, are best left unjoined
- Increase the legibility, consistency and quality of handwriting

## Year 3 Expectations: Composition

- Look at and discuss models of writing of the text type, purpose and audience to be written, noting: structure; grammatical features and use of vocabulary
- Compose sentences using a wider range of structures linked to the grammar objectives
- Write a narrative with a clear structure, setting, characters and plot
- Write a non-narrative using simple organisational devices such as headings and sub-headings
- Suggest improvement to writing through assessing writing with peers and self assess
- Make improvements by proposing changes to grammar and vocabulary to improve consistency, e.g. the accurate use of pronouns in sentences
- Use a range of sentences with more than one clause by using a wider range of conjunctions, e.g. *when*, *if*, *because*, *although*
- Use the perfect form of verbs to mark relationships of time and cause
- Use conjunctions, adverbs and prepositions to express time and cause
- Proof-read to check for errors in spelling and punctuation errors