



Boreham Primary School
English Curriculum



Year 3

Speaking and Listening

- I can give structured descriptions
- I can participate actively in conversations
- I can consider and evaluate different viewpoints
- I can sequence and retell a variety of texts
- I can perform and share my writing with increasing fluency

Reading

Word Recognition

- I can apply known phonics strategies to help me read unfamiliar words
- I apply my knowledge of root words, prefixes and suffixes to read aloud and understand the meaning of unfamiliar words
- I can read further exception words, noting the unusual correspondences between spelling and sound, and where these occur in the word
- I know that some words may have a similar pronunciation but may be written differently
- I draw on the pronunciation of other similar known words to read unfamiliar words
- I can read a good number of words on the year 3/4 word list

Comprehension

- I can develop positive attitudes to reading and an increased understanding of what I have read
- I enjoy reading a range of narratives and can compare similarities and differences between fictional books that I have read
- I recognise words and language that show the setting of a book - historical, cultural or social
- I explain why a writer has chosen to use specific words or language
- I discuss meaning of specific or unusual words used by authors to create effects
- I record words or language from reading to use in my own writing and can understand and discuss their meaning
- I use the context of unfamiliar words to explain their meaning
- I check the meaning of any unfamiliar words through questioning, discussion or use of dictionaries
- I know that characters' actions can tell the reader about their thoughts, feelings and motives
- I infer characters' thoughts, feeling and motives from their actions
- I use clues from a text to predict what might happen next and can give reasons for my predictions
- I ask questions to deepen my understanding of a text
- I can give a personal response to a text and can listen others' responses
- I use evidence from a text to support my personal response
- I can identify the theme of a wide range of books
- I know that there are different kinds of fiction and non-fiction books
- I can use a non-fiction book to find and record information
- I identify and explain how the organisation and layout of a text helps me understand it
- I understand that narratives can have differently structured plots
- I read different forms of poetry
- I understand that there can be more than one interpretation of a poem
- I watch and discuss performances of poems



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- I understand that the meaning of poems can be enhanced through performance
- I can read poems aloud and to perform, showing understanding through intonation, tone, volume and action
- I can sequence events in model texts
- I can analyse the features of different text types with increasing awareness of why they have been used

Year 3		
Writing		
Composition	Vocabulary, Grammar and Punctuation	Handwriting and Spelling
<ul style="list-style-type: none"> • I can begin to carefully structure a wider range of text types • I can discuss models of writing in more detail, taking account of purpose and audience. • I can identify structure, grammatical, features and use of vocabulary for effect in texts. • I plan my writing by discussing and recording ideas • I compose sentences using a wider range of grammatical structures (eg. using a wider range of coordinating and subordinating conjunctions). • I can organise and use paragraphs around a theme (supported by planning, then becoming independent). • In non-fiction writing I can use organisational devices such as headings and subheadings • I can write a narrative with a clear structure, setting, characters and plot. • In narrative writing I can write more developed resolutions and endings • I can make improvements by proposing changes to grammar and vocabulary to improve consistency (eg. accurate use of tenses and pronouns in sentences) in my own and other's work • I can evaluate my writing through self-assessment and by assessing my writing with my peers 	<ul style="list-style-type: none"> • I can continue to use full stops, capital letters, exclamation marks and question marks accurately. • I can use a wider range of sentences with more than one clause by using a wider range of coordinating and subordinating conjunctions in my writing (when, if, although, because) • I can recognise and use determiners 'a', 'an' and 'the' appropriately • I can use the perfect form of verbs instead of simple past (eg. he has worked hard, I have written it down) • I can use adverbs effectively in my writing • I use conjunctions, adverbs and prepositions to express time, place and cause (next, soon, so, before, after, during, because of) • I can use carefully selected ambitious vocabulary to add detail and engage the reader • I can add detail to my writing by using more adventurous expanded noun phrases before and after the noun and with the use of adverbials • I can use inverted commas for direct speech • I can use commas to mark clauses and phrases • I can use commas in a list • I can use subordinate clauses • I can maintain the correct tense in my writing 	<p>Spelling</p> <ul style="list-style-type: none"> • I spell words with additional prefixes and suffixes and understand how to add them to root words (eg. super, anti, auto) • I spell correctly words families based on common words (eg. solve, solution, solver) • I can identify the root word in longer words • I recognise and spell additional homophones (eg. heel, heal, he'll, which, witch) • I use apostrophes for possession with increasing accuracy including plural possession • I can spell some identified commonly misspelt words from the Year 3 and 4 word list • I use the first two or three letters in a word to check its spelling in a dictionary <p>Handwriting</p> <ul style="list-style-type: none"> • I can improve the legibility, consistency and quality of my handwriting • I use the diagonal and horizontal strokes needed to join letters • I understand which letters, when adjacent to one another, are best left unjoined and apply this to my own handwriting • I can use joined handwriting