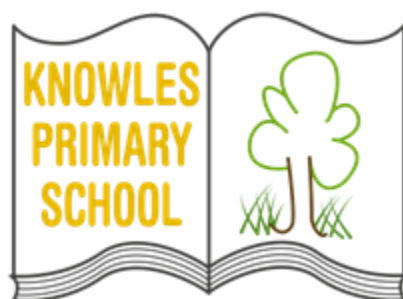


Knowles Primary School



End of Year Expectations For Year 3

This booklet provides information for parents and carers on the end of year expectations for Reading and Writing for children in our school. The National Curriculum outlines these expectations as being the minimum requirements your child must meet in order to ensure continued progress.

All the objectives will be worked on throughout the year and will be the focus of direct teaching. Any extra support you can provide in helping your children to achieve these is greatly valued.

If you have any queries regarding the content of this booklet or want support in knowing how best to help your child, please talk to your child's teacher.



Reading

- Can use a range of phonics strategies to read unknown regular words
- Can identify and self-correct when reading does not make sense
- Can read most of the Year 4 high-frequency words (see back of leaflet)
- Can read aloud with intonation and expression, taking into account higher level punctuation, including: full stops, commas, question marks, exclamation marks, speech marks and brackets

Reading Comprehension

- Having read a text, can find the answers to questions, both written and oral
- Can ask questions before reading a non-fiction text and look for the answers when reading
- Can summarise and explain the main points in a text, referring back to the text to support this
- Is able to quote directly from the text to support thoughts and discussions
- Can locate information by skimming (for a general impression) and scanning (to locate specific information)
- Identifies where language is used to create mood, build tension or paint a picture
- Can explain the meaning of ambitious words in context (e.g. despair, marvel)
- Can comment on the author's choice of language to create mood and build tension
- Can use knowledge of the alphabet to locate information (e.g. index)
- Understands the purpose of a paragraph/chapter (the way in which writers use paragraphs and chapters to group related ideas together)
- Can identify the purpose of different parts of non-fiction texts (e.g. sub-headings and numbering)
- Can identify some different forms of poetry
- Can explain how and why the main characters act in a story, using evidence from the text
- Can explore some straightforward underlying themes and ideas in a text
- Can discuss reasons for actions and events based on evidence in the text
- Can discuss how characters are built from small details

Writing

- Can **plan** writing by discussing and recording ideas within a given structure
- Can organise writing into **paragraphs** to group related ideas
- Can create and describe **settings** in narrative
- Can create and describe **characters** in narrative
- Can create and develop a **plot** that is sustained throughout a narrative and includes a related ending where the main problem is resolved
- Can write **balanced stories**
- Can attempt to create **pace** in narratives to interest the reader
- Can begin to express a **viewpoint**
- Can **self-assess** writing using the success criteria
- Can **edit** writing to improve punctuation and vocabulary choices and make sure it makes sense
- Can use the subordinating connectives '**because**', '**if**', '**when**' and '**although**' in the middle of a complex sentence to add extra meaning e.g. The monster dragged the boy away **because** it was desperately hungry.
- Can use **adverbs to change sentence openers** (how, when and where something happens)
- Can use **time connectives** at the beginning of a complex sentence e.g. **Before** dragging the boy away, the monster crept up behind him.
- Can use **prepositions** to describe the position of an object e.g. The laptop was **on** the desk.
- Can use **prepositions** to describe the direction of an object e.g. The little boy ran **towards** his mother.
- Can use well-chosen, appropriate and **powerful adjectives** to achieve impact
- Can use well-chosen, appropriate and **powerful verbs** to achieve impact
- Can begin to use **similes** to describe objects and settings
- Can begin to use **alliteration**

Word list for Year 4

I'm	above	across	almost	along	also
always	any	around	ask	before	began
being	below	better	between	bath	change
coming	didn't	different	does	during	every
first	following	found	goes	gone	half
heard	high	inside	jumped	knew	know
laugh	leave	might	morning	much	near
never	number	often	only	opened	other
outside	place	right	round	second	show
sometimes	started	still	stopped	such	suddenly
think	though	thought	today	together	told
tries	turn	turned	under	until	upon
use	used	walk	walked	walking	watch
where	while	without	woke	woken	write
year	young				

