

I can	English – Year 3 (expected)	Date	
		Secure	Greater Depth
Word Reading	Tell you the meaning of new words from known root words. (e.g. 'forget' – 'forgotten', unforgettable' etc.)		
	Read words that I have never seen before including further exception words. (e.g. grammar, guide, heart, naughty.)		
Comprehension	Discuss how different stories are structured.		
	Read a range of different types of stories and non-fiction texts.		
	Use a dictionary to check the meaning of new words.		
	Tell you about lots of different stories I have read.		
	Retell you a story that I have read before out loud.		
	Tell you about the theme of some books. (e.g. triumph of good over evil; use of magical devices in fairy or folk tales.)		
	Prepare a poem for performance demonstrating how tone, intonation, volume and action contribute to meaning.		
	Prepare a play for performance demonstrating how tone, intonation, volume and action contribute to meaning.		
	Ask questions to help me understand a text. (e.g. I wonder why...?)		
	Check that what I am reading makes sense to me and explain what I am reading. (e.g. Self-corrects or asks for clarification)		
	Infer information about the feelings, thoughts and motives of characters from what I am reading, often, but not always, using evidence from the text.		
	Predict what might happen from details stated and implied. (e.g. usually identifies clues the writer has planted for the reader)		
	Summarise the main ideas in a text of more than one paragraph. (usually in one or two sentences using key vocabulary from the text)		
	Tell you how the language, structure and presentation add to the meaning of a text explaining interesting words and phrases.		
	Join in with classroom discussions.		
	Find and record information from non-fiction.		
Talk about books I have read at school and at home.			

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Transcription	Tell you what a prefix and a suffix are. (e.g. mis-, dis-, -ly, -ful)		
	Write lots of words that sound the same but are spelled differently. (e.g. lose/ loose, wait/ weight etc.)		
	Spell commonly misspelled words from Year 3/4 list		
	Use the possessive apostrophe with regular plurals (e.g. girls' animals or children's animals)		
	Check words in a dictionary.		
	Write sentences that have been dictated by the teacher.		
Composition	Plan my writing by discussing it before I start.		
	Draft the work I am planning to complete orally and on paper.		
	Create settings, characters and a plot for a story.		
	Organise paragraphs around a theme writing a series of coherently linked sentences for each.		
	Use headings and sub-headings.		
	Evaluate and edit my work, checking for spelling and vocabulary errors.		
	Evaluate other people's work.		
	Read my work out loud in front of the class.		
Handwriting	Join up letters and understand which letters should be joined up.		
	Write in cursive handwriting smoothly and legibly.		
Vocabulary, grammar and punctuation	Write sentences that have more than one clause.		
	Use lots of conjunctions like when, if, because, although.		
	Use the present perfect form of verbs. (e.g. I hoped my team would win last week and they did and I am hoping they will win tomorrow.)		
	Use adverbs, conjunctions and prepositions to express time and cause.		
	Use fronted adverbials.		
	Use the grammar I have learned.		
	Punctuate direct speech accurately using inverted commas.		
	Use the correct nouns and pronouns to avoid repetition.		