

Composition	
1	I can plan my writing by discussing it, and talking about how to improve it, using examples from other writers that I like.
2	I can plan my writing by talking about the important parts to have in a story, poem, an explanation or non-fiction.
3	I can make improvements by saying the work out loud, using the best words I know.
	I can vary long and short sentences to add description or information.
	I can use short sentences for emphasis and making key points.
4	I use conjunctions such as <b>when, before, after, while</b> ; use adverbs such as <b>then, next and soon</b>
5	I can use prepositions such as <b>before, after, during, in and because.</b>
6	I can use <b>paragraphs</b> to organise my writing so that blocks of text group related material.
7	I can draft and write material, such as instructions.
8	I can write descriptive work that <b>creates settings, characters and plots.</b>
9	I can use <b>headings and sub-headings</b> to organise my work.
	I can use topic sentences to introduce non-fiction paragraphs.
10	I can re-read my work to improve it for my audience
11	I can re-read my work to improve it by thinking about changes to vocabulary and grammar to make it more interesting.
12	I can proof-read my work by reading aloud.
13	I can use <b>full stops, apostrophes, commas, question marks and exclamation marks</b> where needed.
14	I can read my work out to a group with confidence and make sure it sounds interesting using the right volume and tone of voice.
15	I can write dialogue correctly.

Sentence Types	
15	I can use 2 adjectives before a noun. E.g. It was a ____, __ house
16	I can use 2 adjectives before a noun and 2 adjectives after a noun. E.g. It was a __, __ house, with a __, __ garden.
17	I can list adjectives E.g. It was a wild, windy, depressing day.
18	I can use <b>but, or, yet, so</b> followed by a coma.
19	I can use a pair of adjectives separated by an 'and.'
20	I can use two pairs of adjectives separated by an 'and.'
	I can use a sentence of 3 for description.
	I can use a pattern of 3 for persuasion e.g. visit, swim, enjoy.
	I can use adverbial starters to add detail e.g. Carefully, she crawled....
Grammar, Vocabulary & Punctuation	
21	I can create new words using a range of prefixes including <b>super-, anti-, auto-</b> .
22	I can understand when to use 'a' or 'an' in front of a word
23	I can identify <b>word families based on root words</b> e.g. solve, Solution, solver, dissolve, insoluble.
24	I can use the present perfect form of verbs e.g. He has gone out to play contrasted with He went out to play.
25	I can use <b>speech marks</b> correctly.
Handwriting	
26	I can write so that most of my letters are easy to read, all the same way up and the same size.
27	I know which letters, when they are next to one another, are best left <b>unjoined.</b>
28	My writing is spaced properly so that my letters don't overlap.

## Upminster Junior School

### English - Year 3



### How can you help at home?

English is an integral part of children's learning across the whole school curriculum and there is a great deal that you can do together as a family to help build your child's Literacy skills. Children learn best when they are having fun so here are some fun ideas to help you boost your child's skills without them even knowing they are learning!

### How can I help my child to read?

Reading is the key to success. It unlocks imagination, builds independence, develops vocabulary and understanding of people and places. It opens up a world of possibilities.



Dr Seuss

The more that you read, the more things you will know. The more you learn the more places you'll go.

<ul style="list-style-type: none"> <li>• Listen to your child read as often as you can.</li> <li>• Share stories that you enjoy and talk about the characters or parts of the story you like best.</li> <li>• Let children read anything that interests them; newspapers, magazine, comics, information books or leaflets</li> <li>• Go to the library or bookshop together</li> <li>• Let children see you read yourself.</li> <li>• Allow children to reread favourite stories . This helps to build fluency , accuracy. &amp; confidence.</li> </ul>	<ul style="list-style-type: none"> <li>• Make reading fun !</li> <li>• Share bedtime stories.</li> <li>• Talk about what you read and ask your child questions.</li> </ul> <p><b>Questions you could ask...</b></p> <p>Before reading</p> <ul style="list-style-type: none"> <li>* What do you think the story will be about? Why? What do you already know about the topic?</li> </ul> <p>During reading</p> <ul style="list-style-type: none"> <li>* What do you think will happen next?</li> <li>* How do you think the character feels? How do you know?</li> <li>* What is the problem in the story?</li> </ul> <p>Build Connections</p> <ul style="list-style-type: none"> <li>* What / Who does this remind you of?</li> </ul> <p>After Reading</p> <ul style="list-style-type: none"> <li>* What was the story about?</li> </ul>
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Experts (Eaker et al) believe that parental emphasis on reading as entertainment , rather than a skill, develops a more positive attitude towards reading in children.

## How can I help my child's speaking and listening skills?

Speaking and listening are at the heart of children's learning. Children need to be confident communicators and active listeners in order to learn effectively.

- Make time to talk to your child
- Encourage your child to make eye contact when speaking or listening to someone
- Listen to story tapes, songs and rhymes in the car and elsewhere
- Listen to and talk about children's radio
- Ask them to follow clear simple instructions
- Give them the opportunity to make choices – 'Would you like to wear a blue jumper or a red one today?'
- Take turns in conversations with them and encourage them to listen to your contribution.
- Play language games – like 'I-Spy', '20 questions', 'What am I?', 'Continue the story' – you start a story, the children carry on.
- Read and recite poems or jokes
- Encourage children to finish lines in poems or rhymes.
- Listen to and talk about audio books
- Talk to your child and be a good role model by listening patiently
- Draw a picture and then while you describe what you have drawn your child then draws what you describe.
- Play car journey games such as fortunately/ unfortunately ( <http://www.rac.co.uk/>
- <http://www.rac.co.uk/advice/car-knowledge/top-ten/car-games>)



- Complete word searches.
- Play charades with friends and family
- Play family games of Scrabble , Bananagrams Boggle— look up new words in a Thesaurus or dictionary and focus on blending letters sounds or spotting silent letters and unusual spelling of a sound.
- Play with language spot words within words or make up new words for things e.g. smoke tube for chimney.
- Play word association games– take turns to say another word and allow no pauses or hesitations
- Create Mnemonics to help with persistently difficult spellings e.g. Rhythm (Rhythm Has Your Two Hips Moving)
- Choose a tricky word from the word list cut the letters from a magazine to make the word or draw around the outside of the word to get a sense of the shape.

## How can I help my child



## How can I help my child with writing and grammar?

- Point out punctuation when you read and what job it does.
- Play grammar charades e.g. it's a noun, it's a verb
- Provide your child with tools for writing: different kinds of paper (some of it colourful), a variety of writing implements, an appropriate dictionary, thesaurus, English handbook

- Encourage your child to hold their pencil correctly
- Notice capital letters and full stops and talk about misspelt words or puns in advertising or when shopping
- Encourage your child to keep a journal
- Write postcards and thank you notes and encourage pen pals
- Encourage your child to write the weekly shopping list or write what they need for a holiday or trip
- Encourage children to write and share their stories, match reports or poems
- Take part in writing competitions

## Year 3 Reading Targets

### Word Reading

Read further exception words, noting the unusual correspondences between spelling and sound, and where these occur in the word  
Can read aloud with intonation and expression, taking into account punctuation.

Can apply knowledge of root words, prefix and suffix to read aloud and understand the meaning of new words.

### Reading comprehension

Listen to and discuss a wide range of fiction, poetry, plays, non-fiction and reference books or textbooks.

Use dictionaries to check the meaning of words read.

Discuss words and phrases that capture the reader's interest and imagination.

Draw inferences such as inferring characters' feelings, thoughts and motives from their actions.

Predict what might happen from details stated and implied.

Identify the main ideas drawn from more than one paragraph.

Identify how language, structure & presentation contribute to meaning.

Retrieve and record information from non-fiction.

Recognise some different forms of poetry (e.g. free verse, narrative poetry).

Prepare poems and plays to read aloud with expression, volume, tone and intonation.

Quote directly from the text to support thoughts and discussions

Recall and summarise main ideas.

### Useful websites

<http://www.oxfordowl.co.uk/for-home/reading-site/fun-ideas/age-7-9--2>

<http://www.rac.co.uk/advice/car-knowledge/top-ten/car-games>

[http://www.literacytrust.org.uk/plrs\\_challenges/parents](http://www.literacytrust.org.uk/plrs_challenges/parents)

<http://www.michaelrosen.co.uk/poems.html>