Stage 3

Learners should read, write and talk about a wide range of different texts across each stage, including texts in print and digital formats.

The following texts are particularly recommended for Stage 3:

Fiction:

Genres: *different stories by the same author; Myths and legends, including different retellings of the same story; adventure stories, including real-life stories*

Poetry: *poems from different cultures; poems with different structures, for example, shape poems, limericks*

Plays: *playscripts of traditional tales*

Non-fiction:

Recounts: *letters, including for formal and informal purposes*

Instructions: *including for activities that can be carried out in the classroom*

Information texts: *including different texts on the same topic*

Reading

Word structure (phonics)

- **3Rw.01** Identify less common ways in which graphemes can be pronounced, e.g. *y<u>ou</u>ng*, *c<u>ou</u>ld*; *m<u>o</u>ve*, *l<u>o</u>ve*.

- **3Rw.02** Read words with an apostrophe to mark omission of letters, e.g. *can't*, *don't*.

- **3Rw.03** Use effective strategies to read unfamiliar words, including using phonic knowledge, segmenting and contextual information.

- ***3Rw.04** Extend the range of common words recognised on sight, including homophones and near-homophones.

Writing

Word structure (spelling)

- **3Ww.01** Explore and use common ways in which consonant phonemes can be represented, e.g. *<u>j</u>ar*, *<u>g</u>iraffe*, *a<u>ge</u>*, *bri<u>dge</u>*; *<u>c</u>at*, *<u>k</u>itten*, *bri<u>ck</u>*.

- **3Ww.02** Use recognition of long and short vowel sounds and spelling rules to add *-s*, *-ed* and *-ing* to verbs, including omitting *-e* before *-ing*, and doubling consonants where necessary.

- **3Ww.03** Spell words with a range of common prefixes and suffixes, including *re-*, *in-*, *-ment*, *-ness* and *-less*.

- **3Ww.04** Spell common homophones correctly to match their meaning, including *to*, *two*, *too* and *right*, *write*.

- **3Ww.05** Use effective strategies, including spelling patterns, visual memory, mnemonics and segmenting, to spell some unfamiliar regular and exception words correctly (including for compound words).

- ***3Ww.06** Use paper-based and on-screen tools to find the correct spelling of words; keep and use spelling logs of misspelt words, and identify words that need to be learned.

Reading

Vocabulary and language

- **3Rv.01** Deduce the meanings of unfamiliar words from their context.

- ***3Rv.02** Identify and record interesting and significant words, and synonyms, from texts to inform own writing.

- **3Rv.03** Use the initial two letters to organise words in alphabetical order, and to locate words in dictionaries and glossaries.

- **3Rv.04** Explore and comment on words in texts that make an impact on the reader, including noun phrases and adjectives.

- **3Rv.05** Explore and comment on how a writer's choice of verbs to introduce and conclude dialogue enhances the meaning.

- **3Rv.06** Explore how different sentence openings are used for different purposes, including time, place and manner, e.g. *Later that day*, …; *In the distance*, …; *Slowly and carefully*, …

- **3Rv.07** Identify simple figurative language in texts, including sound effects and simple onomatopoeia.

Writing

Vocabulary and language

- ***3Wv.01** Use specialised vocabulary accurately to match a familiar topic.

- **3Wv.02** Explore and use synonyms for high frequency words, e.g. *big*, *little*, *good*.

- **3Wv.03** Explore and use different verbs for introducing and concluding dialogue, e.g. *said*, *asked*.

- **3Wv.04** Use a variety of sentence openings, including using language of time, place and manner, e.g. *Later that day*, …; *In the distance*, …; *Slowly and carefully*, …

- **3Wv.05** Choose and use words and phrases (including noun phrases) to strengthen the impact of writing.

- **3Wv.06** Use simple figurative language, including sound effects and simple onomatopoeia.

- ***3Wv.07** Use own lists of interesting and significant words, dictionaries and thesauruses to extend the range of vocabulary used in written work.

Reading

Grammar and punctuation

- **3Rg.01** Use knowledge of punctuation and grammar to read familiar texts with understanding.

- **3Rg.02** Explore in texts, and understand, the use of exclamation marks.

- **3Rg.03** Explore in texts, and understand, the use of apostrophes to mark omission of letters in shortened forms, e.g. *can't*, *don't*.

- **3Rg.04** Explore in texts, and understand, similarities and differences between the punctuation of narrative and direct speech.

- **3Rg.05** Explore in texts, and understand, the grammar and purpose of different types of sentences (statements, commands/instructions, questions and exclamations).

- **3Rg.06** Explore in texts, and understand, the grammar of multi-clause sentences, including conditional sentences.

- **3Rg.07** Explore the purpose and grammar of nouns, verbs and adjectives in sentences.

- **3Rg.08** Identify nouns, pronouns, verbs and adjectives in texts.

- **3Rg.09** Explore the different purposes of prepositions.

- **3Rg.10** Explore and identify past and present verb forms in texts, including irregular verbs.

- **3Rg.11** Identify common irregular verb forms in the past tense and relate them to the present tense.

Writing

Grammar and punctuation

- **3Wg.01** Use full stops, question marks and exclamation marks correctly in different types of sentences.

- **3Wg.02** Use apostrophes to mark omission of letters in shortened forms, e.g. *can't*, *don't*.

- **3Wg.03** Use speech marks to punctuate direct speech.

- **3Wg.04** Use different types of sentences and their grammar appropriately (statements, commands/instructions, questions and exclamations).

- **3Wg.05** Write multi-clause sentences using simple connectives of time, place and cause.

- **3Wg.06** Use regular present and past verb forms accurately and consistently across a text.

- **3Wg.07** Use common irregular verb forms accurately in the past tense.

- **3Wg.08** Use a range of prepositions accurately.

Reading

Structure of texts

- **3Rs.01** Explore and describe how events or ideas in a text relate to earlier or later events or ideas.

- ***3Rs.02** Explore and recognise the key features of text structure in a range of different fiction and non-fiction texts, including poems and playscripts.

- **3Rs.03** Explore and recognise different ways that information is organised in texts, including paragraphs, sections and chapters, and bulleted and numbered lists.

- **3Rs.04** Explore and recognise how sentence openings in texts establish links between sentences, e.g. *Later that day*, …

Writing

Structure of texts

- **3Ws.01** Write a logical sequence of events or ideas, e.g. to develop the plot of a story.

- **3Ws.02** Begin to organise similar ideas in paragraphs and sections.

- **3Ws.03** Use sentence openings that establish links between ideas in different sentences, e.g. *Later that day*, …

- ***3Ws.04** Use organisational features appropriate to the text type, e.g. bulleted and numbered lists.

Reading

Interpretation of texts

- ***3Ri.01** Understand the difference between fiction and non-fiction texts and locate books by classification.

- ***3Ri.02** Read and explore a range of fiction genres, poems and playscripts, including identifying the contribution of any visual elements or multimedia.

- ***3Ri.03** Identify, discuss and compare different fiction genres and their typical characteristics.

- ***3Ri.04** Read and explore a range of non-fiction text types.

- **3Ri.05** Identify, discuss and compare the purposes and features of different non-fiction text types, including how texts engage the reader.

- ***3Ri.06** Explore explicit meanings in a range of texts.

- **3Ri.07** Identify the main points or gist from reading a text.

- **3Ri.08** Explain how settings and characters are developed in a story.

- **3Ri.09** Follow written instructions to carry out an activity.

- ***3Ri.10** Explore implicit meanings in a range of texts.

- **3Ri.11** Predict story endings based on knowledge of other stories.

- **3Ri.12** Make inferences from texts, including about the feelings, thoughts and motives of story characters.

- ***3Ri.13** Begin to distinguish between fact and opinion in texts.

- **3Ri.14** Scan a text to find and use specific information to answer a question.

- **3Ri.15** Locate relevant information in texts, including using an index.

Writing

Creation of texts

- ***3Wc.01** Develop creative writing in a range of different genres of fiction and types of poems.

- **3Wc.02** Plan and record main points and ideas before writing.

- **3Wc.03** Develop descriptions of settings and characters when writing stories.

- **3Wc.04** Write a simple playscript based on a given narrative.

- ***3Wc.05** Develop writing for a purpose using language and features appropriate for a range of text types.

- ***3Wc.06** Develop writing of a range of text types for a specified audience, using appropriate content and language.

Reading

- ***3Ri.16** Answer questions with some reference to single points in a text.

- **3Ri.17** Recognise the theme of a text, and common themes in different texts.

Appreciation and reflection

- ***3Ra.01** Enjoy independent and shared reading of fiction genres, poems, playscripts and non-fiction texts.

- **3Ra.02** Read texts silently.

- **3Ra.03** Share a review of a text, summarising what it is about and expressing opinions about it.

- **3Ra.04** Make choices about books to read for pleasure, including based on blurbs and reviews.

- **3Ra.05** Compare different retellings of the same story, including the influence of when and where they were written (e.g. myths and legends).

Writing

Presentation and reflection

- **3Wp.01** Begin to write legibly and fluently.

- **3Wp.02** Complete a table or diagram to record information drawn from a text.

- ***3Wp.03** Explore and use different ways of laying out and presenting texts to suit the purpose and audience (handwritten, printed and onscreen).

- ***3Wp.04** Evaluate own and others' writing, suggesting improvements for sense, accuracy and content.

- ***3Wp.05** Proofread for grammar, spelling and punctuation errors, and make corrections, including using on-screen tools.

Speaking and Listening

Making yourself understood

- **3SLm.01** Speak fluently and confidently in a range of familiar contexts.
- **3SLm.02** Select appropriate information, with appropriate detail, as needed.
- **3SLm.03** Use vocabulary appropriate to the situation.
- ***3SLm.04** Use non-verbal communication techniques for different purposes.
- ***3SLm.05** Show awareness of an audience, e.g. by adapting language and tone to engage them.

Showing understanding

- **3SLs.01** Listen and respond appropriately, including following a sequence of instructions to carry out an activity.
- **3SLs.02** Ask questions about what is heard or read that demonstrate understanding of the main points.

Group work and discussion

- ***3SLg.01** Begin to take an assigned role within a group.
- ***3SLg.02** Respond politely to another point of view with a personal point of view.
- **3SLg.03** Extend a discussion by contributing relevant comments.
- **3SLg.04** Take turns in a discussion, acknowledging what others have said.

Performance

- **3SLp.01** Read aloud with expression appropriate to the meaning and sound of the words.
- **3SLp.02** Show awareness of different voices when reading aloud.
- **3SLp.03** Use knowledge of punctuation and grammar to read familiar texts with accuracy.
- **3SLp.04** Use speech, gesture and movement to create a character in drama.
- **3SLp.05** Plan and deliver a presentation independently on a familiar subject in a familiar context.

Speaking and Listening

Reflection and evaluation

- ***3SLr.01** Begin to evaluate own and others' talk, including what went well and what could be improved next time.

- **3SLr.02** Begin to comment on the ways that meaning can be expressed verbally and non-verbally in different contexts.