



# LOCKERS PARK SCHOOL

## YEAR 3

### KEY OBJECTIVES

*Our curriculum includes, but is not limited to, the following key objectives. These will be worked on throughout the year and will be the focus of direct teaching. If you wish to provide further support at home, then these objectives should be your focus.*

*If you have any queries regarding the content of this document or want support in knowing how best to help your child, then do please contact your child's teacher.*

#### **English – writing**

- All lower case letters consistent in size and orientation. Ascenders and descenders are parallel and the length carefully controlled.
- All capital letters formed correctly and left joined.
- Can use correct punctuation in sentences consistently (! FS & ?).
- Can confidently use commas within lists.
- Can use apostrophes to mark where letters are missing in spelling and to mark singular possession to nouns e.g. the girl's name
- Can use the determiners 'a' and 'an' correctly
- Can use a wide range of subordinating conjunctions used to open and join (when, if, that, because, whilst, although, even though, unless, whereas, once, until).
- Can use a range of adverbs [then, next, soon, therefore], or prepositions [before, after, during, in, because of] to express time, place or cause.
- Can use paragraphs and other organisational devices used to group information.
- Can carefully proof-read writing to ensure that it makes sense and to enable corrections and additions to the text.
- Can sequence logically and organise writing (non-fiction and fiction).
- Has an understanding of text genre and the purpose of writing and uses this.
- Can show some developing evidence of commas to separate subordinate and main clauses.
- Can begin to use inverted commas to punctuation direct speech.
- Can vary the way verbs are used within writing (present perfect/simple past).
- Can use 1st and 3rd person accurately
- Can use a range of vocabulary to enrich writing (carefully chosen adjectives, verbs, adverbs, noun types).
- Can plan in order to carefully structure writing to replicate and explore a specific text type.



## English - reading

- Can read independently using a range of strategies appropriately, including decoding, to establish meaning.
- Can read aloud with expression and intonation taking into account a range of punctuation (.,?!)
- Can summarise and explain main points text across, referring back to the text
- Can locate information in a text to support thoughts and discussions.
- Can read between the lines, using clues from the text and pictures, to discuss thoughts, feelings and actions.
- Can explain how and why main characters act in certain ways in a story, using evidence from the text.
- Can identify the difference between a wider range of non-fiction and fiction types.
- Can apply their growing knowledge of root words, prefixes and suffixes when reading.
- Can locate information by skimming and scanning.
- Can discuss words and phrases that capture the reader's interests and imagination.
- Can explore some straightforward underlying themes and ideas.
- Can discuss how language structure and presentation link to meaning.
- Can explore some straightforward underlying themes and ideas.
- Can explore preferences of texts that they want to read.
- Explore where language is used to create mood and build tension.