

## Stage 3

The following genres and text types are recommended at Stage 3:

Fiction and poetry: real life stories, myths and legends, adventure stories, poetry, plays.

Non-fiction: letters, non-chronological reports, instructions.

## Reading

### Develop broad reading skills\*

- **3Ro1** Use effective strategies to tackle blending unfamiliar words to read, including sounding out, separating into syllables, using analogy, identifying known suffixes and prefixes, using context
- **3Ro2** Read a range of story, poetry and information books and begin to make links between them
- **3Ro3** Read and comment on different books by the same author
- **3Ro4** Practise learning and reciting poems
- **3Ro5** Read aloud with expression to engage the listener
- **3Ro6** Sustain the reading of 48–64 page books, noting how a text is organised into sections or chapters
- **3Ro7** Use knowledge of punctuation and grammar to read age-appropriate texts with fluency, understanding and expression
- **3Ro8** Locate information in a non-fiction text using a contents page and index
- **3Ro9** Use IT sources to locate simple information
- **3Ro10** Read and follow instructions to carry out an activity
- **3Ro11** Locate books by classification
- **3Ro12** Read playscripts and dialogue, with awareness of different voices

### Demonstrate understanding of explicit meaning in texts

- **3Rx1** Answer questions with some reference to single points in a text
- **3Rx2** Scan a passage to find specific information and answer questions
- **3Rx3** Identify the main points or gist of a text

### Demonstrate understanding of implicit meaning in texts

- **3Ri1** Begin to infer meanings beyond the literal, e.g. about motives and character
- **3Ri2** Infer the meaning of unknown words from their context

### Explain, comment on and analyse the way writers use stylistic and other features of language and structure in texts

- **3Rw1** Consider how choice of words can heighten meaning
- **3Rw2** Consider words that make an impact, e.g. adjectives and powerful verbs
- **3Rw3** Consider ways that information is set out on a page and on a screen, e.g. lists, charts, bullet points

\* Broad reading skills are not assessed in the tests.

**Recognise conventions and evaluate viewpoint, purpose, themes and ideas in texts**

- **3Rv1** Identify the main purpose of a text
- **3Rv2** Understand and use the terms 'fact', 'fiction' and 'non-fiction'
- **3Rv3** Identify different types of stories and typical story themes

**Writing****Develop broad writing skills\***

- **3Wo1** Ensure consistency in the size and proportion of letters and the spacing of words
- **3Wo2** Practise joining letters in handwriting
- **3Wo3** Build up handwriting speed, fluency and legibility
- **3Wo4** Use IT to write, edit and present work
- **3Wo5** Identify misspelt words in own writing and keep individual spelling logs
- **3Wo6** Use reading as a model for writing dialogue
- **3Wo7** Write simple sentences, dictated by the teacher, from memory
- **3Wo8** Write simple playscripts based on reading.
- **3Wo9** Use a dictionary or electronic means to find the spelling and meaning of words
- **3Wo10** Make a record of information drawn from a text, e.g. by completing a chart

**Select and develop content and use register and language appropriate to genre, purpose and audience**

- **3Wa1** Develop descriptions of settings in stories
- **3Wa2** Write portraits of characters
- **3Wa3** Choose and compare words to strengthen the impact of writing, including noun phrases
- **3Wa4** Explore vocabulary for introducing and concluding dialogue, e.g. *said, asked*
- **3Wa5** Generate synonyms for high frequency words, e.g. *big, little, good*
- **3Wa6** Establish purpose for writing, using features and style based on model texts
- **3Wa7** Write first-person accounts and descriptions based on observation
- **3Wa8** Write book reviews summarising what a book is about
- **3Wa9** Write and perform poems, attending to the sound of words
- **3Wa10** Write letters, notes and messages

**Structure and organise ideas coherently using sections or paragraphs**

- **3Wt1** Develop a range of adverbials to signal the relationship between events
- **3Wt2** Begin to organise writing in sections or paragraphs in extended stories
- **3Wt3** Plan main points as a structure for story writing

\* Broad writing skills are not assessed in the tests.

### Use a range of sentence structures and punctuation accurately to convey meaning and create particular effects

- **3Wp1** Maintain accurate use of capital letters and full stops in showing sentences and check by reading own writing aloud
- **3Wp2** Use a wider variety of sentence types including simple, compound and some complex sentences
- **3Wp3** Continue to improve consistency in the use of tenses
- **3Wp4** Vary sentence openings, e.g. with adverbials
- **3Wp5** Recognise the use of the apostrophe to mark omission in shortened words, e.g. *can't, don't*
- **3Wp6** Learn the basic conventions of speech punctuation and begin to use speech marks
- **3Wp7** Use question marks, exclamation marks and commas in lists
- **3Wp8** Collect examples of nouns, verbs and adjectives, and use the terms appropriately
- **3Wp9** Identify pronouns and understand their function in a sentence
- **3Wp10** Understand that verbs are necessary for meaning in a sentence
- **3Wp11** Understand pluralisation and use the terms 'singular' and 'plural'
- **3Wp12** Know irregular forms of common verbs
- **3Wp13** Ensure grammatical agreement of pronouns and verbs in using standard English

### Use accurate spelling

- **3Ws1** Use effective strategies to tackle segmenting unfamiliar words to spell, including segmenting into individual sounds, separating into syllables, using analogy, identifying known suffixes and prefixes, applying known spelling rules, visual memory, mnemonics
- **3Ws2** Explore words that have the same spelling but different meanings (homonyms), e.g. *form, wave*
- **3Ws3** Learn rules for adding *-ing, -ed, -s* to verbs
- **3Ws4** Extend earlier work on prefixes and suffixes
- **3Ws5** Use and spell compound words
- **3Ws6** Organise words or information alphabetically using first two letters

## Speaking and listening

- **3SL1** Speak clearly and confidently in a range of contexts, including longer speaking turns
- **3SL2** Adapt tone of voice, use of vocabulary and non-verbal features for different audiences
- **3SL3** Take turns in discussion, building on what others have said
- **3SL4** Listen and respond appropriately to others' views and opinions
- **3SL5** Listen and remember a sequence of instructions
- **3SL6** Practise to improve performance when reading aloud
- **3SL7** Begin to adapt movement to create a character in drama
- **3SL8** Develop sensitivity to ways that others express meaning in their talk and non-verbal communication