**Reading**

**Word Reading**

** Apply knowledge of root words, prefixes and suffixes to read**

**aloud and to understand the meaning of unfamiliar words**

** Read further exception words, noting the unusual correspondences between spelling and sound, and where these occur in the word**

** Attempt pronunciation of unfamiliar words drawing on prior knowledge of similar looking words**

**Reading Comprehension**

** Experience and discuss a range of fiction, poetry, plays, nonfiction and reference books or textbooks**

** Know that non-fiction books are structured in different ways and be able to use them effectively**

** Begin to understand that narrative books are structured in different ways, for example, quest stories and stories with dilemmas**

** Ask questions to improve understanding of a text**

** Predict what might happen from details stated**

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

** Use dictionaries to check the meaning of unfamiliar words**

** Explain and discuss understanding of books, poems and other material, both those read aloud and those read independently**

** Prepare poems to read aloud and to perform, showing understanding through intonation, tone, volume and action**

**Writing**

**Transcription**

** Spell words with additional prefixes and suffixes and understand how to add them to root words,**

** Use the first two or three letters of a word to check its spelling in a dictionary**

** Spell correctly word families based on common words, for example – solve, solution, solver**

** Spell identified commonly misspelt words from Year 3 word list**

** Identify the root in longer words**

**Composition**

** Look at and discuss models of writing of the text type, purpose and audience to be written, noting: structure; grammatical features and use of vocabulary**

** Compose sentences using a wider range of structures linked to the grammar objectives**

** Write a narrative with a clear structure, setting, characters and plot**

** Write a non-narrative using simple organisational devices such as headings and sub-headings**

** Suggest improvement to writing through assessing writing with peers and self -assessment**

** Make improvements by proposing changes to grammar and vocabulary to improve consistency, e.g. the accurate use of pronouns in sentences**

** Use a range of sentences with more than one clause by using a wider range of conjunctions, e.g. when, if, because, although**

** Use the perfect form of verbs to mark relationships of time and cause**

** Use conjunctions, adverbs and prepositions to express time and cause**

** Proof-read to check for errors in spelling and punctuation**