Literacy Expectations – Year 3

Use of capital letters, full stons, question marks and exclamation marks and exclamation marks and exclamation marks and exclamation marks of compared them and exclamation marks and exclamation and exclamation may be a complex and implication to the adverted marks to purplish and exclamation. Wherefore, low marks singular proposations, for example, before, aftern while, against and exclamation and participate actively in collaborative comparisons, staying on topic and inlating and responding to commant to punctuate direct speech. Use beginning, middle and end to write against and exclamation, and exclamation, performances, role play, improvisations and debates. Use beginning, middle and end to write against and exclamation, performances, role play, improvisations and debates. Use beginning middle and end to write against and exclamation, performances, role play, improvisations and debat	Punctuation	Sentence Structure	Writing	Spoken Language	Reading	Spelling	Handwriting
and acutamation precision, clarity and material. Ask relevant questions to extend their understanding and knowledge. Commas to sentences. Commas to separate items in a list before, offer, while, so, because of mark where letters are missing in spelling and to mark singular possession in nouns (for example, the girl's name) Introduction to inverted commas to punctuate direct speech The distance of the simple and each service of the simple past (for example, before, offer, during, in, because of logically. See Josephan Institute of words pupils use founderstanding and knowledge. Use relevant strategies to build their vocabulary. Ar reading age of at least 9 % years. A reading age of at least 9 % paying the sked of the solid frequently or are on the words. pupils use frequently or are often misspelt. Apply their knowledge of root, words, prefixes and suffixes both to read aloud and to understanding from the meaning of feducate and plunistify answers, arguments and opinions. Increase their familiarity with a wide range of books, including for expression in nouns (for example, before, offer, during, in, because of) Word itst - a mixture of words pupils use frequently or a often misspelt. Reading spool level/stage: 12 Apply their knowledge of root, words, prefixes and suffixes both to read aloud and to understanding from the meaning of few mords. Increase their familiarity with a wide range of books, including fairy sories, myth and (exploring the above orally identifying themes and conventions. Draw inferences such as the develop understandin	Use of capital	Compose sentences	Introduction to	Listen and respond appropriately to	Phonics: to be fully secure in	A spelling age of	Use cursive script
Ask relevant questions to extend their understanding and knowledge. Expressing time, place and cause using conjunctions (for example, when, before, after, while, so, because, in missing in spelling and to mark singular possession in nouns (for example, the girl's name) Introduction to inverted commas to punctuate direct speech Introduction to inverted commas to punctuate direct speech Ask relevant questions to extend their understanding and knowledge. Use relevant strategies to build their vocabulary. Use of the present perfect form of verbs instead of the simple past (for example, the so gone out to play). The statutory word lists - a misture of words, prefixes and suffixes built here and existing and to mark singular possession in nouns [for example, the girl's name] Introduction to inverted commas to punctuate direct speech Introduction to mixer types—	-		, , ,	adults and their peers.		at least 9 ½ years.	for teaching
and exclamation marks to demarcate sentences. Expressing time, place and cause using conjunctions [for example, the girls name] before, girls name] before cample, the girls name] before commate to punctuate direct speech and search and searc	-				A reading age of at least 9 ½		handwriting
demarcate sentences. Expressing time, place and cause using conjunctions (for expanse), when, before, ofter, while, so, because), mark where letters are letters are letters are letters are letters are letters are spelling and to mark singular possession in nouns (for example, the girl's name). Introduction to inverted commas to to punctuate direct speech Introduction to inverted commas to sentences. Expressing time, place and cause using conjunctions (for example, when, before, ofter, while, so, because), and consisting in spelling and to mark singular possession in nouns (for example, the girl's name). Introduction to inverted commas to speech Introduction to inverted commas to sentences. Introduction to inverted commas to continuate direct speech Introduction to inverted commas to sentences. Introduction to inverted commas to sentences and cause using continuate direct speech Introduction to inverted commas to sentences and cause using structures of different text types. Introduction to inverted commas to punctuate direct speech Introduction to inverted co		precision, clarity and	material.	·	years.	The statutory	J
Semetacate sentences. Expressing time, place and cause using conjunctions (for example, when, before, ofter, while, signing and to mark singular possession in nouns (for example, the girl's name) Introduction to inverted commas to inverted commas to purce to purce the sement of the contracted direct speech Introduction to inverted commas to inverted commas to company to purchasing plane and descriptive vocabulary. Select and use a range of technical and descriptive vocabulary. Select and use a range of technical and descriptive vocabulary. Select and use a range of technical and descriptive vocabulary. Select and use a range of technical and descriptive vocabulary. Select and use a range of technical and descriptive vocabulary. Select and use a range of technical and descriptive vocabulary. Select and use a range of technical and descriptive vocabulary. Select and use a range of technical and descriptive vocabulary. Select and use a range of technical and descriptive vocabulary. Select and use a range of technical and descriptive vocabulary. Select and use a range of technical and descriptive vocabulary. Select and use a range of technical and descriptive vocabulary. Select and use a range of technical and descriptive vocabulary. Select and use a range of technical and descriptive vocabulary. Select and use a range of technical and descriptive vocabulary. Select and use a range of technical and descriptive vocabulary. Select and use a range of technical and descriptive vocabulary. Select and use a range of technical and descriptive vocabulary. Select and use a range of technical and descriptive vocabulary. Select and use a range of technical and descriptive vocabulary. Select and use a range of technical and descriptive vocabulary. Select and use a range of technical and descriptive vocabulary. Select and use a range of technical and descriptive vocabulary. Select and use a range of technical and descriptive vocabulary. Select and use a range of technical and descriptive vocabulary.	marks to	impact.		their understanding and knowledge.	_	word lists - a	Practise correct
Commas to separate tems in a list conjunctions (for example, when, before, after, while, so, because), mark where letters are missing in spelling and to mark singular possession in nouns (for example, the girl's name). Introduction to inverted commas to punctuate direct speech Introduction to inverted commas to speech and a conversations, staping of technical and descriptive vocabulary. Introduction to inverted commas to punctuate direct speech Introduction to inverted commas t			•		Reading book level/stage: 12	mixture of words	
Commas to separate items in a list conjunctions for example, when, before, after, while, so, because), mark where letters are missing in spelling and to mark singular possession in nouns for example, the girl's name! Introduction to inverted commas to separate items in a list of separate items in a list of separate items in a list of separate items in a list observed and interesponding in the separate items in a list of separate items in a list of separate items in a list observed items in a list of separate items in a list observed items in a list of separate items in a list observed items in a list of separate items in a list observed items in a list of separate items in a list observed items in a list of separate items in a list of search where letters are mark single in specific grant and several parallel and to understand pinions. Articulate and justify answers, arguments and opinions. Give well-structured descriptions for went out to play. Using the school's worth or read aloud and to understanding in segments and opinions. Give well-structured descriptions for went out to play. Using the school's worth or read aloud and to understanding in segments and opinions. Give well-structured descriptions for went out to play. Went out to play. Went out to play. Using the school's worth or read aloud and to understanding in segments and opinions. Revision from Y1 and Y2, paying attention to the rules of adding attention to the rules of adding attention to the rules of adding attention and participate and initiating and responding to comments. So, because, missing in support the separate structure descriptions for expressing feelings. Non-Fiction Guides, went out to play. Went out to play. Using the school's well-structured descriptions, for expressing feelings. Non-Fiction Guides, went out to play in collaborative comments. Draw inferences such as inferences such as inferring characters' feelings, thoughts of the w	sentences.		_	_		pupils use	
Separate items in a list before, after, while, Apostrophes to mark where letters are missing in spelling and to mark singular possession in nouns [for example, the girl's name] bullitroduction to inverted commas to punctuate direct speech limited and the command to punctuate direct speech limited in the command of technical and descriptive vocabulary. Use of the present perfect form of verbs instead of the time singular past [for example, the singular past [for example, the girl's name] and to mark singular possession in nouns [for example, the girl's name] and to mark singular possession in nouns [for example, the girl's name] bull to girl's name and to girl's name and to girl's name] bull to girl's name and girl's	6		presentation.	vocabulary.		· ·	•
a list Apostrophes to mark where letters are missing in spelling and to mark singular possession in nouns [for example, the girl's name] Introduction to inverted commas to punctuate direct speech Introduction to inverted commas to punctuate dire		_	the of the constant	Additional to the second state of the second s		, ,	from Year 2.
Apostrophes to mark where letters are missing in spelling and to mark singular possession in nouns [for example, the girl's name] Introduction to inverted commas to punctuate direct speech Introduction to inverted commas to punctuate speech	'		•			orten misspert.	
mark where letters are missing in spelling and to mark singular possession in nouns [for example, the girl's name] Introduction to inverted commas to punctuate direct speech Intercept and support of technical and descriptive vocabulary. Introduction to inverted commas to punctuate direct speech Introduction to inverted commas to punctuate direct speech interest inverted descriptions, explanations and narratives for dif			·	arguments and opinions.		Revision from Y1	Use diagonal and
letters are missing in surpossession in nouns [for example, the girl's name] Introduction to inverted commas to punctuate direct speech Select and use a range of technical and descriptive vocabulary. Interest are missing in adverbs [for example, the girl's name] Adverbs [for exampl		so, because],	•	Give well structured descriptions	new words.		horizontal strokes
missing in spelling and to mark singular possession in nouns [for example, the girl's name] Introduction to inverted commas to punctuate direct speech Introduction to spelling and to punctuate direct speech Introduction to inverted commas to punctuate direct speech language to develop understanding through speculating, hypothesising, imagining and exploring ideas. Select and use a range of technical and descriptive vocabulary. Speak audibly and fluently with an increasing command of Standard English. Select and use a range of technica		adverbs (for example	•	•	Increase their familiarity with		to join letters.
spelling and to mark singular possession in nouns [for example, the girl's name] Introduction to inverted commas to punctuate direct speech Select and use a range of technical and descriptive vocabulary. Select and use a range of technical and descriptive vocabulary. Select and use a range of technical and descriptive vocabulary. Select and use a range of technical and descriptive vocabulary. Select and use a range of technical and descriptive vocabulary. Select and use a range of technical and descriptive vocabulary. Select and use a range of technical and descriptive vocabulary. Select and use a range of technical and descriptive vocabulary. Select and use a range of technical and descriptive vocabulary. Select and use a range of technical and descriptive vocabulary. Select and use a range of technical and descriptive vocabulary. Select and use a range of technical and descriptive vocabulary. Select and use a range of technical and descriptive vocabulary. Select and use a range of technical and descriptive vocabulary. Select and use a range of technical and descriptive vocabulary. Select and use a range of technical and descriptive vocabulary. Select and use a range of technical and descriptive vocabulary. Select and use a range of technical and descriptive vocabulary. Select and use a range of technical and descriptive vocabulary. Select and use a range of technical and descriptive vocabulary. Select and use a range of technical and descriptive vocabulary. Select and use a range of technical and descriptive vocabulary. Select and use a range of technical and descriptive vocabulary. Select and use a range of technical and descriptive vocabulary. Select and use a range of technical and descriptive vocabulary. Select and use a range of technical and descriptive vocabulary. Select and use a range of technical and descriptive vocabulary. Select and use a range of technical and descriptive vocabulary. Select and use a range of technical and descriptive vocabulary. Select and use a ra				· ·	a wide range of books,	rules of adding	-
mark singular possession in nouns [for example, the girl's name] Introduction to inverted commas to punctuate direct speech Select and use a range of technical and descriptive vocabulary. Maintain attention and participate actively in collaborative	_				including fairy stories, myths	suffixes.	Recognise, when
possession in nouns [for example, the girl's name] Introduction to inverted commas to punctuate direct speech Select and use a range of technical and descriptive vocabulary. Select and use a range of technical and descriptive vocabulary. Waintain attention and participate actively in collaborative conversations, staying on topic and initiating and responding to comments. Maintain attention and participate actively in collaborative conversations, staying on topic and initiating and responding to comments. Was poken language to develop understanding through speculating, hypothesising, imagining and exploring ideas. Speak audibly and fluently with an increasing command of Standard English. Select and use a range of technical and descriptive vocabulary. Select and use a range of technical and descriptive vocabulary. Select and use a range of technical and descriptive vocabulary. Maintain attention and participate actively in collaborative conversations, staying on topic and initiating and responding to comments. Use beginning, middle and to write narratives in which exploring ideas. Use beginning, middle and end to write narratives in which events are sequenced logically. Speak audibly and fluently with an increasing command of Standard English. Participate in discussions, presentations, performances, role play, improvisations and debates. Participate in discussions, presentations, performances, role play, improvisations and debates. Simple descriptive vocabulary devices the above orally identifying themes and conventions. Spraw inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence and implied Summarise and identify main ideas drawn from more than one paragraph Discuss words and phrases that capture the reader's interest and imagination. Use dictionaries to check the develop understanding through speculating, inferences with evidence some interest and indentify main ideas drawn from more than one paragraph Discuss wo		therejores, or	went out to play.	expressing reenings.	and legends		-
nouns [for example, the girl's name] Introduction to inverted commas to punctuate direct speech Select and use a range of technical and descriptive vocabulary. Select and use a range of technical and descriptive vocabulary. Select and use a range of technical and descriptive vocabulary. Non-Fiction Guides, write non-fiction texts using structures of different text types. Use beginning, middle and end to write narratives in which events are sequenced logically. Select and use a range of technical and descriptive vocabulary. Non-Fiction Guides, write non-fiction texts using structures of different text types. Use beginning, middle and end to write narratives in which events are sequenced logically. Speak audibly and fluently with an increasing command of Standard English. Speak audibly and fluently with an increasing command of Standard English. Participate in discussions, presentations, performances, role play, improvisations and debates. Symbol Re-tell some of the above orally identifying themes and conventions. Draw inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence explained in death of the above orally identifying themes and conventions. Draw inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence explained in death of the write and implied summarise and identify main ideas drawn from more than one paragraph Discuss words and phrases that capture the reader's interest and imagination. Use dictionaries to check the explained conventions. Speak audibly and fluently with an increasing command of Standard English. Speak audibly and fluently with an increasing command of Standard English. Speak audibly and fluently with an increasing command of Standard English. Speak audibly and fluently with an increasing command of Standard English. Speak audibly and fluently with an increasing command of Standard English english explained english exp	~	prepositions [for	Using the school's	Maintain attention and participate			•
example, the girl's name] Introduction to inverted commas to punctuate direct speech Use beginning, middle and end to write narratives in which events are sequenced logically. Select and use a range of technical and descriptive vocabulary. Select and use a range of technical and descriptive vocabulary. Participate in discussions, performances, role play, improvisations and debates. Write non-fiction texts using structures of different text types. Use beginning, middle and responding to comments. Use spoken language to develop understanding through speculating, hypothesising, imagining and exploring ideas. Speak audibly and fluently with an increasing command of Standard English. Select and use a range of technical and descriptive vocabulary. Select and use a range of technical and descriptive vocabulary. Select and use a range of technical and descriptive vocabulary. Select and use a range of technical and descriptive vocabulary. Participate in discussions, performances, role play, improvisations and debates. Sea audibly and fluently with an increasing command of Standard English. Draw inferences such as inferences such as inferences with evidence. Predict from details stated and implied Summarise and identify main ideas drawn from more than one paragraph Discuss words and phrases that capture the reader's interest and imagination. Use dictionaries to check the proving themes and conventions. Ch (chef/chalet/mac hine etc) Speak audibly and fluently with an increasing command of Standard English. Select and use a range of technical and descriptive vocabulary. Speak audibly and fluently with an increasing command of Standard English. Select and use a range of technical and descriptive vocabulary. Speak audibly and fluently with an increasing command of Standard English. Discuss words and phrases that capture the reader's interest and imagination. Use dictionaries to check the provided that the participation of the provided that the provided that the participation of the provided that t	'		<u> </u>	·			-
Introduction to inverted commas to punctuate direct speech Use beginning, middle and end to write narratives in which events are sequenced logically. Select and use a range of technical and descriptive vocabulary. Select and use a range of technical and descriptive vocabulary. Introduction to different text types. Use beginning, middle and end to write narratives in which events are sequenced logically. Speak audibly and fluently with an increasing command of Standard English. Participate in discussions, preformances, role play, improvisations and debates. Introduction to different text types. Use beginning, middle and exploring to develop understanding through speculating, hypothesising, imagining and exploring ideas. Use spoken language to develop understanding through speculating, hypothesising, imagining and exploring ideas. Speak audibly and fluently with an increasing command of Standard English. Participate in discussions, preformances, role play, improvisations and debates. Draw inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence Predict from details stated and implied Summarise and identify main ideas drawn from more than one paragraph Discuss words and phrases that capture the reader's interest and imagination. Use dictionaries to check the details stated and implied Sc (science/scene etc) Ei (neighbour/weigh /eight etc)	_		write non-fiction texts	•		hemist etc)	
Introduction to inverted commas to punctuate direct speech Use beginning, middle and end to write narratives in which events are sequenced logically. Select and use a range of technical and descriptive vocabulary. Participate in discussions, presentations, performances, role play, improvisations and debates. Use beginning, middle and end to write narratives in which events are sequenced logically. Use spoken language to develop understanding through speculating, hypothesising, imagining and exploring ideas. Use spoken language to develop understanding through speculating, hypothesising, imagining and exploring ideas. Speak audibly and fluently with an increasing command of Standard English. Speak audibly and fluently with an increasing command of Standard English. Participate in discussions, presentations, performances, role play, improvisations and debates. Scountieris. Inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence Predict from details stated and implied Summarise and identify main ideas drawn from more than one paragraph Discuss words and phrases that capture the reader's interest and imagination. Use dictionaries to check the violence Predict from details stated and implied Summarise and identify main ideas drawn from more than one paragraph Discuss words and phrases that capture the reader's interest and imagination. Use dictionaries to check the violence Predict from details stated and implied Summarise and identify main ideas drawn from more than one paragraph Discuss words and phrases that capture the reader's interest and imagination. Use dictionaries to check the violence Use dictionaries foundations. Scounterion their actions, and justifying inferences with evidence Predict from details stated Summarise and identify main ideas drawn from more than one paragraph Discuss words and phrases that capture the reader's interest and imagination. Use dictionaries foundations.	girl's name]		using structures of	initiating and responding to			left unjoined
inverted commas to punctuate direct speech Use beginning, middle and end to write narratives in which events are sequenced logically. Select and use a range of technical and descriptive vocabulary. Use beginning, middle and end to write understanding through speculating, hypothesising, imagining and exploring ideas. Use spoken language to develop understanding through speculating, hypothesising, imagining and exploring ideas. Use spoken language to develop understanding through speculating, hypothesising, imagining and exploring ideas. Use spoken language to develop understanding through speculating, hypothesising, imagining and exploring ideas. Speak audibly and fluently with an increasing command of Standard English. Speak audibly and fluently with an increasing command of Standard English. Soc (science/scene etc) Lie dictionaries to check the provised that that the provise of understanding through speculating, hypothesising, imagining and exploring ideas. Speak audibly and fluently with an increasing command of Standard English. Soc (science/scene etc) Lie dictionaries to check the provise of understanding through speculating, hypothesising, imagining and exploring ideas. Speak audibly and fluently with an increasing command of Standard English. Soc (science/scene etc) Lie dictionaries to check the provise of understanding through speculating, hypothesising, imagining and exploring inferences with evidence Predict from details stated and indigue etc) Soc (science/scene etc) Soc (science/scene etc) Lie dictionaries to check the provise of understanding through speculating, hypothesising, imagining and exploring inferences with evidence Predict from details stated and indigue etc) Soc (science/scene etc) Soc (science/scene etc) Lie dictionaries to check the provise of understanding through speculations, performances, provise in the provise in the provise in the provise in the provise in t			different text types.	comments.		• • •	
to punctuate direct speech and end to write narratives in which events are sequenced logically. Select and use a range of technical and descriptive vocabulary. Participate in discussions, presentations, performances, role play, improvisations and debates. Discuss words and pustifying inferences with evidence exploring inferences with evidence and implied summarise and identify main ideas drawn from more than one paragraph Discuss words and phrases that capture the reader's interest and imagination. Ei (neighbour/weigh /eight etc)	Introduction to					,	Downstrokes are
direct speech narratives in which events are sequenced logically. Speak audibly and fluently with an increasing command of Standard escriptive vocabulary. Participate in discussions, presentations, performances, role play, improvisations and debates. Speak audibly and fluently with an increasing command of Standard English. Speak audibly and fluently with an increasing command of Standard English. Speak audibly and fluently with an increasing command of Standard English. Speak audibly and fluently with an increasing command of Standard English. Speak audibly and fluently with an increasing command of Standard English. Participate in discussions, presentations, performances, role play, improvisations and debates. Participate in discussions, presentations, performances, role play, improvisations and debates. Speak audibly and fluently with an increasing command of Standard English. Summarise and identify main ideas drawn from more than one paragraph Discuss words and phrases that capture the reader's interest and imagination. Use dictionaries to check the magning of words that the words and implied Sc (science/scene etc) Ei (neighbour/weigh /eight etc)					<u> </u>	nine etc)	parallel and
events are sequenced logically. Speak audibly and fluently with an increasing command of Standard English. Predict from details stated and implied Summarise and identify main ideas drawn from more than one paragraph Discuss words and phrases that capture the reader's interest and imagination. Predict from details stated and implied Summarise and identify main ideas drawn from more than one paragraph Discuss words and phrases that capture the reader's interest and imagination. Use dictionaries to check the deplay improves that the treatment of the table to be designed to the table to be designed from details stated and implied Summarise and identify main ideas drawn from more than one paragraph Discuss words and phrases that capture the reader's interest and imagination. Use dictionaries to check the designed from details stated and implied Summarise and identify main ideas drawn from more than one paragraph Discuss words and phrases that capture the reader's interest and imagination. Use dictionaries to check the designed from tique etc)	-		and end to write				equidistant
logically. Speak audibly and fluently with an increasing command of Standard english. Select and use a range of technical and descriptive vocabulary. Participate in discussions, presentations, performances, role play, improvisations and debates. Speak audibly and fluently with an increasing command of Standard English. Summarise and identify main ideas drawn from more than one paragraph Discuss words and phrases that capture the reader's interest and imagination. Use dictionaries to check the present of words that the text of the play in tique etc) Sc (science/scene etc) Ei (neighbour/weigh /eight etc)	direct speech			.,		•	
Speak audibly and fluently with an increasing command of Standard end technical and descriptive vocabulary. Speak audibly and fluently with an increasing command of Standard English. Summarise and identify main ideas drawn from more than one paragraph Discuss words and phrases that capture the reader's interest and imagination. Sc (science/scene etc) Ei (neighbour/weigh /eight etc)				exploring ideas.			
Select and use a range of technical and descriptive vocabulary. Participate in discussions, presentations, performances, role play, improvisations and debates. Increasing command of Standard English. Ideas drawn from more than one paragraph Discuss words and phrases that capture the reader's interest and imagination. Use dictionaries to check the magning of words that the company of words are company of words and phrases that capture the reader's interest and imagination. Use dictionaries to check the company of words are company of words and phrases that the company of words are c			logically.		· ·	Titique etc)	
of technical and descriptive vocabulary. Participate in discussions, presentations, performances, role play, improvisations and debates. Participate in discussions, presentations, performances, role play, improvisations and debates. Increasing command of standard end one paragraph Discuss words and phrases that capture the reader's interest and imagination. Use dictionaries to check the meaning of words that the command of standard one paragraph (science/scene etc) Ei (neighbour/weigh /eight etc)						sc.	
descriptive vocabulary. Participate in discussions, presentations, performances, role play, improvisations and debates. Participate in discussions, presentations, performances, role play, improvisations and debates. Use dictionaries to check the meaning of words that they							
Participate in discussions, presentations, performances, role play, improvisations and debates. Discuss words and phrases that capture the reader's interest and imagination. Use dictionaries to check the meaning of words that the words are the state of the state				English.	one paragraph	•	
presentations, performances, role play, improvisations and debates. That capture the reader's interest and imagination. Use dictionaries to check the meaning of words that they			•	Doublein stelle die societe	Discuss words and phrases		
play, improvisations and debates. Use dictionaries to check the deight etc) (neighbour/weigh deight etc)			vocabulary.	·		Ei	
Use dictionaries to check the /eight etc)					interest and imagination.	(neighbour/weigh	
Gain, maintain and monitor the meaning of words that they				piay, iiiipi ovisations and debates.	Use dictionaries to check the		
				Gain, maintain and monitor the	meaning of words that they		

	interest of the listener(s). Consider and evaluate different viewpoints, attending to and building on the contributions of others. Select and use appropriate registers for effective communication. *These statements apply to all years. The content should be taught at a level appropriate to the age of the pupils.	have read Discuss their understanding and explaining the meaning of words in context Retrieve and record information from non-fiction	'y' sound used elsewhere that at the end (myth, gym, Egypt, mystery etc) 'ou' sound (young, touch, double etc)	

accident(ally)	complete	February	length	possess(ion)
actual(ly)	consider	forward(s)	library	possible
address	continue	fruit	material	potatoes
answer	decide	grammar	medicine	pressure
appear	describe	group	mention	probably
arrive	different	guard	minute	promise
believe	difficult	guide	natural	purpose
bicycle	disappear	heard	naughty	quarter
breath	early	heart	notice	question
breathe	earth	height	occasion(ally)	recent
breathe build	earth eight/eighth	height history	occasion(ally)	recent regular
		-		
build	eight/eighth	history	often	regular
build busy/business	eight/eighth enough	history	often opposite	regular reign
build busy/business calendar	eight/eighth enough exercise	history imagine increase	often opposite ordinary	regular reign remember
build busy/business calendar caught	eight/eighth enough exercise experience	history imagine increase important	often opposite ordinary particular	regular reign remember sentence
build busy/business calendar caught centre	eight/eighth enough exercise experience experiment	history imagine increase important interest	often opposite ordinary particular peculiar	regular reign remember sentence separate

strength

suppose

surprise

therefore

though/although

thought

through

various

weight

woman/women

Statutory Word List

Years 3 and 4

Teachers should continue to emphasis to pupils the relationships between sounds and letters, even when the relationships are unusual. Once root words are learnt in this way, longer words can be spelt correctly if the rules and guidance for adding prefixes and suffixes are also known. Many of the words in the list above can be used for practice in adding suffixes.