

Rakegate Primary School
Knowledge and Skills for Year 3



Key: Speaking and Listening Reading and Writing Grammar Songs, stories and rhymes	Working Towards	Expected	Greater De[pth]	Knowledge and Skills:
Year 3	<ul style="list-style-type: none"> • Listen and recognise some vocabulary • Repeat some vocabulary • Join in with some actions in songs, stories and rhymes • Recognise and copy some written words 	<ul style="list-style-type: none"> • Listen and recognise most of vocabulary encountered • Recognise a familiar question and respond • Say a simple sentence maybe with a connective • Join in with actions of songs, stories and rhymes and say some words • Read, recognise and say aloud familiar words • Write familiar words using a model and some from memory 	<ul style="list-style-type: none"> • Produce a simple sentence manipulating vocabulary • Identify rhyming words in a song or rhyme • Say a rhyme or sing a song from memory • Name some letter strings for sounds • Explain a strategy to memorise new vocabulary • Say, read and write confidently almost all vocabulary encountered including some from memory 	<p>Speaking and Listening</p> <ul style="list-style-type: none"> • listen attentively and show understanding by joining in and responding. • link the spelling, sound and meaning of words. • ask and answer questions • express opinions and respond to those of others. • ask for clarification and help. • speak in sentences. <p>Reading and Writing</p> <ul style="list-style-type: none"> • read and show understanding of words, phrases and simple texts. • read aloud with accurate pronunciation. • understand new words that are introduced into familiar written material • use a dictionary. • write words and phrases from memory. • adapt phrases to create new sentences. • describe people, places, things and actions in writing. <p>Grammar</p> <ul style="list-style-type: none"> • gender of nouns - definite and indefinite articles. • singular and plural forms of nouns. • adjectives (place and agreement). • conjugation of key verbs (and making verbs negative). • connectives and qualifiers, adverbs of time, prepositions of place.

				Songs, stories and rhymes
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Children Working Towards	Expected	Greater Depth

Year 3 assessment opportunities

Listening:

- Throughout the year, play the game Show Me as a whole class activity and give each child a set of digit cards. Call out a selection of numbers in random order from 1 - 5, 1 - 10, 11 - 20 and finally 1 - 20. Children show understanding by holding the correct number in the air.
- Play Simon Says as a whole class activity using instructions such as: sit down, stand up, put your hand up.
- Ask children to give an action or hold up a picture when they hear a specific word in a familiar song, rhyme or simple story.

Speaking

- Play some music and ask children to walk around the room. When the music stops, they find a partner. They greet their partner, introduce themselves and ask how their partner is.
- In pairs, children practise questions and answers to find out e.g. the name, age and birthday of their partner and perform their conversation to the whole class. Look for correct pronunciation. Another child or adult could record the presentation.
- Children work in pairs. Display up to six familiar items of food on the board. Children take it in turns to ask their partner e.g. Do you like milk? The partner replies I like milk/I don't like milk.

Reading:

- Working with a group of up to 10 children, give each child a selection of no more than six text cards for e.g. food. Hold up a picture card for an item of food and children show you the correct word.
- Give each child a simple description of e.g. a snowman. Ask children to underline the parts of the body in one colour and clothing in another
- Display extracts from a familiar song, story or poem. Divide the class into groups. Each group takes it in turn to chorus part of a familiar song, story or poem.
- Give pairs of children cut-up strips of paper with familiar written language e.g. Hello, How are you? What's your name? Goodbye. Ask each pair to order the strips correctly to make a simple conversation and read it aloud to each other. Some children may like to read their conversation to the class. Look for correct pronunciation.

Writing:

- Children create a simple party invitation using a writing frame.

- Children draw a portrait of themselves. They write a simple description using a model and word bank e.g. My name is ... I am 7 years old. I live in Manchester. Encourage children to write familiar words e.g. numbers from memory.

Grammar:

- Children make a model of an animal using playdough or clay. They write a simple description using a model and word bank, selecting correct indefinite article and placing adjective of colour after the noun e.g. Here is a dog. He is red.
- Using word cards, children build a simple sentence to show some understanding of the negative