

READING	
R 3.1	ACCURATE READING
R 3.1.1	Read aloud an unfamiliar text of 10–12 basic sentences (approx. 100 words).
R 3.1.2	Decode unfamiliar two-syllable words, using a range of strategies.
R 3.1.3	Recognise on sight high frequency verbs with verb endings <i>ed</i> , <i>ing</i> and <i>s</i> .
R 3.1.4	Organise words into alphabetical order by the first two letters in them.
R 3.1.5	Use alphabetical order to find words in dictionaries and glossaries.
R 3.2	READING ALOUD FOR PERFORMANCE
R 3.2.1	Read the part of a character in a play, using some knowledge of play-script conventions.
R 3.3	READING COMPREHENSION: LITERAL
R 3.3.1	Answer simple questions about a character, event or piece of information.
R 3.3.2	Retell two events from a familiar story in the correct order.
R 3.3.3	Use the Contents page to locate relevant pages and find information needed to answer a question.
R 3.3.4	Use Headings to identify the section of a printed or digital text needed to find answers to simple questions.
R 3.4	READING COMPREHENSION: INFERRENTIAL
R 3.4.1	With support, infer a character's feelings from information given in a text.
R 3.4.2	Use context and surrounding text to infer the meaning of unfamiliar words.
R 3.4.3	Use knowledge of other books or films to predict what might happen at the end of a short story.
R 3.5	READING COMPREHENSION: TEXT STRUCTURE AND PURPOSE
R 3.5.1	Use a simple Contents page and Index to locate information needed to answer a question.
R 3.5.2	Read simple reports and alphabetically organised texts, and identify key text features.

WRITING	
W 3.1	COMPOSITION
W 3.1.1	Compose and write a sequence of three or more simple or compound sentences.
W 3.1.2	Sequence three pictures and write two or three sentences about each one to tell a story.
W 3.1.3	Select pictures and write simple report texts (up to 100 words), describing how or what something is.
W 3.1.4	Re-read own writing in order to improve sentences, e.g. by adding adjectives or checking punctuation at the end of sentences.
W 3.2	VOCABULARY
W 3.2.1	Use a range of adjectives (colour and size adjectives, and approx. 20 more) to add description.
W 3.3	HANDWRITING AND WORD PROCESSING
W 3.3.1	Use correct letter formation in own writing.
W 3.3.2	Use a QWERTY keyboard to write short texts.

PHONICS FOR READING AND SPELLING	
P 3.1	PHONICS FOR READING
P 3.1.1	Blend to read and segment to spell words containing alternative graphemes for vowels and consonants (see Appendix A).
P 3.2	SPELLING
P 3.2.1	Make the correct spelling choice for vowels and consonants (see Appendix A).
P 3.2.2	Spell correctly 50 everyday words in the context of teacher-led dictation.
P 3.2.3	Add suffixes <i>ed</i> , <i>ing</i> and <i>s</i> to regular verbs where the root word doesn't change, e.g. <i>played</i> , <i>playing</i> , <i>plays</i> .

GRAMMAR AND VOCABULARY	
GV 3.1	GRAMMAR for READING

GV 3.1.1	Recognise the conjunctions <i>and</i> , <i>but</i> and <i>because</i> , and explain how they join sentences.
GV 3.1.2	Identify adjectives in expanded noun phrases and use the term <i>adjective</i> .
GV 3.1.3	Recognise that the past tense of verbs is often indicated by the inflectional suffix <i>ed</i> .
GV 3.1.4	Identify subject and object pronouns and link them to the head noun phrase they replace.
GV 3.1.5	Identify a range of quantifiers as determiners, e.g. <i>some</i> , <i>many</i> , <i>every</i> and <i>all</i> .
GV 3.2	GRAMMAR for WRITING
GV 3.2.1	Say and then write compound sentences using the coordinating conjunctions <i>and</i> and <i>but</i> .
GV 3.2.2	Use adjectives in expanded noun phrases, in own writing of a sequence of three or more simple or compound sentences.
GV 3.2.3	Use a range of quantifiers as determiners, e.g. <i>some</i> , <i>many</i> , <i>every</i> and <i>all</i> , in own writing.
GV 3.2.4	Use subject and object pronouns instead of nouns / noun phrases.
GV 3.2.5	Use present and past tense forms of regular verbs in own writing.
GV 3.2.6	Write simple sentences showing grammatical agreement of regular verbs with singular and plural nouns/pronouns.
GV 3.3	PUNCTUATION
GV 3.3.1	With support, use capital letters and end-punctuation correctly when writing dictated sentences.
GV 3.3.2	Use apostrophes in common contractions, e.g. <i>can't</i> , <i>I'm</i> .
GV 3.3.3	Use commas to separate items in lists of nouns.
GV 3.3.4	Put inverted commas around spoken words (items of direct speech).