

Literacy expectations for Year Three

By the end of **Year Three**, most students should be able to:

Phonological awareness

- Apply phonological awareness when making connections between the sounds (phonemes) in spoken words and letters/phonics (graphemes) when reading and spelling

Phonic knowledge and spelling

- Use knowledge of letter-sound relationships, including consonant and vowel clusters, syllables and blending and segmenting to spell common words accurately
- Spell common high frequency words accurately, including some homophones
- Know how to use some common prefixes and suffixes, starting with a word base

Reading and comprehension

- Read texts that contain varied sentence structures, punctuation and images
- Identify literal and inferred meaning, connecting ideas in different parts of a text
- Understand how language features, images and vocabulary choices are used for different effects
- Use phonics and word knowledge to fluently read more complex words
- Read with a fluency rate of 80-140 Words Correct Per Minute (Rasinski, 2005)

Sentences, Grammar and Vocabulary

- Understand the use of vocabulary in everyday contexts, including language to express feelings and opinions on topics
- Understand that a clause is a unit of grammar usually containing a subject and predicate
- Understand that verbs are doing/thinking/saying words and are dependent on tense (past/present)
- Learn extended and technical vocabulary and ways of expressing opinion including modal verbs and adverbs
- Know that word contractions (e.g. don't) are a feature of informal language

Literature

- Express personal preferences for literature and make choices based on their likes/opinions
- Discuss texts in which characters, events and settings are portrayed in different ways
- Create imaginative texts based on characters, settings and events from student's own and other cultures
- Identify the point of view in a text and suggest alternative points of view
- Innovate on familiar texts by adapting language features and patterns, e.g. characterization, rhythm, mood, dialogue

Speaking and listening

- Plan, rehearse and deliver short presentations and use some body language, gestures or eye contact
- Listen purposefully, takes turns and contribute to others ideas in formal and informal situations
- Use props or multimedia to support oral presentations

Writing and creating texts

- Create a range of written, digital and multimodal texts for familiar and unfamiliar audiences, using some elements of text structure
- Use simple and compound sentences, and a small bank of connectives to link and sequence ideas
- Uses simple punctuation and some paragraphing in writing to organise ideas
- Plan, draft and publish imaginative, informative and persuasive texts demonstrating increasing control over text structures and language features
- Re-read and edit writing, checking for appropriate vocabulary, structure and meaning and punctuation
- Write using joined letters that are clearly formed and consistent in size
- Construct and edit digital texts using Word processing software, with growing speed and efficiency