

# Year 3 Literacy Achievement Standards



## By the end of Year 3 I should be able to...

### **Reading and Viewing**

- understand how to apply knowledge of phonics, syllables, blending and segmenting to fluently read
- read words with more complex letter patterns (Stage 3 PLD sight words, please see classroom teacher if you would like a list of these words)
- discuss texts in which characters, events and settings are portrayed in different ways and speculate on the authors' reasons
- identify the point of view in a text
- use comprehension strategies to build literal and inferred meaning, connecting ideas
- recognise how language features, images and vocabulary choices are used for different effects in texts
- identify the audience and purpose of imaginative, informative and persuasive texts
- read an increasing range of different types of texts
- express personal preferences for literature and make choices based on their own criteria
- have an instructional reading level of 25-30

### **Spelling and Writing**

- use elements of text structure during writing e.g. narrative, descriptions, persuasive texts, recounts, information reports, letters, poems
- create a range of written and digital texts (books, comics, posters, animation, film and video games, a performance or an event)
- express and develop experiences, events, information, ideas and characters
- use paragraphs to organise ideas
- uses simple and compound sentences to link and sequence ideas e.g. Compound sentence: I stayed inside because it was raining
- experiment with language to express feelings and opinions on topics e.g. verbs, adverbs, adjectives
- spell high-frequency and sight words correctly
- use letter-sound knowledge to spell common words correctly
- use simple punctuation e.g. full stops, capital letters, apostrophes, question marks, commas, exclamation marks
- re-reads and edits writing, checking for punctuation, spelling, structure and meaning

### **Speaking and Listening**

- speak clearly and audibly to familiar audiences; and attempts to use visual cues to stay on topic
- use some body language, gestures or eye contact
- use props or multimedia to support their presentation
- use strategies such as listening, taking turns and contributing to others' ideas during informal and formal conversations
- create oral texts, drawing on personal experiences, their imagination and/or learned information
- plan, rehearse and deliver short presentations on familiar or learned topics
- explain their preference for particular characters, events or setting in texts
- use a variety of strategies and language features to interact in group and class discussions