

## End of Year Expectations— Year 3

### YEAR 3 INFORMATION FOR PARENTS/CARERS: END OF YEAR EXPECTATIONS IN READING, WRITING AND MATHS



This booklet outlines the national expectations for children in Year 3 by the end of the academic year. The expectations are from the new National Curriculum which was introduced in September 2014. By the end of the year, some children will have met all of the ‘expected’ objectives and will be working on confidently using their skills in a range of contexts from the next steps objectives.

We encourage “greater depth learning” so children will be given opportunities to apply their knowledge and skills across a variety of curriculum subjects.



## Reading

### Word reading:

1. Apply knowledge of root words, prefixes ('un-', 'dis-') and suffixes ('-ly', '-ful') to read aloud and to understand the meaning of unfamiliar words.
2. Read further exception words, noting the unusual correspondences between spelling and sound.
3. Attempt pronunciation of unfamiliar words drawing on prior knowledge of similar looking words.

### Comprehension:

1. Read a range of fiction, poetry, plays, and non-fiction texts.
2. Discuss the texts that I read.
3. Read aloud and independently, taking turns and listening to others.
4. Explain how non-fiction books are structured in different ways and can use them effectively

5. Explain some of the different types of fiction books.
6. Ask relevant questions to get a better understanding of a text.
7. Predict what might happen based on given details.
8. Draw inferences such as inferring a character's feelings, thoughts and motives from their actions.
9. Use a dictionary to check the meaning of unfamiliar words.
10. Identify the main point of a text.
11. Explain how structure and presentation contribute to the meaning of texts.
12. Use non-fiction texts to retrieve information.
13. Prepare poems to read aloud and to perform, showing understanding through intonation, tone, volume and action.

### If your child has met these expectations, the next steps for them are:

1. Skim materials and note down different views and arguments.
2. Pause appropriately in response to punctuation and/or meaning.
3. Justify predictions by referring to the story.
4. Begin to find meanings beyond the literal, e.g. they way impressions of people are conveyed through choice of detail and language.
5. Read ahead to determine direction and meaning to a story.
6. Investigate what is known about the historical setting and events and their importance to the story.
7. Deduce from the evidence in the text what characters are like.
8. Explore figurative language and the way it conveys meaning succinctly.
9. Identify the way a writer sets out to persuade.
10. Explore the relationship between a poet and the subject of a poem.



## Writing

### **Spelling:**

1. Spell words with additional prefixes ('un-', 'dis-') and suffixes ('-ly', '-ful') and understand how to add them to root words.
2. Recognise and spell homophones (words that sound the same but have different meanings)
3. Use the first two or three letters of a word to check it's spelling in a dictionary.
4. Spell words correctly which are in a family.
5. Spell the commonly mis-spelt words from the Year 3/4 word list.
6. Identify the root in longer words.

### **Handwriting:**

1. Use the diagonal and horizontal strokes that are needed to join letters.
2. Understand which letters should be left unjoined (capital letters).
3. Start each letter with an instroke (except capitals) and end each with an exit point.
4. Use capital letters and digits of the correct size, Orientation, and relationship to one another and to Lower case letters.

### **Text structure:**

1. Start to use paragraphs.
2. Use headings and sub headings.
3. Use the present perfect form of verbs instead of the simple past.

### **Sentence structure:**

1. Express time, place and cause by using conjunctions, adverbs and prepositions.

### **Composition:**

1. Discuss models of writing, noting its structure, grammatical features and use of vocabulary.
2. Compose sentences using a wider range of structures.
3. Write a narrative with a clear structure, setting, characters and plot.
4. Write non-narrative using simple organisational devices such as headings and subheadings.
5. Suggest improvements to own writing and that of others.
6. Make improvements to grammar, vocabulary and punctuation.
7. Use a range of sentences with more than one clause by using a range of conjunctions.
8. Use the perfect form of verbs to mark the relationship of time and cause.
9. Proof-read to check for errors on spelling and punctuation.

### **Punctuation:**

1. Use inverted commas to punctuate direct speech.

### **If your child has met these expectations, the next steps for them are:**

1. Use adjectives and adverbs with confidence and attempt to think of different ones to use in different situations.
2. Give careful thought to the planning of writing and re-read it as a matter of course.
3. Ensure that descriptions have just enough detail to help the reader gain a better understanding about the way the story is unfolding.
4. Use words that have not been used before when describing events, characters and feelings.
5. Use powerful verbs to show character and add impact.
6. Vary sentences, adding phrases to make the meaning more precise.
7. Include descriptions of events and characters in a variety of styles and can sometimes contain humour.
8. Describe characters and include feelings and emotions when needed.
9. Choose the most appropriate style of writing to suit the needs of the situations, e.g.: poems, lists, letters, and reports.
10. Check punctuation and use speech marks and apostrophes accurately.



## Maths

### Number:

1. Compare and order numbers to 1000 and read and write numbers to 1000 in numerals and words.
2. I can count from 0 in multiples of 4, 8, 50, 100.
3. Recognise the value of each digit in a 3-digit number.
4. Understand and can count in tenths, and find the fractional value of a given set.
5. Add and subtract fractions with a common denominator.
6. Find and remember multiplication facts for 3, 4 and 8 times tables.
7. Add and subtract mentally combinations of 1-digit and 2-digit numbers.
8. Add and subtract numbers with up to 3-digits using formal written methods.
9. Write and calculate mathematical statements for multiplication and division using the 2, 3, 4, 5, 8 and 10 times tables.
10. Calculate 2-digit x 1-digit. 11. Solve number problems using one and two step problems.

### Measurement and Geometry and Statistics:

1. Identify right angles and compare other angles stating whether they are greater or smaller than a right angle.
2. Identify horizontal and vertical lines and pairs of perpendicular and parallel lines.
3. Tell the time to the nearest minute and use specific vocabulary, including seconds, and am pm.
4. Measure, compare add and subtract using common metric measures.
5. Solve one and two step problems using information presented in scaled bar charts, pictograms and tables

### If your child has met these expectations, the next steps for them are:

1. Recognise the value of each digit in a 4-digit number and the value of a tenth.
2. Know all multiplication facts up to 10 x 10 and be able to instantaneously answer questions such as, how many 7s in 42?
3. Add and subtract numbers with any number of digits using formal written methods.
4. Begin to have an understanding about negative (e.g. numbers less than zero) numbers recognising they are smaller than zero.
5. Multiply and divide any 2-digit number by a single digit number and have an understanding of 'remainder'.
6. Can find fractional values (from  $\frac{1}{2}$  to  $\frac{1}{2}$ ) of amounts up to 1000.
7. Use knowledge of number to solve problems related to money, time and measures.
8. Know that the total internal angles of a triangle measure 180° and can measure each.
9. Can relate knowledge of time to problems related to timetables.
10. Measure, compare, add and subtract more complex problems using common metric measures set out in Kg, grams; Kl, litres; Km and metres, etc.