



**EXPECTATIONS FOR YEAR 3
READING, WRITING AND MATHEMATICS**

Breadth of Reading

- Read books at an age-appropriate interest level
- Participate in discussion about books read to them and books they have read
- Read about a wide range of non-fiction subjects
- Begin to identify conventions of different types of writing, e.g. the greeting in letters / numbering in instructions
- Use the contents page to locate information
- Make meaningful contributions to discussions about books read to them and books they have read
- Recognise some conventions of poetry, e.g. rhyming couplets, repetition, alliteration,

Intonation

- Willingly participate in performances of poems and play scripts
- Perform poems and play scripts, beginning to show some understanding through intonation, tone, volume or action
- Begin to use punctuation such as exclamation marks and questions marks to inform intonation used
- Summarise Main Ideas
- Briefly summarise the content of a paragraph
- Orally retell content from a range of books including fairy stories, myths and legends, focusing on the main event
- Add detail when retelling stories, including brief descriptions of characters and settings

Author's Use of Language

- Recognise the function of inverted commas 'They show me which words were spoken by the character'
- Check that a text makes sense to them, discussing their understanding
- Identify how presentation contributes to meaning The layout helped me to find the info I needed The bullet points showed
- me that it was a list The diagram helped me to understand
- Recognise the use of pronouns to avoid repetition she he they we us
- Explain why an author has used new paragraphs A change of time, place, topic or speaker

Explain Word Meanings in Context

With support, check meanings of words using a dictionary

- Make Inferences and Predictions

- Predict how the story might end, based on similar stories read I think he will find his way home in the end

Retrieve and Record Information

- Ask questions to improve their understanding of a text
- Justify their views with support describe favourite parts of the book – giving reasons – when prompted
- Answer questions to retrieve facts from non-fiction texts

Word Reading

- Read at a speed where they can focus on understanding rather than decoding individual words
- Correct independent decoding of some words from the Years 3 & 4 word list
- Correct independent reading of many words from the Years 3 & 4 word list
- Correct independent reading of many words from the spelling work for Years 3 & 4

WRITING – Year 3

Description

- Use a greater variety of adjectives enough famous favourite peculiar
- Describe a character's appearance using expanded noun phrases with appropriate punctuation
- his long, grey beard
- Use a range of adjectives and adverbs to describe a character's personality
The furious witch shouted angrily
- Use expanded noun phrases to describe a setting A deep, cold forest
- Identifying the reader
- Give appropriate titles to independent writing
- Make some improvements to Y3 grammar and punctuation after discussing it with a partner
- Independently make some improvements to own writing based on grammar and punctuation rules in Y3

Cohesion

- Begin to express time, place or cause using:
- conjunctions when before after while so because
- adverbs then slowly next soon therefore
- Separate sections of nonfiction using subheadings with adult guidance

- Begin to use fronted adverbials of time, not necessarily with a comma When I arrived
- Begin to express time, place or cause using prepositions before after during in because of
- With guidance, use new paragraphs to signal changes of time, place, topic or speaker
- Begin to use fronted adverbials of place Near the door
- manner In a hurry (not necessarily with a comma)
- Begin to use pronouns to avoid repetition she he they we us

Verbs/Tenses

- Use the present perfect instead of the simple past He has gone out to play rather than He went out to play

Clause Structure

- Recognise subordinate clauses Although she was hungry, Cherry went without lunch

Detail and Precision

- Use the indefinite articles a and an correctly a rock an open box
- Know how words related in meaning can form word families solve solution solver dissolve insoluble

Punctuation

Consistent independent use of:

- question marks
- exclamation marks
- Some use of inverted commas to punctuate direct speech, not necessarily with other punctuation to separate reporting clauses, nor with new paragraphs for new speakers at this stage "Let me out" she screamed.
- Many correct uses of: apostrophes for contracted form I'm I'll we'll
- Many correct uses of apostrophes for the possessive (singular) the girl's bag
- Confidently explain why contracted forms are used and give examples isn't you're she'd we'll mustn't it'd
- Consistent use of inverted commas

Spelling and Presentation

- Begin to show some consistency in sizes of lower- and upper-case letters

- All letters formed correctly and the right way around
- Embed spelling rules from Years 1 and 2, paying special attention to the rules for adding suffixes
- Use a range of prefixes in writing anti- anti-clockwise auto- autograph im- impossible re- reappear sub- subheading super- supermarket
- Use the suffix –ly to form adverbs completely finally sadly usually
- Begin to use a selection of spelling rules and words from the Year 3 and 4 spelling rules and spelling list
- When using -ly and –ally suffixes: change y to I happy à happily change -le to –ly gentle à gently add –ally to –ic endings basic à basically
- Know when to (and when not to) double consonants before adding prefixes forgetting forgotten beginner preferred
- gardening limited
- Spell half of the words from the Year 3 and 4 spelling word list
- Begin to join some letters

MATHEMATICS – Year 3

- Count from 0 in multiples of 4, 8, 50 and 100. Find 10 or 100 more or less than a given number.
- Recognise the place value of each digit in a three-digit number (hundreds, tens, ones).
- Compare and order numbers up to 1000. Read and write numbers up to 1000 in numerals and in words.
- Identify, represent and estimate numbers using different representations.
- Solve number problems and practical problems involving these ideas.
- Add and subtract numbers mentally, including: a 3-digit no and 1s, 10s, 100s.
- Add and sub numbers with up to 3 digits, using formal written methods of columnar add and sub.
- Estimate the answer to a calculation and use inverse operations to check answers.
- Solve problems, including missing number problems, using number facts, place value, and more complex add/sub.
- Recall and use multiplication and division facts for the 3, 4 and 8 multiplication tables.
- Write & calculate math statements for \times & \div using the tables they know, including 2 digit numbers times 1-digit numbers, using mental & formal written methods.
- Solve problems & missing number problems, involving \times & \div , including integer scaling problems & correspondence problems in which n objects are connected to m objects.
- Count up and down in tenths; recognise that tenths arise from dividing an object into 10 equal parts & in dividing one-digit numbers or quantities by 10.

- Recognise, find and write fractions of a discrete set of objects: unit fractions and non-unit fractions with small denominators.
- Recognise and use fractions as numbers: unit fractions and non-unit fractions with small denominators.
- Recognise and show, using diagrams, equivalent fractions with small denominators.
- Add and sub fractions with the same denominator within one whole (e.g. $\frac{5}{7} + \frac{1}{7} = \frac{6}{7}$).
- Compare and order unit fractions, and fractions with the same denominators.
- Measure, compare, add and subtract: lengths (m/cm/mm); mass (kg/g); volume/capacity (l/ml).
- Measure the perimeter of simple 2-D shapes.
- Add and subtract amounts of money to give change, using both £ and p in practical contexts.
- Tell/write the time from an analogue clock, inc Roman numerals from I to XII, and 12-hr/24-hr clocks.
- Est. & read time with increasing acc. to nearest min; record/compare time in secs, mins, hrs. Use vocab such as o'clock, a.m/p.m, morn, aft, noon & midnight
- Know the number of seconds in a minute and the number of days in each month, year and leap year.
- Draw 2-D shapes and make 3-D shapes using modelling materials; recognise 3-D shapes in different orientations and describe them.
- Recognise that angles are a property of shape or a description of a turn.
- Identify right angles, recognise that 2 right angles make a $\frac{1}{2}$ turn, 3 make $\frac{3}{4}$ of a turn & 4 a comp. turn. Identify whether angles. are greater or less than a right angle
- Identify horizontal and vertical lines and pairs of perpendicular and parallel lines.
- Interpret and present data using bar charts, pictograms and tables.
- Solve one-step and two-step questions such as 'How many more?' and 'How many fewer?' using info presented in scaled bar charts & pictograms & tables.