

**YEAR 3 READING**  
END OF YEAR EXPECTATIONS

**Note re. Bold Objectives:**

The objectives in bold are 'Key Performance Indicators' (KPIs) ; they are the fundamental objectives that MUST be achieved each year in order for them to be considered as 'secure' within their age band

<b>WORD READING</b>
<b>Apply their growing knowledge of root words, prefixes and suffixes (etymology and morphology) both to read aloud and to understand the meaning of new words they meets, to include: dis-, mis-, in-, il-, im-, ir-, -ly; (English Appendix 1)</b>
Read further exception words, noting the unusual correspondences between spelling and sound, and where these occur in the word (linked to spelling English Appendix 1)
<b>COMPREHENSION</b>
<b>Maintain positive attitudes to reading and understanding of what they read by listening to and discussing a wide range of fiction, poetry, plays and non-fiction</b>
Maintain positive attitudes to reading and understanding of what they read by reading books that are structured in different ways
Maintain positive attitudes to reading and understanding of what they read by increasing their familiarity with a wide range of books, including fairy stories, myths and legends, and retell some of these orally
<b>Maintain positive attitudes to reading and understanding of what they read by identifying themes in books</b>
Maintain positive attitudes to reading and understanding of what they read by reading aloud poems and perform play scripts
Maintain positive attitudes to reading and understanding of what they read by discussing words that capture the reader's interest and imagination
<b>Understand what they read by checking that the text makes sense to them, discussing their understanding of words</b>
Understand what they read by asking questions to improve their understanding of a text
<b>Understand what they read by drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence</b>
<b>Understand what they read by predicting what might happen from details stated</b>
<b>Understand what they read by identifying main ideas drawn from within one paragraph and summarise these</b>
Understand what they read by identifying how language, structure, and presentation contribute to meaning to include paragraphs, headings, sub-headings, inverted commas to punctuate speech
<b>Retrieve and record information from non-fiction</b>
Participate in reasoned discussion about books, poems and other material that are read to them and those they can read for themselves, taking turns and listening to what others say

Year 3 – 2014 Curriculum

**YEAR 3 MATHS**  
END OF YEAR EXPECTATIONS

<b>NUMBER AND PLACE VALUE</b>
<b>Count from 0 in multiples of 4, 8, 50 and 100; find 10 or 100 more or less than a given number</b>
<b>Recognise the place value of each digit in a three-digit number (hundreds, tens, ones)</b>
Compare and order numbers up to 1000
Identify, represent and estimate numbers using different representations
Read and write numbers up to 1000 in numerals and in words
<b>Solve number problems and practical problems involving these ideas</b>
<b>ADDITION AND SUBTRACTION</b>
<b>Add and subtract numbers mentally, including a three-digit number and ones</b>
<b>Add and subtract numbers mentally, including a three-digit number and tens</b>
<b>Add and subtract numbers mentally, including a three-digit number and hundreds</b>
Add and subtract numbers with up to three digits, using formal written methods of columnar addition and subtraction
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 addition and subtraction
<b>MULTIPLICATION AND DIVISION</b>
<b>Recall and use multiplication and division facts for the 3, 4 and 8 multiplication tables</b>
<b>Write and calculate mathematical statements for multiplication and division using the multiplication tables that they know, including for two-digit numbers times one-digit numbers, using mental and progressing to formal written methods</b>
Solve problems, including missing number problems, involving multiplication and division, including positive integer scaling problems and correspondence problems in which n objects are connected to m objects
<b>FRACTIONS</b>
<b>Count up and down in tenths; recognise that tenths arise from dividing an object into 10 equal parts and in dividing one-digit numbers or quantities by 10</b>
<b>Recognise, find and write fractions of a discrete set of objects: unit fractions and non-unit fractions with small denominators</b>
Recognise and use fractions as numbers: unit fractions and non-unit fractions with small denominators
<b>Recognise and show, using diagrams, equivalent fractions with small denominators</b>
Add and subtract 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
Solve fraction problems
<b>MEASUREMENT</b>
<b>Measure, compare, add and subtract: lengths (m/cm/mm); mass (kg/g); volume/capacity (l/ml)</b>
Measure the perimeter of simple 2-D shapes
<b>Add and subtract amounts of money to give change, using both £ and p in practical contexts</b>
<b>Tell and write the time from an analogue clock, including using Roman numerals from I to XII, and 12-hour and 24-hour clocks</b>
Estimate and read time with increasing accuracy to the nearest minute; record and compare time in terms of seconds, minutes and hours; use vocabulary such as o'clock, a.m./p.m., morning, afternoon, noon and midnight
Know the number of seconds in a minute and the number of days in each month, year and leap year
Compare durations of events (e.g. to calculate the time taken by particular events or tasks)

## GEOMETRY: PROPERTIES OF SHAPES

Draw 2-D shapes and make 3-D shapes using modelling materials; recognise 3-D shapes in different orientations and describe them

Recognise angles as a property of shape or a description of a turn

**Identify right angles, recognise that two right angles make a half-turn, three make three quarters of a turn and four a complete turn; identify whether angles are greater than or less than a right angle**

Identify horizontal and vertical lines and pairs of perpendicular and parallel lines

## STATISTICS

**Interpret and present data using bar charts, pictograms and tables**

Solve one-step and two-step questions (e.g. 'How many more?' and 'How many fewer?') using information presented in scaled bar charts and pictograms and tables

**YEAR 3 WRITING**  
END OF YEAR EXPECTATIONS

<b>COMPOSITION</b>
Plan his/her writing by discussing writing similar to that which he/she is planning to write in order to understand and learn from its structure and vocabulary
<b>Plan his/her writing by discussing and recording ideas within a given structure</b>
Draft and write by composing and rehearse sentences orally, building a varied and rich vocabulary and using sentences structures from English Appendix 2
Evaluate and edit by assessing the effectiveness of his/her own writing
Evaluate and edit by proposing changes to grammar and vocabulary linked to the use of a/an, conjunctions, adverbs and prepositions
<b>Proof-read for spelling errors and for punctuation- including full stop, apostrophe, comma, question mark, exclamation and inverted commas for speech</b>
Read his/her own writing aloud, to a group or the whole class, using appropriate intonation and controlling the tone and volume so that the meaning is clear
<b>VOCABULARY, PUNCTUATION AND GRAMMAR</b>
Form nouns using a range of prefixes (e.g. super-, anti-, auto-)
<b>Use the forms a or an according to whether the next word begins with a consonant or a vowel (e.g. a rock, an open box)</b>
Identify word families based on common root words (e.g. solve, solution, solver, dissolve, insoluble)
<b>Express time, place and cause using conjunctions (e.g. when, before, after, while, so, because), adverbs (e.g. then, next, soon, therefore), or prepositions (before, after, during, in, because of)</b>
<b>Begin to use paragraphs as a way to group related material</b>
<b>Use headings and sub-headings to aid presentation</b>
Use the present perfect form of verbs instead of the simple past (e.g. He has gone out to play contrasted with He went out to play)
<b>Begin to use inverted commas to punctuate direct speech</b>
Understand the following terminology: Preposition, conjunction. Word family, prefix. Clause, subordinate clause. Direct speech. Consonant, consonant letter vowel, vowel letter. Inverted commas (or 'speech marks').
<b>SPELLING</b>
Use the prefixes un-, dis-, mis-, re-, pre-
Add suffixes beginning with vowel letters to words of more than one syllable (forgetting, preferred, gardening, limited)
Use the suffix -ly
Spell words with endings sounding like 'zh' and 'ch' (treasure, measure, picture, nature)
Spell words with endings which sound like 'zhun' (division, decision)
Spell homophones brake/break, fair/fare, grate/great, groan/grown, here/hear, heel/heal/he'll, mail/male, main/mane, meet/meet, peace/piece, plain/pane
Spell words that are often misspelt (English Appendix 1)
Spell words containing the 'i' sound spelt 'y' elsewhere than at the end of words (myth, gym)
Spell words containing the 'u' sound spelt 'ou' (young, touch, double)
Spell words with the 'k' sound spelt 'ch' (scheme, school, echo)
Spell words with the 'sh' sound spelt 'ch' (chef, machine)
Spell words with the 'ay' sound spelt 'ei', 'eigh' or 'ey' (eight, they)
Use the first two or three letters of a word to check its spelling in a dictionary
Write from memory simple sentences, dictated by the teacher, that include words and punctuation taught so far