



Year 3 Expectations
Reading, Writing and Mathematics

READING – Year 3

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

With support, check **meanings** of words using a **dictionary**
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 no 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.