

# YEAR 3 EXPECTATIONS

## Mathematics

Number and Place Value	Addition and Subtraction	Multiplications and Division	Fractions
<p>Sufficient evidence shows the ability to:</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Count from 0 in multiples of 4, 8, 50 and 100; find 10 or 100 more or less than a given number.</li> <li><input type="checkbox"/> Recognise the place value of each digit in a three digit number (hundreds, tens, ones).</li> <li><input type="checkbox"/> Identify, represent and estimate numbers using different representations.</li> <li><input type="checkbox"/> Read and write numbers up to 1000 in numerals and in words.</li> <li><input type="checkbox"/> Solve number problems and practical problems involving these ideas.</li> </ul>	<p>Sufficient evidence shows the ability to:</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Add and subtract numbers mentally, including: a three-digit number and ones, a three-digit number and tens, a three-digit number and hundreds.</li> <li><input type="checkbox"/> Add and subtract numbers with up to three digits, using formal written methods of columnar addition and subtraction.</li> <li><input type="checkbox"/> Estimate the answer to a calculation and use inverse operations to check answers.</li> <li><input type="checkbox"/> Solve problems, including missing number problems, using number facts, place value, and more complex addition and subtraction.</li> </ul>	<p>Sufficient evidence shows the ability to:</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Recall and use multiplication and division facts for the 3, 4 and 8 multiplication tables.</li> <li><input type="checkbox"/> 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.</li> <li><input type="checkbox"/> 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.</li> </ul>	<p>Sufficient evidence shows the ability to:</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> 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.</li> <li><input type="checkbox"/> Recognise, find and write fractions of a discrete set of objects: unit fractions and non-unit fractions with small denominators.</li> <li><input type="checkbox"/> Recognise and use fractions as numbers: unit fractions and non-unit fractions with small denominators.</li> <li><input type="checkbox"/> Recognise and show, using diagrams, equivalent fractions with small denominator.</li> <li><input type="checkbox"/> Add and subtract fractions with the same denominator within one whole [for example, <math>5/7 + 1/7 = 6/7</math>]</li> <li><input type="checkbox"/> Compare and order unit fractions, and fractions with the same denominators.</li> <li><input type="checkbox"/> Solve problems that involve all of the above.</li> </ul>

## YEAR 3 EXPECTATIONS

Measures	Geometry – Properties of Shape	Geometry – Position and Movement	Statistics
<p>Sufficient evidence shows the ability to:</p> <ul style="list-style-type: none"> <li>❑ Measure, compare, add and subtract: lengths (m/cm/mm); mass (kg/g); volume/capacity (l/ml).</li> <li>❑ Measure the perimeter of simple 2-D shapes.</li> <li>❑ Add and subtract amounts of money to give change, using both £ and p in practical contexts.</li> <li>❑ Tell and write the time from an analogue clock, including using Roman numerals from I to XII, and 12-hour and 24-hour clocks.</li> <li>❑ 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.</li> <li>❑ Know the number of seconds in a minute and the number of days in each month, year and leap year.</li> <li>❑ Compare durations of events [for example to calculate the time taken by particular events or tasks].</li> </ul>	<p>Sufficient evidence shows the ability to:</p> <ul style="list-style-type: none"> <li>❑ Draw 2-D shapes and make 3-D shapes using modelling materials; recognise 3-D shapes in different orientations and describe them.</li> <li>❑ Recognise angles as a property of shape or a description of a turn.</li> <li>❑ 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.</li> <li>❑ Identify horizontal and vertical lines and pairs of perpendicular and parallel lines.</li> </ul>	<p>Sufficient evidence shows the ability to:</p> <ul style="list-style-type: none"> <li>❑ Use mathematical vocabulary to describe position, direction and movement, including movement in a straight line and distinguishing between rotation as a turn and in terms of right angles for quarter, half and three-quarter turns (clockwise and anticlockwise).</li> </ul>	<p>Sufficient evidence shows the ability to:</p> <ul style="list-style-type: none"> <li>❑ Interpret and present data using bar charts, pictograms and tables solve one-step and two-step questions [for example, 'How many more?' and 'How many fewer?'].</li> <li>❑ Use information presented in scaled bar charts and pictograms and tables.</li> </ul>

# YEAR 3 EXPECTATIONS

## Reading

### Word Reading

### Comprehension

Sufficient evidence shows the ability to...

Read with fluency a range of age-appropriate text types from those specified for YRs 3 and 4 (which may include fairy stories, myths and legends, poetry, plays and non-fiction books). Read at a speed sufficient for them to focus on understanding.

Read most common exception words by sight, (including all those in the YR 2 spelling appendix) noting unusual correspondence between spelling and sound.

Know the full range of GPCs, and use phonic skills consistently and automatically to address unfamiliar or challenging words.

Determine the meaning of new words by sometimes applying knowledge of root words and their affixes e.g. disagree, misbehave, incorrect.

Prepare poems and play scripts to read aloud and perform. Show appropriate intonation and volume when reciting or reading aloud.

Sufficient evidence shows the ability to...

Fully engage with and enjoy reading a range of texts, making choices and explaining preferences; begin to know preferred authors and text types; talk about books enjoyed both in and out of school.

Listen to, discuss and express views about a wide range of fiction (including fairy stories, and perhaps myths and legends over the two YR cycle), poetry (including those read aloud and performed) and plays - sometimes at a level beyond that which they can read independently.

Listen to and discuss a range of non-fiction and reference or text books, that are structured in different ways; identify their particular characteristics; recognise typical presentational features.

Identify themes and conventions in a range of books e.g. identify a theme of 'journeys' or 'invasion'; recognise the conventions of a fairy story or play; recognise how a nonfiction book is often organised and presented.

Recognise some different forms of poetry, such as shape poems, free verse or narrative; explain their differences.

Draw inferences and justify with evidence e.g. characters' feelings, thoughts and motives, from their actions or words.

Predict what might happen from details stated and implied.

Explain the meaning of words in context; use dictionaries to check meanings.

Check the text makes sense, reading to the punctuation and usually re-reading or self-checking.

Explain and discuss their understanding of the text e.g. explain events; describe a character's actions.

Retrieve and record information from non-fiction texts.

Identify how language, structure and presentation contribute to meaning e.g. that the use of the word 'trembling' indicates that the kitten is scared; that the text box provides a list of quick facts.

Discuss words and phrases that capture the reader's interest and imagination.

During discussion about texts, ask questions to improve their understanding; take turns and listen to what others have to say.

# YEAR 3 EXPECTATIONS

## Writing

Transcription		Composition	
Spelling	Handwriting	Composition: structure and purpose	Vocabulary, grammar and punctuation
<p>Sufficient evidence shows the ability to...</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Write from memory, simple dictated sentences which include familiar GPCs, common exception words and punctuation.</li> <li><input type="checkbox"/> Use knowledge of morphology to spell some words with prefixes e.g. dis- mis-, in-, super-, anti-.</li> <li><input type="checkbox"/> Spell some words with the suffixes: -ation, -ly, -sure, -tion, -sion and -ssion.</li> <li><input type="checkbox"/> Write words spelt ei, eigh or ey e.g. vein, weight, obey.</li> <li><input type="checkbox"/> Spell a range of common homophones from the YR 3-4 spelling appendix e.g. berry, bury; break, brake; here, hear; grown, groan.</li> <li><input type="checkbox"/> Embed use of apostrophe for a range of contractions and for singular nouns. Introduce plural possession e.g. boys' coats.</li> <li><input type="checkbox"/> Spell some words from the YR 3-4 statutory word list.</li> </ul>	<p>Evidence:</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Writing is legible.</li> <li><input type="checkbox"/> Letters are gaining in consistency of size and formation. Capital letters are the correct size relative to lower case.</li> <li><input type="checkbox"/> Writing is usually spaced sufficiently so that ascenders and descenders do not meet.</li> <li><input type="checkbox"/> Appropriate letters are joined, according to the school's handwriting approach.</li> </ul>	<p>Sufficient evidence shows the ability to...</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Compose and rehearse sentences orally. Talk about initial ideas in order to plan and draft before writing.</li> <li><input type="checkbox"/> Write to suit purpose, and show some features of the genre being taught.</li> <li><input type="checkbox"/> Create chronological narratives; write in sequence. Write simple beginning, middle, ending.</li> <li><input type="checkbox"/> With scaffold, organise sections broadly, within a theme.</li> <li><input type="checkbox"/> Use headings and subheadings to aid presentation.</li> <li><input type="checkbox"/> Describe characters, settings and /or plot in a simple way, with some interesting details.</li> <li><input type="checkbox"/> Evaluate own and others' writing, with direction; reread and check own writing; make changes.</li> </ul>	<p>Sufficient evidence shows the ability to...</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Write a range of sentence types which are usually grammatically accurate e.g. commands, questions and statements.</li> <li><input type="checkbox"/> Express time, place and cause using conjunctions e.g. when, before, after, while, so, because. Use coordinating and simple subordinating conjunctions to join clauses.</li> <li><input type="checkbox"/> Identify and use a range of prepositions.</li> <li><input type="checkbox"/> Demarcate sentences with increasing security, including capital letters, full stops, question marks and exclamation marks; commas to separate items in lists.</li> <li><input type="checkbox"/> Identify direct speech. Begin to use inverted commas for direct speech.</li> <li><input type="checkbox"/> Consolidate knowledge of word classes: noun, adjective, verb, adverb.</li> <li><input type="checkbox"/> Use 'a' or 'an' according to whether the next word begins with a consonant or vowel.</li> <li><input type="checkbox"/> Usually use the past or present tense appropriately. Sometimes use the present perfect e.g. He has gone out to play.</li> </ul>