



Brockholes  
CE (C) J&I  
School

## Parent Information

# New Primary Curriculum

End of Year 3 Expectations

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### Number:

Write down all numbers said to them up to 1000  
Know place value of each digit in a 3-digit number  
Order a set of 3-digit numbers: greatest first, smallest first  
Count on and back from any number in 2s, 3s, 4s, 5s, 8s, 10s, 50s, and 100s up to 1000  
Know 100 more than a given number to 1000  
Know 100 less than a given number to 1000  
Add 2 or 3 numbers with 3-digits, using column addition  
Subtract 2 numbers with 3-digits using column subtraction  
Rapid recall: Add rapidly a 3-digit number to a 1-digit number; to a 10s number; and to a 100s number  
Subtract rapidly a 1-digit number from a 3-digit number; a 10s number and a 100s number  
Rapid Recall: 2x, 3x, 4x, 5x, 8x, 10s tables and their inverses  
Multiply a 2-digit number by a 1-digit number  
Divide 2, 3, 4, 5, 8 and 10 into a 2-digit number (no remainder)  
Fractions: Find  $\frac{1}{2}$ ,  $\frac{1}{4}$ ,  $\frac{1}{5}$  of a 2-digit number  
Order fractions from  $\frac{1}{2}$  to  $\frac{1}{12}$

Know pairs of fractions that make up 1 whole  
Know equivalent fractions of  $\frac{1}{2}$ ,  $\frac{1}{4}$ ,  $\frac{1}{5}$  and  $\frac{1}{10}$   
Add 2 fractions with same denominator  
Subtract 1 fraction from another with same denominator

### Measurement, Geometry and Statistics:

Identify right angles; compare other angles to being greater or smaller than a right angle  
Identify horizontal and vertical lines and pairs of perpendicular and parallel lines  
Tell time to nearest minute and use specific vocabulary: seconds, am and pm  
Measure, compare, add and subtract using common metric measures  
Solve one-step and two step problems using information presented in scaled bar charts, pictograms and tables

## End of Year 3 Expectations

### Word Reading:

- Apply knowledge of root words, prefixes and suffixes to read aloud and to understand the meaning of unfamiliar words
- Read further exception words, noting the unusual correspondences between spelling and sound, and where these occur in the word
- Attempt pronunciation of unfamiliar words drawing on prior knowledge of similar looking words

### Comprehension:

- Experience and discuss a range of fiction, poetry, plays, non-fiction and reference books or textbooks
- Know that non-fiction books are structured in different ways and be able to use them effectively
- Begin to understand that narrative books are structured in different ways, for example, quest stories and stories with dilemmas
- Ask questions to improve understanding of a text
- Predict what might happen from details stated

### Comprehension

- Draw inferences such as inferring characters' feelings, thoughts and motives from their actions
- Use dictionaries to check the meaning of unfamiliar words
- Identify main idea of a text
- Identify how structure, and presentation contribute to the meaning of texts
- Retrieve and record information from non-fiction
- Discuss books, poems and other works that are read aloud and independently, taking turns and listening to others' opinions
- Explain and discuss understanding of books, poems and other material, both those read aloud and those read independently
- Prepare poems to read aloud and to perform, showing understanding through intonation, tone, volume and action

## Year 3 Expectations: Transcription

- Spell words with additional prefixes and suffixes and understand how to add them to root words, for example – form nouns using super, anti, auto
- Recognise and spell additional homophones, for example – he'll, heel, heal
- Use the first two or three letters of a word to check its spelling in a dictionary
- Spell correctly word families based on common words, for example – solve, solution, solver
- Spell identified commonly misspelt words from Year 3 and 4 word list
- Make analogies from a word already known to apply to an unfamiliar word
- Identify the root in longer words
- Use the diagonal and horizontal strokes that are needed to join letters
- Understand which letters, when adjacent to one another, are best left unjoined
- Increase the legibility, consistency and quality of handwriting

## Year 3 Expectations: Composition

- Look at and discuss models of writing of the text type, purpose and audience to be written, noting: structure; grammatical features and use of vocabulary
- Compose sentences using a wider range of structures linked to the grammar objectives
- Write a narrative with a clear structure, setting, characters and plot
- Write a non-narrative using simple organisational devices such as headings and sub-headings
- Suggest improvement to writing through assessing writing with peers and self assess
- Make improvements by proposing changes to grammar and vocabulary to improve consistency, e.g. the accurate use of pronouns in sentences
- Use a range of sentences with more than one clause by using a wider range of conjunctions, e.g. *when, if, because, although*
- Use the perfect form of verbs to mark relationships of time and cause
- Use conjunctions, adverbs and prepositions to express time and cause
- Proof-read to check for errors in spelling and punctuation errors

## Parents' Guide Year 3 and 4 Word List

accident(ally)	difficult	probably
actual(ly)	disappear	promise
address	early length	purpose
answer	library	quarter
appear	material	question
arrive	medicine	recent
believe	mention	regular
bicycle	minute	reign
breath	natural	remember
breathe	naughty	sentence
build	notice	separate
busy/business	occasion(ally)	special
calendar	often	straight
caught	opposite	strange
centre	ordinary	strength
century	particular	suppose
certain	peculiar	surprise
circle	perhaps	therefore
complete	popular	though/although
consider	position	thought
continue	possess(ion)	through
decide	possible	various
describe	potatoes	weight
different	pressure	woman/women