

Year 3

The learner

Year 3 children move into a new key stage. The end of Key Stage 1 assessment provides a clear benchmark of their attainment in literacy and mathematics. Use of this assessment profile, together with ongoing teacher assessment, informs planning and teaching across the broader curriculum. The profile enables teachers to identify and plan how to address any gaps in learning. Helping children to recognise their progress maintains their enthusiasm and motivation. A careful blend of support and increasing independence over the year promotes children's sense of responsibility as learners. Year 3 teachers need to take every chance to link literacy and mathematics to practical experience, to learning in other curricular areas and to children's lives. The home-school link remains a critically important element in supporting children's progress in literacy and mathematics.

Learners experience systematic literacy and mathematics teaching every day. Effective daily literacy and mathematics teaching provides new learning, consolidation through practice and opportunities to use and apply their learning to solve problems and pursue enquiries. Further opportunities to link their learning to other curricular activities strengthen children's knowledge, skills and understanding and emphasise the role that literacy and mathematics play in communicating, quantifying and explaining events.

By the end of Key Stage 1, most children have developed as confident early readers and writers. In Year 3, their range of reading broadens, in printed, ICT-based and multimodal texts. Some children enter Year 3 with insecure reading skills and need considerable support, not just in learning skills and strategies but in maintaining interest and enthusiasm. A planned read-aloud programme is one key to the transition from supported to independent reading. Listening to high-quality, interesting texts at a level well beyond their decoding skills develops children's comprehension and enthusiasm. Teachers encourage children to be experimental as writers, including encouraging the use of pictures and varying layout on paper and screen. They promote an adventurous approach to sentence construction and vocabulary choice. All the time, they make children aware of the effect of their choices on the reader.

At the start of Year 3, the majority of children are on the brink of independence in literacy. The confidence gained in Year 2 needs to be sustained as they move into a new key stage, to build enthusiasm, interest and motivation. Teachers need to balance support and the move to independent reading and writing carefully. They will need to consider any additional support needed for children with SEN and children for whom English is an additional language.

By the end of Key Stage 1, most children have a range of counting skills using whole-number steps. They are becoming more confident in their understanding and use of all four number operations. They know all number pairs up to 10 and for 20 and the multiplication facts for the 2, 5 and 10 times-tables. They use signs and symbols to record and interpret number sentences and find the values of an unknown number. They partition two-digit numbers and add and subtract mentally single-digit numbers to and from two-digit numbers.

At the start of Year 3, the majority of children have a stronger understanding of the number system and of the four operations. They solve problems set in different contexts, recording the steps and information used, and checking solutions. They describe patterns that they observe, begin to make predictions and test them with examples. Children solve logical problems and, working with other children, follow a line of enquiry, making choices and decisions which they can explain. Children continue to develop and use informal written methods of calculation, supported by practical methods, while drawing on more secure recall and mental skills. They visualise and recognise simple properties of shapes. They use standard units of measure, including units of time.

The activities children engage in should support them in developing many of the key aspects of learning identified in *Excellence and enjoyment: learning and teaching in the primary years*.

Speaking and listening

Speaking and listening, as well as being critical skills in their own right, underpin reading and writing skills and the development of mathematical thinking and ideas in a broad and rich curriculum. Children meet a wide range of oral and written language and develop their use of vocabulary in literacy and mathematics and across all subjects. The majority of children will be able to engage well orally with their peers and familiar adults, talking coherently and sustaining conversations with others. They will listen attentively and join in whole-class and small-group discussion, for example to share their solutions and methods.

In Year 3 children continue to develop their speaking and listening skills through a rich curriculum. They use talk functionally in groups to get things done in different subject areas, developing the skills of active listening and taking turns to speak. For example, in mathematics they use the names of shapes and solids, using criteria such as size and properties relating to faces and vertices to sort them. They read calculations aloud for other children to solve, which helps them to visualise the structure and the number sentence involved.

Children also talk to explore issues and to reflect on feelings, behaviour and relationships, for example using the social and emotional aspects of learning (SEAL) activities. Drama, role-play, storytelling and oral performance enable children to respond imaginatively to all kinds of texts and to interpret real and imagined experiences in a variety of ways. Speaking and listening activities, drama and role-play allow children to create a sense of community and shared experience. They continue to support reading and writing in all curricular areas.

Confidence in speaking and awareness of audience grow in Year 3. There will be many opportunities to develop and practise performance skills, linked to their own and authors' scripts, when performing plays and poetry to both small and large groups in and out of school. Children share their ideas and strategies with their talk partners and in groups, and learn to use the language of reasoning to justify choices.

Literacy

Most children continue to develop reading comprehension using a range of strategies. They are becoming aware of varying text organisation and style. They identify and articulate the main points of a passage, using text marking or graphic organisers. They identify complications, dilemmas and resolutions in narrative texts. They make inferences about the thoughts and feelings of the main characters, justifying views using evidence from the text. They identify consequences in logical explanations and begin to monitor their own comprehension, using 'look back' strategies to clarify misunderstandings or check details. Children in Year 3 need to be able to use underlying typical themes, plots and ideas of stories to make predictions. They need to use questions about how and why authors use grammatical and literary features to express and describe ideas. The tasks for the Year 3 reader are to develop reading stamina and fluency and to widen their reading range across fiction, poetry and non-fiction. Teachers revisit familiar texts as well as developing the range and length of 'read alouds'. Including non-fiction regularly helps learners to understand and internalise text organisation and exposes them to the linguistic features of recounts, reports, instructions and explanations.

During the year, most children share and compare reasons for reading preferences and extend the range of books they read. They become more aware of authors, recognising common settings, characters or themes in an author's work and being able to talk about their favourites. Children learn how to discuss and record their reaction to texts they have read, making simple evaluations and giving their reasons. They are developing personal tastes, for example avidly reading a series of books by the same author.

By the beginning of Year 3 it is expected that most children have acquired a sizable vocabulary of words they can access automatically for reading and spelling. This will include 300 of the most frequently occurring words and other words they encounter at home and school. Their broad

knowledge of the phonic code and growing understanding of the morphemic structure of words enable them to learn to read and spell new words independently, so their reading and spelling vocabulary expands rapidly during Year 3. This is a critical year for moving from a primarily phonics-based spelling approach to one that takes more account of morphemic word structure and etymology. The accuracy of spelling high frequency words increases.

Some children in Year 3 are still insecure with reading and continue to need support in learning skills and strategies and in maintaining interest and enthusiasm. Wanting to read is important as well as learning how to do it. As in Year 2, listening to high-quality texts, guided reading and targeted intervention programmes are essential elements for this group. It is vital to maintain the interest and motivation of struggling readers, giving them access to texts well beyond their own reading ability.

Planning through talk and oral rehearsal are key skills for Year 3 as children develop as writers. In narrative writing story structures are developed, as learners vary their openings, link a series of events and are aware of the effects of different endings. Familiar stories are used as models. Settings, character description and dialogue all develop in range, with the use of lively, imaginative detail. In non-fiction writing, instructions and first-person recounts based on real-life experience continue to develop. Most children make decisions about the form and purpose for their writing and develop success criteria against which they can evaluate their work.

The majority of children become secure in using simple and compound sentences, extending their use of subordinators such as 'if', 'so', 'while', 'though', 'since'. Through listening, reading and specific teaching, they will meet complex sentences, often unrelated to their everyday speech patterns. Beginning to use complex sentences, where appropriate, adds maturity, interest and variety to their narrative and non-fiction writing. They use interesting and more specific vocabulary, for example 'poodle' for 'dog', and vary the use of adjectives and verbs for impact.

Teachers continue to teach and to provide practice time to support the correct formation of the four basic handwriting joins from Year 2. The majority of children use these in independent writing. They write with consistency in size and proportion of letters and spacing within and between words. They develop accuracy and speed when using the keyboard to type, edit and re-draft their writing.

Further guidance and support on planning to meet the needs of Year 3 learners in literacy can be found in the planning section of the electronic Framework.

Mathematics

In Year 3, most children follow a line of enquiry and solve one-step and two-step problems involving numbers, money or measures, including time. They identify the information that they need, decide which method to use, and explain and record the calculations that they undertake to solve the problem. They use the inverse operations to solve and check solutions to problems. Teachers plan regular opportunities for children to use and apply their mathematics in the daily mathematics lesson and across the curriculum.

Children consolidate and extend their knowledge and understanding of number through frequent and regular practice. They build on their understanding of place value to partition three-digit numbers, round two-digit and three-digit numbers to the nearest 10 or 100 and position numbers on a number line, helped by images such as a counting stick or use of interactive ICT tools.

The majority of children read and write proper fractions. Through carefully planned practical activity, they understand that in the fraction $\frac{1}{5}$ the denominator 5 identifies the number of parts of the whole quantity. Children derive and recall addition and subtraction facts for numbers to at least 20 and learn by heart the 2, 3, 4, 5, 6 and 10 times-tables. They use these facts to derive division facts and to carry out multiplication and division mentally.

Most children extend their mental calculation skills to add and subtract combinations of one-digit and two-digit numbers and to construct equivalent calculations. They use written methods to add and subtract two-digit and three-digit numbers. Children represent calculations such as $318 + 65$ as steps on a number line, linking this to methods of recording where 65 is partitioned into 60 and 5. They use practical and informal methods to multiply and divide two-digit numbers. Children carry out calculations involving remainders and round up or down according to the context. Teachers provide real-life contexts that present children with illustrations of where this is necessary.

The majority of children draw and make 2-D shapes and 3-D solids. They make shapes on grids and reflect these shapes in a mirror line, and identify and complete shapes with reflective symmetry. Children describe direction and movement about a grid using the four compass points. They identify right angles in shapes and compare other angles with right angles. Teachers draw on other areas of the curriculum to provide images for children to explore and use, or practical activities where the shapes and solids are being created or manipulated.

Most children read scales and measure to the nearest division with increasing precision and accuracy. They use standard units to measure length, weight and capacity. They collect, organise and interpret data to find answers to questions and organise the data using tally charts or frequency tables and present it as pictograms or bar charts. Teachers plan opportunities in other subject areas, for children to apply the measuring and data handling skills they have acquired in mathematics. Children read time on a 12-hour digital clock and to the nearest 5 minutes on an analogue clock.

Further guidance and support on planning to meet the needs of Year 3 learners in mathematics can be found in the planning section of the electronic Framework.

Embedding key aspects of learning

In Year 3, children's thinking, communication and social skills continue to develop. For example, through reading and writing narrative and poetry, children develop their skills in questioning, reasoning, evaluating and empathy. Literature helps them develop self-awareness and an understanding of managing difficult feelings in themselves and others. Non-fiction reading and writing develops clarity and precision of expression. In mathematics, children develop more secure understanding and wider knowledge and skills to call on. These inform their thinking, communication and evaluative skills. Children contribute to questions and lines of enquiry that they develop when they use and apply their mathematics. They evaluate their own and other children's ideas and methods. They make increasing numbers of choices and decisions about what information is important and the resources and methods to use to solve problems.

Children develop enquiry, information processing and communication skills as they retrieve information from a wide range of texts, including ICT and multimodal texts. They learn how to locate information across texts, and then plan how to present it effectively, orally or in writing, for a specific audience. In mathematics, children learn more ways to organise and present information, drawing on ICT to help them. Communication is developed as children talk about their mathematics, describing solutions and explaining methods orally and in writing, using pictures and diagrams. They learn new vocabulary to discuss topics such as fractions and early concepts of proportion.

Working in pairs and groups helps children to develop their social skills as they share their ideas and thinking. Children begin to develop an understanding of how they learn. This self-awareness enables them to recognise what they can do well and what they need to improve, and they become increasingly able to consider and set their own learning goals.

Children begin to use texts as evidence and to apply their own knowledge and experience when interpreting them. They continue to develop the ability to evaluate their own writing through evaluating other people's writing and the usefulness of texts for particular purposes. In mathematics, children evaluate efficiency when calculating or sorting and organising data. As children develop these

evaluative tools, teachers plan opportunities for children to apply the skills involved in other areas of the curriculum.

Speaking, listening, reading and writing encourage creative thinking by providing opportunities to make connections and to see relationships. Teachers provide learning activities that encourage children to visualise the past and project into the future. They open up for exploration ideas, and real and imagined worlds, with endless possibilities. Children have opportunities for creative thinking when they identify patterns in shapes and relationships between numbers, and when they make estimates and predictions they can check and test. The introduction to informal written methods of calculation and their relation to more visual and kinaesthetic models help children to see connections within mathematics and how they might apply these to other aspects of learning.

Inclusion

Children with SEN and/or learning difficulties or disabilities

Where possible through the use of appropriate access strategies and support, Year 3 children with SEN will be working towards the same learning objectives as their peers. From time to time those working well below the level of the whole class may be working towards related objectives chosen from the relevant progression strand from an earlier year.

Children who are gifted and talented

Children who are working well above the overall level of their class or group will be engaging with a range of experiences designed to broaden or deepen their learning while working on the same learning objectives as their peers. From time to time they may also be accelerating the pace of their learning by working towards objectives chosen from the relevant progression strand from a later year.

Children learning EAL

Year 3 children learning EAL will be accessing curriculum content while also developing cognitive and academic language within whole-class, group and independent contexts. Through the use of appropriate access strategies and support, they will be experiencing a level of cognitive challenge consistent with that provided for their peers. Those Year 3 children who have become conversationally fluent will continue to receive support to develop the academic language and vocabulary associated with the subject and the language and grammar used to express ideas and thinking within the subject.

Further guidance and support on planning for inclusion to meet the needs of Year 3 learners in literacy and mathematics can be found in the planning section of the electronic Framework.