

## Mathematics: Year 3 Expectations

Year 3 Expectations: Number	Year 3 Expectations: Measurement, Geometry and Statistics
• Compare and order numbers to 1000 and read and write numbers to 1000 in numerals and words	• Identify right angles; compare other angles to being greater or smaller than a right angle
• Count from 0 in multiples of 4, 8, 50 and 100	• Identify horizontal and vertical lines and pairs of perpendicular and parallel lines
• Recognise the value of each digit in a 3-digit number	• Tell time to nearest minute and use specific vocabulary: seconds, am and pm
• Understand and count in tenths, and find the fractional value of a given set	• Measure, compare, add and subtract using common metric measures
• Add and subtract fractions with a common denominator	• Solve one-step and two step problems using information presented in scaled bar charts, pictograms and tables
• Derive and recall multiplication facts for 3, 4 and 8x multiplication tables	
• Add and subtract mentally combinations of 1-digit and 2-digit numbers	
• Add and subtract numbers with up to 3-digits using formal written methods	
• Write and calculate mathematical statements for multiplication and division; including 2-digit number with a 1-digit number (from multiplication tables they know, ie, 2, 3, 4, 5, 8 and 10)	
• Solve number problems using one and two step operations	



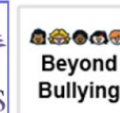
*Queeniborough C.E. Primary School*

## End of Year Expectations for Year 3

This booklet provides information for parents and carers on the end of year expectations for children in our school. The National Curriculum outlines these expectations as being the minimum requirements your child must meet in order to ensure continued progress.

All the objectives will be worked on throughout the year and will be the focus of direct teaching. Any extra support you can provide in helping your children to achieve these is greatly valued.

If you have any queries regarding the content of this booklet or want support in knowing how best to help your child please talk to your child's teacher.



## Reading: Year 3 Expectations

Word Reading	Reading Comprehension (continued)
<ul style="list-style-type: none"> <li>•Apply knowledge of root words, pre-fixes and suffixes to read aloud and to understand the meaning of unfamiliar words</li> </ul>	<ul style="list-style-type: none"> <li>•Draw inferences such as inferring characters' feelings, thoughts and motives from their actions</li> </ul>
<ul style="list-style-type: none"> <li>•Read further exception words, noting the unusual correspondences between spelling and sound, and where these occur in the word</li> </ul>	<ul style="list-style-type: none"> <li>•Identify how structure, and presentation contribute to the meaning of texts</li> </ul>
<ul style="list-style-type: none"> <li>•Attempt pronunciation of unfamiliar words drawing on prior knowledge of similar looking words</li> </ul>	<ul style="list-style-type: none"> <li>•Identify main idea of a text</li> </ul>
<b>Reading Comprehension</b>	Use dictionaries to check the meaning of unfamiliar words
<ul style="list-style-type: none"> <li>•Experience and discuss a range of fiction, poetry, plays, non-fiction and reference books or textbooks</li> </ul>	<ul style="list-style-type: none"> <li>•Retrieve and record information from non-fiction</li> </ul>
<ul style="list-style-type: none"> <li>•Know that non-fiction books are structured in different ways and be able to use them effectively</li> </ul>	<ul style="list-style-type: none"> <li>•Discuss books, poems and other works that are read aloud and independently, taking turns and listening to others' opinions</li> </ul>
<ul style="list-style-type: none"> <li>•Begin to understand that narrative books are structured in different ways, for example, quest stories and stories with dilemmas</li> </ul>	<ul style="list-style-type: none"> <li>•Explain and discuss understanding of books, poems and other material, both those read aloud and those read independently</li> </ul>
<ul style="list-style-type: none"> <li>•Ask questions to improve understanding of a text</li> </ul>	<ul style="list-style-type: none"> <li>•Prepare poems to read aloud and to perform, showing understanding through intonation, tone, volume and action</li> </ul>
<ul style="list-style-type: none"> <li>•Predict what might happen from details stated</li> </ul>	



## Writing: Year 3 Expectations

Transcription	Composition
<ul style="list-style-type: none"> <li>•Spell words with additional prefixes and suffixes and understand how to add them to root words, for example - form nouns using super, anti, auto</li> </ul>	<ul style="list-style-type: none"> <li>•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</li> </ul>
<ul style="list-style-type: none"> <li>•Recognise and spell additional homophones, for example - he'll, heel, heal</li> </ul>	<ul style="list-style-type: none"> <li>•Compose sentences using a wider range of structures linked to the grammar objectives</li> </ul>
<ul style="list-style-type: none"> <li>•Use the first two or three letters of a word to check its spelling in a dictionary</li> </ul>	<ul style="list-style-type: none"> <li>•Write a narrative with a clear structure, setting, characters and plot</li> </ul>
<ul style="list-style-type: none"> <li>•Spell correctly word families based on common words, for example - solve, solution, solver</li> </ul>	<ul style="list-style-type: none"> <li>•Write a non-narrative using simple organisational devices such as headings and sub-headings</li> </ul>
<ul style="list-style-type: none"> <li>•Spell identified commonly misspelt words from Year 3 and 4 word list</li> </ul>	<ul style="list-style-type: none"> <li>•Suggest improvement to writing through assessing writing with peers and self-assessment</li> </ul>
<ul style="list-style-type: none"> <li>•Make analogies from a word already known to apply to an unfamiliar word</li> </ul>	<ul style="list-style-type: none"> <li>•Make improvements by proposing changes to grammar and vocabulary to improve consistency, e.g. the accurate use of pronouns in sentences</li> </ul>
<ul style="list-style-type: none"> <li>•Identify the root in longer words</li> </ul>	<ul style="list-style-type: none"> <li>•Use a range of sentences with more than one clause by using a wider range of conjunctions, e.g. when, if, because, although</li> </ul>
<ul style="list-style-type: none"> <li>•Use the diagonal and horizontal strokes that are needed to join letters</li> </ul>	<ul style="list-style-type: none"> <li>•Use the perfect form of verbs to mark relationships of time and cause</li> </ul>
<ul style="list-style-type: none"> <li>•Understand which letters, when adjacent to one another, are best left unjoined</li> </ul>	<ul style="list-style-type: none"> <li>•Use conjunctions, adverbs and prepositions to express time and cause</li> </ul>
<ul style="list-style-type: none"> <li>•Increase the legibility, consistency and quality of handwriting</li> </ul>	<ul style="list-style-type: none"> <li>•Proof-read to check for errors in spelling and punctuation errors</li> </ul>

