



All Saints CE Primary School & Nursery

End of Year Expectations

Year 3

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

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



Word Reading:

- I can apply knowledge of root words, prefixes and suffixes to read aloud and to understand the meaning of unfamiliar words.
- I can read further exception words, noting the unusual correspondences between spelling and sound.
- I attempt pronunciation of unfamiliar words drawing on prior knowledge of similar looking words.
- I am building an increasing sight vocabulary which allows me to read more fluently.
- I read ahead and note punctuation which allows me to read with some expression.

Comprehension:

- I read a range of fiction, poetry, plays, and non-fiction texts.
- I can discuss the texts that I read.
- I can read aloud and independently, taking turns and listening to others.
- I can identify different genres and retell a wide range of stories, including fairy stories, myths and legends.
- I can explain how non-fiction books are structured in different ways and can use contents pages and indexes to locate, retrieve and record information.
- I can ask relevant questions to get a better understanding of a text and to explain the meaning of words in context.
- I can suggest reasons for actions and events.
- I can predict what might happen based on details I have and indicate the strength/likelihood of my prediction being correct.
- I can draw inferences such as inferring a characters' feelings, motives, behaviour and relationships based on descriptions and their actions in the story.
- I can justify my thoughts with evidence from the text or links to my own experience.
- I can identify the main point of a text.
- I can summarise the ideas from more than one paragraph.
- I can identify themes (eg. friendship, good and evil) and conventions (greetings in a letter) in a wide range of books.
- I can identify and analyse the use of language to set scenes, build tension or create suspense.
- I can discuss words and phrases that capture the reader's interest and imagination.
- I can use a dictionary to check the meaning of unfamiliar words.
- I can prepare poems to read aloud and to perform, showing understanding through intonation, tone, volume and action.
- I can recognise some different forms of poetry (eg. free verse, narrative poetry).
- I can comment on the use of language using terminology including alliteration, rhythm, rhyme, simile.

Writing



Spelling:

- I can spell words with more unusual spellings consolidating my phonic knowledge, including:
 - –sure,-ture, -sion
 - –tion, -sion, -ssion, -cian
- I am beginning to spell words including prefixes and suffixes from the Year 3/4 list.
- I am beginning to recognise and spell homophones from the Year 3/4 list.
- I can use the first -2 letters of a word to check its spelling in a dictionary and attempt the use of a thesaurus to find alternatives.
- I can spell some of the commonly mis-spelt words from the Y3/4 word list.
- I can place the possessive apostrophe in words with regular plurals (for example, girls', boys').

Handwriting:

- I am beginning to use the diagonal and horizontal strokes that are needed to join letters.
- I am beginning to understand which letters should be left un-joined (capitals).

Composition:

- I can discuss models of writing, noting its structure, grammatical features and use of vocabulary.
- I can compose and rehearse sentences orally, using a wider range of structures.
- I can write a narrative with a clear structure, setting, characters and plot.
- I can write non-narrative using simple organisational devices such as headings and sub-headings.
- I can suggest improvements to my own writing and that of others.
- I can make improvements to grammar, vocabulary and punctuation.
- I use the perfect form of verbs to mark the relationship of time and cause.
- I can proof-read to check for errors in spelling and punctuation.
- I can read my writing aloud, to a group or the whole class, using appropriate intonation and controlling the tone and volume so that the meaning is clear.
- I can use the features of poems eg. haikus, tankas and kennings.

Sentence structure:

- I can express time, place and cause using conjunctions (e.g. when, before, after, while, so, because), adverbs (e.g. then, next, soon, therefore), or prepositions (e.g. before, after, during, in, because of).
- I use a range of sentences with more than one clause by using a range of conjunctions.

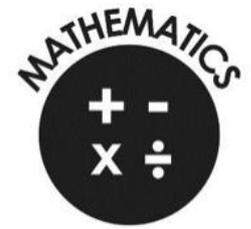
Text structure:

- I can plan and write stories based on my own experience, using a five-part story structure.
- I can use a wide range of phrases to start sentences and sequence events.
- I am starting to use paragraphs.
- I can use headings and sub headings.
- I can use the present perfect form of verbs instead of the simple past.
- I can use either 1st or 3rd person consistently.
- I can take notes and turn them into sentences by grouping connected information.

Punctuation:

- I can use inverted commas to punctuate direct speech.
- I am starting to use commas to mark grammatical boundaries within sentences.

Mathematics



Number:

- I can compare and order numbers to 1000 and read and write numbers to 1000 in numerals and words.
- I can count from 0 in multiples of 4, 8, 50 and 100.
- I can find 10 or 100 more or less than a given number.
- I can recognise the value of each digit in a 3-digit number (100s, 10s, 1s).
- I can add and subtract numbers mentally, including:
 - A three-digit number and 1s
 - A three-digit number and 10s
 - A three-digit number and 100s.
- I can add and subtract numbers with up to 3-digits using formal written methods.
- I can write and calculate mathematical statements for multiplication and division using the 2x, 3x, 4x, 5x, 8x and 10x tables.
- I can calculate 2-digit x 1-digit sums using mental and written methods.
- I can solve number problems using one and two step problems.
- Estimate the answer to a calculation and use inverse operations to check answers.

Fractions:

- I understand and can count in tenths, and understand that tenths arise from dividing an object into 10 equal parts and in dividing one-digit numbers or quantities by 10.
- I can recognise, find and write fractions of a given set (unit and non-unit fractions).
- I can recognise and show, using diagrams, equivalent fractions with small denominators.
- I can add and subtract fractions with the same denominator within one whole [for example, $\frac{5}{7} + \frac{1}{7} = \frac{6}{7}$]
- I can compare and order unit fractions, and fractions with the same denominators.
- I can solve problems involving fractions.

Measurement, Geometry and Statistics:

- I can measure, compare, add and subtract using common metric measures.
- I can add and subtract amounts of money to give change, using both £ and p in practical contexts.
- I can tell and write the time from an analogue clock, including using Roman numerals from I to XII, and 12-hour and 24-hour clocks.
- I can tell the time to the nearest minute and use specific vocabulary, including seconds, am & pm.
- I know the number of seconds in a minute and the number of days in each month, year and leap year.
- I can measure the perimeter of simple 2-D shapes.
- I can draw 2-D shapes and make 3-D shapes using modelling materials; recognise 3-D shapes in different orientations and describe them.
- I can recognise angles as a property of shape or a description of a turn.
- I can identify right angles and can compare other angles stating whether they are greater or smaller than a right angle.
- I can identify horizontal and vertical lines and pairs of perpendicular and parallel lines.
- I can solve one and two step problems using information presented in scaled bar charts, pictograms and tables.