

Year 3 National Expectations



These are the things that we expect children in Year 3 to be able to do by the end of the year. We will be working towards securing these concepts and skills across the year.

Expectations for Reading	
Word Reading	To apply their knowledge of root words, prefixes and suffixes both reading them aloud and interpreting their meaning
	To read further exception words noting the unusual correspondences between spelling and sound, and where these occur in the word
Comprehension	To listen to and discuss a wide range of fiction, poetry, plays, non-fiction and reference books or text books
	To read books that are structured in different ways and to read for a range of purposes
	To use dictionaries to check the meaning of words they have read
	To become increasingly familiar with a wide range of books, including fairy stories, myths and legends, and retelling some of these orally
	To identify themes and conventions in a wide range of books
	To prepare poems, play scripts and other short texts to read aloud and to perform, showing understanding through intonation, tone, volume and action
	To discuss words and phrases that capture the reader's interest and imagination
	To recognise some different forms of poetry e.g. free verse, narrative poetry
	To check that the text makes sense to them, discussing their understanding and explaining the meaning of words in context
	To ask questions to improve their understanding of the text
	To draw inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inference with evidence
	To predict what might happen from details stated and implied
	To identify main ideas drawn from more than one paragraph and summarising these
To identify how language, structure and presentation contribute to meaning	
To retrieve and record information from non-fiction texts	

Children should be encouraged to read for pleasure and to develop their motivation for reading by experiencing wide range of engaging, interesting and relevant texts that are read to them and that they can read for themselves. They should participate in discussion about books, poems and other words that are read to them and those that they can read for themselves, taking turns and listening to what others say. They should also explain their understanding of books, poems and other material, both those that they listen to and those that they read for themselves.

Expectations for Writing

Sentence	To express time, place and cause using conjunctions, adverbs or prepositions
Text	To introduce paragraphs as a way to group related material
	To develop use of the present perfect form of verbs instead of the simple past
Punctuation	To introduce inverted commas to punctuation direct speech
Spelling	To use further prefixes and suffixes and understand how to add them
	To spell further homophones
	To spell words that are often misspelt
	To place the possessive apostrophe accurately in words with regular plurals and in words with irregular plurals
	To use first two or three letters of a word to check its spelling in a dictionary
Handwriting	To start joining letters by using the appropriate diagonal and horizontal strokes and understand which letters, when adjacent to one another, are best left unjoined.
	To increase the legibility, consistency and quality of their handwriting by ensuring that the down strokes are parallel and equidistant, and that lines of writing are spaced sufficiently so that the ascenders and descenders of letters do not touch
Composition	To plan their writing by discussing what they are going to write and recording ideas
	To compose and rehearse sentences orally
	To organise paragraphs around a theme
	Create settings, characters and plot in narratives
	To use simple organisational devices [for example, headings and sub-heading] in non-fiction
	To assess the effectiveness of their own and others' writing and suggesting improvements
	To propose changes to grammar and vocabulary to improve consistency, including the accurate use of pronouns in sentences
	To proof-read for spelling and punctuation errors
	To read aloud their writing, to a group of the whole class, using appropriate intonation and controlling the tone and volume so that the meaning is clear

Expectations for Maths

Number and Place Value	To count from 0 in multiples of 4, 8, 50, and 100
	To find 10 or 100 more or less than a given number
	To recognise the place value of each digit in a three-digit number (hundreds, tens and ones)
	To compare and order numbers up to 1000
	To identify, represent and estimate numbers using different representations
	To read and write numbers up to 1000 in numerals and in words
	To solve number problems and practical problems involving these ideas
Addition and Subtraction	To add and subtract mentally including: a three-digit number and a one-digit number, a three-digit number and a multiple of 10, a three-digit number and a multiple of 100.
	To add and subtract numbers with up to three digits, using formal written methods of column addition and subtraction
	To estimate the answer to a calculation and use the inverse operation to check answers
	To solve problems, including missing number problems, using number facts, place value, and more complex addition and subtraction
Multiplication and Division	To recall and use multiplication facts and division facts for the 3, 4 and 8 multiplication tables
	To write and calculate mathematical statements for multiplication and division using the multiplication tables that they know, including for two-digit times one-digit numbers, using mental and progressing to formal written methods
	To solve problems, involving missing number problems, involving multiplication and division, including integer scaling problems and correspondence problems in which 'n' objects are connected to 'm' objects
Fractions	To 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
	To recognise, find and write fractions of a discrete set of objects, unit fractions and non-unit fractions with small denominators
	To recognise and use fractions as numbers; unit fractions and non-unit fractions with small denominators
	To recognise and show, using diagrams, equivalent fractions with small denominators
	To add and subtract fractions with the same denominator within a whole (e.g. $\frac{5}{7} + \frac{1}{7} = \frac{6}{7}$)
	To compare and order unit fractions, and fractions with the same denominators
	To solve problems that involve all of the above

Measure	To measure, compare, add and subtract: lengths (m/cm/mm); mass (kg/g); volume/capacity (l/ml)
	To measure the perimeter of simple 2D shapes
	To add and subtract amounts of money to give change using both £ and p in practical contexts
	To tell and write the time from an analogue clock, including using Roman numerals from I to XII, and 12-hour and 24-hour clocks
	To estimate and read time with increasing accuracy to the nearest minute; record and compare time in terms of seconds, minutes, hours and o'clock; use vocabulary such as a.m./p.m., morning, afternoon, noon and midnight
	To know the number of seconds in a minute and the number of days in each month, year or leap year
	To compare durations of events, for example to calculate the time take by particular events or tasks
Geometry	To draw 2D shapes and make 3D shapes using modelling materials; recognise 3D shapes in different orientations and describe them
	To recognise that angles are a property of shape or a description of a turn
	To 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
Statistics	To identify horizontal and vertical lines and pairs of perpendicular and parallel lines
	To interpret and present data using bar charts, pictograms and tables
	To solve one-step and two-step questions such as 'How many more?' and 'How many fewer?' using information presented in scaled bar charts and pictograms and tables