

**Year 3**

This booklet provides information for parents/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 should meet each year.

All of the objectives will be focused on throughout the year as part of your child’s lessons. Any extra support you can provide in helping your child to achieve these expectations is greatly valued.

If you have any queries regarding these expectations or would like support in knowing how to help your child with these, please see the class teacher.

**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 recognise the value of each digit in a 3-digit number.

• I understand and can count in tenths, and find the fractional

value of a given set.

• I can add and subtract fractions with a common

denominator.

• I can derive and recall multiplication facts for 3, 4 and 8x

tables.

• I can add and subtract mentally combinations of 1-digit and

2-digit numbers.

• 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.

• I can solve number problems using one and two step

problems.

**Measurement and Geometry:**

• 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 tell the time to the nearest minute and use specific

vocabulary, including seconds, am & pm.

• I can measure, compare, add and subtract using common

metric measures.

• I can solve one and two step problems using information

presented in scaled bar charts, pictograms and tables.

**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.

**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 explain how non-fiction books are structured in different

ways and can use them effectively.

• I can explain some of the different types of fiction books.

• I can ask relevant questions to get a better understanding of a

text.

• I can predict what might happen based on details I have.

• I can draw inferences such as inferring a characters’ feelings,

thoughts and motives from their actions.

• I can use a dictionary to check the meaning of unfamiliar

words.

• I can identify the main point of a text.

• I can explain how structure and presentation contribute to the

meaning of texts.

• I can use non-fiction texts to retrieve information.

• I can prepare poems to read aloud and to perform, showing

understanding through intonation, tone, volume and action.

**Writing:**

**Spelling:**

• I can spell words with additional prefixes and suffixes and

understand how to add them to root words.

• I recognise and spell homophones.

• I can use the first two or three letters of a word to check its

spelling in a dictionary.

• I can spell words correctly which are in a family.

• I can spell the commonly mis-spelt words from the Y3/4 word list.

• I can identify the root in longer words.

**Handwriting:**

• I use the diagonal and horizontal strokes that are needed to join

letters.

• I understand which letters should be left unjoined.

**Composition:**

• I can discuss models of writing, noting its structure, grammatical

features and use of vocabulary.

• I can compose sentences 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 a range of sentences with more than one clause by using

a range of conjunctions.

• 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.

Sentence structure:

• I can express time, place and cause by using conjunctions,

adverbs and prepositions.

**Text structure:**

• 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.

**Punctuation:**

• I can use inverted commas to punctuate direct speech.