

# End of Year Expectations for Year 3



“Proud to shine”

Year 3 Maths			
Year 3 Number and Place Value			
Number and Place Value	Addition and Subtraction	Multiplication and Division	Fractions
<p>Sufficient evidence shows the ability to:</p> <ul style="list-style-type: none"> <li>❑ Count from 0 in multiples of 4, 8, 50 and 100; find 10 or 100 more or less than a given number.</li> <li>❑ Recognise the place value of each digit in a three-digit number (hundreds, tens, ones).</li> <li>❑ Compare and order numbers up to 1000.</li> <li>❑ Identify, represent and estimate numbers using different representations.</li> <li>❑ Read and write numbers up to 1000 in numerals and in words.</li> <li>❑ Solve number problems and practical problems involving these ideas.</li> </ul>	<p>Sufficient evidence shows the ability to:</p> <ul style="list-style-type: none"> <li>❑ Add and subtract numbers mentally, including: a three-digit number and ones, a three-digit number and tens, a three-digit number and hundreds.</li> <li>❑ Add and subtract numbers with up to three digits, using formal written methods of columnar addition and subtraction.</li> <li>❑ Estimate the answer to a calculation and use inverse operations to check answers.</li> <li>❑ Solve problems, including missing number problems, using number facts, place value, and more complex addition and subtraction.</li> </ul>	<p>Sufficient evidence shows the ability to:</p> <ul style="list-style-type: none"> <li>❑ Recall and use multiplication and division facts for the 3, 4 and 8 multiplication tables.</li> <li>❑ Write and calculate mathematical statements for multiplication and division using the multiplication tables that they know, including for two-digit numbers times one-digit numbers, using mental and progressing to formal written methods.</li> <li>❑ Solve problems, including missing number problems, involving multiplication and division, including positive integer scaling problems and correspondence problems in which <math>n</math> objects are connected to <math>m</math> objects.</li> </ul>	<p>Sufficient evidence shows the ability to:</p> <ul style="list-style-type: none"> <li>❑ 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.</li> <li>❑ Recognise, find and write fractions of a discrete set of objects: unit fractions and non-unit fractions with small denominators.</li> <li>❑ Recognise and use fractions as numbers: unit fractions and non-unit fractions with small denominators.</li> <li>❑ Recognise and show, using diagrams, equivalent fractions with small denominator.</li> <li>❑ Add and subtract fractions with the same denominator within one whole [for example, <math>5/7 + 1/7 = 6/7</math>].</li> <li>❑ Compare and order unit fractions, and fractions with the same denominators.</li> <li>❑ Solve problems that involve all of the above.</li> </ul>
Year 3 Geometry and Measures			
Measures	Geometry – Properties of Shapes	Geometry – Position and Movement	Statistics
<p>Sufficient evidence shows the ability to:</p> <ul style="list-style-type: none"> <li>❑ Measure, compare, add and subtract: lengths (m/cm/mm); mass (kg/g); volume/capacity (l/ml).</li> <li>❑ Measure the perimeter of simple 2-D shapes.</li> <li>❑ Add and subtract amounts of money to give change, using both £ and p in practical contexts.</li> <li>❑ Tell and write the time from an analogue clock, including using Roman numerals from I to XII, and 12-hour and 24-hour clocks.</li> <li>❑ Estimate and read time with increasing accuracy to the nearest minute; record and compare time in terms of seconds, minutes and hours; use vocabulary such as o'clock, a.m./p.m., morning, afternoon, noon and midnight.</li> <li>❑ Know the number of seconds in a minute and the number of days in each month, year and leap year.</li> <li>❑ Compare durations of events [for example to calculate the time taken by particular events or tasks].</li> </ul>	<p>Sufficient evidence shows the ability to:</p> <ul style="list-style-type: none"> <li>❑ Draw 2-D shapes and make 3-D shapes using modelling materials; recognise 3-D shapes in different orientations and describe them.</li> <li>❑ Recognise angles as a property of shape or a description of a turn.</li> <li>❑ 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.</li> <li>❑ Identify horizontal and vertical lines and pairs of perpendicular and parallel lines.</li> </ul>	<p>Sufficient evidence shows the ability to:</p> <ul style="list-style-type: none"> <li>❑ Use mathematical vocabulary to describe position, direction and movement, including movement in a straight line and distinguishing between rotation as a turn and in terms of right angles for quarter, half and three-quarter turns (clockwise and anticlockwise).</li> </ul>	<p>Sufficient evidence shows the ability to:</p> <ul style="list-style-type: none"> <li>❑ Interpret and present data using bar charts, pictograms and tables solve one-step and two-step questions [for example, ‘How many more?’ and ‘How many fewer?’].</li> <li>❑ Use information presented in scaled bar charts and pictograms and tables.</li> </ul>

## Year 3 Reading

Word Reading	Comprehension
<p>Sufficient evidence shows the ability to...</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Read with fluency a range of age-appropriate text types from those specified for YRs 3 and 4 (which may include fairy stories, myths and legends, poetry, plays and non-fiction books). Read at a speed sufficient for them to focus on understanding.</li> <li><input type="checkbox"/> Read most common exception words by sight, (including all those in the YR 2 spelling appendix) noting unusual correspondence between spelling and sound.</li> <li><input type="checkbox"/> Know the full range of GPCs, and use phonic skills consistently and automatically to address unfamiliar or challenging words.</li> <li><input type="checkbox"/> Determine the meaning of new words by sometimes applying knowledge of root words and their affixes e.g. disagree, misbehave, incorrect.</li> <li><input type="checkbox"/> Prepare poems and play scripts to read aloud and perform. Show appropriate intonation and volume when reciting or reading aloud.</li> </ul>	<p>Sufficient evidence shows the ability to...</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Fully engage with and enjoy reading a range of texts, making choices and explaining preferences; begin to know preferred authors and text types; talk about books enjoyed both in and out of school.</li> <li><input type="checkbox"/> Listen to, discuss and express views about a wide range of fiction ( including fairy stories, and perhaps myths and legends over the two YR cycle), poetry (including those read aloud and performed) and plays - sometimes at a level beyond that which they can read independently.</li> <li><input type="checkbox"/> Listen to and discuss a range of non-fiction and reference or text books, that are structured in different ways; identify their particular characteristics; recognise typical presentational features.</li> <li><input type="checkbox"/> Identify themes and conventions in a range of books e.g. identify a theme of 'Journeys' or 'Invasion'; recognise the conventions of a fairy story or play; recognise how a non-fiction book is often organised and presented.</li> <li><input type="checkbox"/> Recognise some different forms of poetry, such as shape poems, free verse or narrative; explain their differences.</li> <li><input type="checkbox"/> Draw inferences and justify with evidence e.g. characters' feelings, thoughts and motives, from their actions or words.</li> <li><input type="checkbox"/> Predict what might happen from details stated and implied.</li> <li><input type="checkbox"/> Explain the meaning of words in context; use dictionaries to check meanings.</li> <li><input type="checkbox"/> Check the text makes sense, reading to the punctuation and usually re-reading or self-checking.</li> <li><input type="checkbox"/> Explain and discuss their understanding of the text e.g. explain events; describe a character's actions.</li> <li><input type="checkbox"/> Retrieve and record information from non-fiction texts.</li> <li><input type="checkbox"/> Identify how language, structure and presentation contribute to meaning e.g. that the use of the word 'trembling' indicates that the kitten is scared; that the text box provides a list of quick facts.</li> <li><input type="checkbox"/> Discuss words and phrases that capture the reader's interest and imagination.</li> <li><input type="checkbox"/> During discussion about texts, ask questions to improve their understanding; take turns and listen to what others have to say.</li> </ul>

## Year 3 Writing

Transcription	Composition
<p><b>Spelling</b> Sufficient evidence shows the ability to...</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Write from memory, simple dictated sentences which include familiar GPCs, common exception words and punctuation.</li> <li><input type="checkbox"/> Use knowledge of morphology to spell some words with prefixes e.g. dis- mis-, in-, super-, anti-.</li> <li><input type="checkbox"/> Spell some words with the suffixes: -ation, -ly, -sure, -tion, -sion and -ssion.</li> <li><input type="checkbox"/> Write words spelt ei, eigh or ey e.g. vein, weight, obey.</li> <li><input type="checkbox"/> Spell a range of common homophones from the YR 3-4 spelling appendix e.g. berry, bury; break, brake; here, hear; grown, groan.</li> <li><input type="checkbox"/> Embed use of apostrophe for a range of contractions and for singular nouns. Introduce plural possession e.g. boys' coats.</li> <li><input type="checkbox"/> Spell some words from the YR 3-4 statutory word list.</li> </ul>	<p><b>Handwriting</b> Evidence:</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Writing is legible.</li> <li><input type="checkbox"/> Letters are gaining in consistency of size and formation. Capital letters are the correct size relative to lower case.</li> <li><input type="checkbox"/> Writing is usually spaced sufficiently so that ascenders and descenders do not meet.</li> <li><input type="checkbox"/> Appropriate letters are joined, according to the school's handwriting approach.</li> </ul>
	<p><b>Composition: structure and purpose</b> Sufficient evidence shows the ability to...</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Compose and rehearse sentences orally. Talk about initial ideas in order to plan and draft before writing.</li> <li><input type="checkbox"/> Write to suit purpose, and show some features of the genre being taught.</li> <li><input type="checkbox"/> Create chronological narratives; write in sequence. Write simple beginning, middle, ending.</li> <li><input type="checkbox"/> With scaffold, organise sections broadly, within a theme.</li> <li><input type="checkbox"/> Use headings and subheadings to aid presentation.</li> <li><input type="checkbox"/> Describe characters, settings and /or plot in a simple way, with some interesting details.</li> <li><input type="checkbox"/> Evaluate own and others' writing, with direction; re-read and check own writing; make changes.</li> </ul>
	<p><b>Vocabulary, grammar and punctuation</b> Sufficient evidence shows the ability to...</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Write a range of sentence types which are usually grammatically accurate e.g. commands, questions and statements.</li> <li><input type="checkbox"/> Express time, place and cause using conjunctions e.g. when, before, after, while, so, because. Use coordinating and simple subordinating conjunctions to join clauses.</li> <li><input type="checkbox"/> Identify and use a range of prepositions.</li> <li><input type="checkbox"/> Demarcate sentences with increasing security, including capital letters, full stops, question marks and exclamation marks; commas to separate items in lists.</li> <li><input type="checkbox"/> Identify direct speech. Begin to use inverted commas for direct speech.</li> <li><input type="checkbox"/> Consolidate knowledge of word classes: noun, adjective, verb, adverb.</li> <li><input type="checkbox"/> Use 'a' or 'an' according to whether the next word begins with a consonant or vowel.</li> <li><input type="checkbox"/> Usually use the past or present tense appropriately. Sometimes use the present perfect e.g. He has gone out to play.</li> </ul>