

End of Year Expectations for Year 3 for New National Curriculum – EXPECTED (At National Standard)

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"> <input type="checkbox"/> Count from 0 in multiples of 4, 8, 50 and 100; find 10 or 100 more or less than a given number. <input type="checkbox"/> Recognise the place value of each digit in a three-digit number (hundreds, tens, ones). <input type="checkbox"/> Compare and order numbers up to 1000. <input type="checkbox"/> Identify, represent and estimate numbers using different representations. <input type="checkbox"/> Read and write numbers up to 1000 in numerals and in words. <input type="checkbox"/> Solve number problems and practical problems involving these ideas. 	<p>Sufficient evidence shows the ability to:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Add and subtract numbers mentally, including: a three-digit number and ones, a three-digit number and tens, a three-digit number and hundreds. <input type="checkbox"/> Add and subtract numbers with up to three digits, using formal written methods of columnar addition and subtraction. <input type="checkbox"/> Estimate the answer to a calculation and use inverse operations to check answers. <input type="checkbox"/> Solve problems, including missing number problems, using number facts, place value, and more complex addition and subtraction. 	<p>Sufficient evidence shows the ability to:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Recall and use multiplication and division facts for the 3, 4 and 8 multiplication tables. <input type="checkbox"/> 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. <input type="checkbox"/> Solve problems, including missing number problems, involving multiplication and division, including positive integer scaling problems and correspondence problems in which n objects are connected to m objects. 	<p>Sufficient evidence shows the ability to:</p> <ul style="list-style-type: none"> <input type="checkbox"/> 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. <input type="checkbox"/> Recognise, find and write fractions of a discrete set of objects: unit fractions and non-unit fractions with small denominators. <input type="checkbox"/> Recognise and use fractions as numbers: unit fractions and non-unit fractions with small denominators. <input type="checkbox"/> Recognise and show, using diagrams, equivalent fractions with small denominators. <input type="checkbox"/> Add and subtract fractions with the same denominator within one whole [for example, $5/7 + 1/7 = 6/7$]. <input type="checkbox"/> Compare and order unit fractions, and fractions with the same denominators. <input type="checkbox"/> Solve problems that involve all of the above.

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"> <input type="checkbox"/> Measure, compare, add and subtract: lengths (m/cm/mm); mass (kg/g); volume/capacity (l/ml). <input type="checkbox"/> Measure the perimeter of simple 2-D shapes. <input type="checkbox"/> Add and subtract amounts of money to give change, using both £ and p in practical contexts. <input type="checkbox"/> Tell and write the time from an analogue clock, including using Roman numerals from I to XII, and 12-hour and 24-hour clocks. <input type="checkbox"/> 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. <input type="checkbox"/> Know the number of seconds in a minute and the number of days in each month, year and leap year. <input type="checkbox"/> Compare durations of events [for example to calculate the time taken by particular events or tasks]. 	<p>Sufficient evidence shows the ability to:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Draw 2-D shapes and make 3-D shapes using modelling materials; recognise 3-D shapes in different orientations and describe them. <input type="checkbox"/> Recognise angles as a property of shape or a description of a turn. <input type="checkbox"/> 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. <input type="checkbox"/> Identify horizontal and vertical lines and pairs of perpendicular and parallel lines. 	<p>Sufficient evidence shows the ability to:</p> <ul style="list-style-type: none"> <input type="checkbox"/> 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). 	<p>Sufficient evidence shows the ability to:</p> <ul style="list-style-type: none"> <input type="checkbox"/> 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?']. <input type="checkbox"/> Use information presented in scaled bar charts and pictograms and tables.

Year 3 Reading

Comprehension

Sufficient evidence shows the ability to...

- 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.
- Read most common exception words by sight, (including all those in the YR 2 spelling appendix) noting unusual correspondence between spelling and sound.
- Know the full range of GPCs, and use phonic skills consistently and automatically to address unfamiliar or challenging words.
- Determine the meaning of new words by sometimes applying knowledge of root words and their affixes e.g. disagree, misbehave, incorrect.
- Prepare poems and play scripts to read aloud and perform. Show appropriate intonation and volume when reciting or reading aloud.

Sufficient evidence shows the ability to...

- 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.
- 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.
- 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.
- 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.
- Recognise some different forms of poetry, such as shape poems, free verse or narrative; explain their differences.
- Draw inferences and justify with evidence e.g. characters' feelings, thoughts and motives, from their actions or words.
- Predict what might happen from details stated and implied.
- Explain the meaning of words in context; use dictionaries to check meanings.
- Check the text makes sense, reading to the punctuation and usually re-reading or self-checking.
- Explain and discuss their understanding of the text e.g. explain events; describe a character's actions.
- Retrieve and record information from non-fiction texts.
- 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.
- Discuss words and phrases that capture the reader's interest and imagination.
- During discussion about texts, ask questions to improve their understanding; take turns and listen to what others have to say.

Word Reading

Sufficient evidence shows the ability to...

- 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.
- Read most common exception words by sight, (including all those in the YR 2 spelling appendix) noting unusual correspondence between spelling and sound.
- Know the full range of GPCs, and use phonic skills consistently and automatically to address unfamiliar or challenging words.
- Determine the meaning of new words by sometimes applying knowledge of root words and their affixes e.g. disagree, misbehave, incorrect.
- Prepare poems and play scripts to read aloud and perform. Show appropriate intonation and volume when reciting or reading aloud.

Sufficient evidence shows the ability to...

- 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.
- 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.
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Year 3 Writing

Transcription

Spelling

Sufficient evidence shows the ability to...

- Write from memory, simple dictated sentences which include familiar GPCs, common exception words and punctuation.
- Use knowledge of morphology to spell some words with prefixes e.g. dis- mis-, in-, super-, anti-.
- Spell some words with the suffixes: -ation, -ly, -sure, -tion, -sion and -ssion.
- Write words spelt ei, igh or ey e.g. vein, weight, obey.
- Spell a range of common homophones from the YR 3-4 spelling appendix e.g. berry, bury, break, brake; here, hear; grown, groan.
- Embed use of apostrophe for a range of contractions and for singular nouns. Introduce plural possession e.g. boys' coats.
- Spell some words from the YR 3-4 statutory word list.

Handwriting

Evidence:

- Writing is legible.
- Letters are gaining in consistency of size and formation. Capital letters are the correct size relative to lower case.
- Writing is usually spaced sufficiently so that ascenders and descenders do not meet.
- Appropriate letters are joined, according to the school's handwriting approach.

Composition

Composition: structure and purpose

Sufficient evidence shows the ability to...

- Compose and rehearse sentences orally. Talk about initial ideas in order to plan and draft before writing.
- Write to suit purpose, and show some features of the genre being taught.
- Create chronological narratives; write in sequence. Write simple beginning, middle, ending.
- With scaffold, organise sections broadly, within a theme.
- Use headings and subheadings to aid presentation.
- Describe characters, settings and /or plot in a simple way, with some interesting details.
- Evaluate own and others' writing, with direction; re-read and check own writing; make changes.

Vocabulary, grammar and punctuation

Sufficient evidence shows the ability to...

- Write a range of sentence types which are usually grammatically accurate e.g. commands, questions and statements.
- Express time, place and cause using conjunctions e.g. when, before, after, while, so, because. Use coordinating and simple subordinating conjunctions to join clauses.
- Identify and use a range of prepositions.
- Demarcate sentences with increasing security, including capital letters, full stops, question marks and exclamation marks; commas to separate items in lists.
- Identify direct speech. Begin to use inverted commas for direct speech.
- Consolidate knowledge of word classes: noun, adjective, verb, adverb.
- Use 'a' or 'an' according to whether the next word begins with a consonant or vowel.
- Usually use the past or present tense appropriately. Sometimes use the present perfect e.g. He has gone out to play.