

Year 3: End of Year Expectations

Francis Baily Primary School



The following end of year expectations are based directly on the National Curriculum objectives taught in school and reflect what most children are expected to achieve by the end of the year. Remember, children develop at different rates and support is always provided where needed.

Reading

By the end of Year 3, children can:

- Ask questions to improve their understanding of a text
- Check that the text makes sense to them, discussing their understanding and explaining the meaning of words in context
- Discuss words and phrases that capture the reader's interest and imagination
- Draw inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence
- Identify how language, structure, and presentation contribute to meaning
- Identify main ideas drawn from more than one paragraph and summarising these
- Identify themes and conventions in a wide range of books
- Increase their familiarity with a wide range of books, including fairy stories, myths and legends, and retelling some of these orally
- Listen to and discuss a wide range of fiction, poetry, plays, non-fiction and reference books or textbooks
- Participate in discussion about both books that are read to them and those they can read for themselves, taking turns and listening to what others say
- Predict what might happen from details stated and implied
- Prepare poems and play scripts to read aloud and to perform, showing understanding through intonation, tone, volume and action
- Read books that are structured in different ways and reading for a range of purposes
- Recognise some different forms of poetry [for example, free verse, narrative poetry]
- Retrieve and record information from non-fiction
- Use dictionaries to check the meaning of words that they have read
- Apply their growing knowledge of root words, prefixes and suffixes (etymology and morphology), both to read aloud and to understand the meaning of new words they meet
- Read further exception words, noting the unusual correspondences between spelling and sound, and where these occur in the word.

Writing

Children can:

- Begin to use ideas from their own reading and modelled examples to plan their writing
 - Demonstrate an increasing understanding of purpose and audience
 - Begin to use the structure of a wider range of text types (including the use of simple layout devices in non-fiction)
 - Proofread their own and others' work to check for errors with increasing accuracy and make improvements
 - Make deliberate ambitious word choices to add detail
 - Begin to create settings, characters and plot in narratives
 - Begin to organise writing into paragraphs around a theme
 - Maintain the correct tense (including present perfect tense) throughout a piece of writing
 - Use the full range of punctuation from previous year groups
 - Use inverted commas in direct speech
 - Use subordinate clauses
 - Begin to use conjunctions, adverbs and prepositions to show time, place and cause
 - To use a or an correctly most of the time
 - Spell many words with prefixes correctly e.g. irrelevant, autograph, incorrect, disobey, superstar, antisocial
 - Spell many words with suffixes correctly e.g. usually, poisonous, adoration
 - Begin to spell homophones correctly
 - Spell some of the Year 3 and 4 statutory spellings correctly
 - Use a neat, joined handwriting style with increasing accuracy.
-

Spelling

Children can spell:

accident	centre	experience	important	ordinary	reign
accidentally	century	experiment	interest	particular	remember
actual	certain	extreme	island	peculiar	sentence
actually	circle	famous	knowledge	perhaps	separate
address	complete	favourite	learn	popular	special
although	consider	February	length	position	straight
answer	continue	forwards	library	possess	strange
appear	decide	fruit	material	possession	strength
arrive	describe	grammar	medicine	possible	suppose
believe	different	group	mention	potatoes	surprise
bicycle	difficult	guard	minute	pressure	therefore
breath	disappear	guide	natural	probably	though
breathe	early	heard	naughty	promise	thought
build	earth	heart	notice	purpose	through
busy	eight	height	occasion	quarter	various
business	eighth	history	occasionally	question	weight

Maths

Children can:

- Draw 2-D shapes and make 3-D shapes using modelling materials; recognise 3-D shapes in different orientations and describe them
- Identify horizontal and vertical lines and pairs of perpendicular and parallel lines
- 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
- Recognise angles as a property of shape or a description of a turn
- Add and subtract amounts of money to give change, using both £ and p in practical contexts
- Compare durations of events [for example to calculate the time taken by particular events or tasks]
- 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
- Know the number of seconds in a minute and the number of days in each month, year and leap year
- Measure the perimeter of simple 2-D shapes
- Measure, compare, add and subtract lengths (m/cm/mm); mass (kg/g); volume/capacity (l/ml)
- Tell and write the time from an analogue clock, including using Roman numerals from I to XII, and 12-hour and 24-hour clocks
- Add and subtract numbers mentally - a three-digit number and hundreds
- Add and subtract numbers mentally - a three-digit number and ones
- Add and subtract numbers mentally - a three-digit number and tens
- Add and subtract numbers with up to three digits, using formal written methods of columnar addition and subtraction
- Estimate the answer to a calculation and use inverse operations to check answers
- Solve problems, including missing number problems, using number facts, place value, and more complex addition and subtraction
- Add and subtract fractions with the same denominator within one whole
- Compare and order unit fractions, and fractions with the same denominators
- 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
- Recognise and show, using diagrams, equivalent fractions with small denominators
- Recognise and use fractions as numbers: unit fractions and non-unit fractions with small denominators
- Recognise, find and write fractions of a discrete set of objects: unit fractions and non-unit fractions with small denominators

- Solve problems that involve all the above
- Recall and use multiplication and division facts for the 3, 4 and 8 multiplication tables
- 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
- 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
- Compare and order numbers up to 1000
- Count from 0 in multiples of 4, 8, 50 and 100; find 10 or 100 more or less than a given number
- Identify, represent and estimate numbers using different representations
- Read and write numbers up to 1000 in numerals and in words
- Recognise the place value of each digit in a three-digit number (hundreds, tens, ones)
- Solve number problems and practical problems involving these ideas
- 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'?] using information presented in scaled bar charts and pictograms and tables.