

## Reading

### Word Reading

- Apply knowledge of root words, prefixes and suffixes to help me read aloud and to understand the meaning of new words
- Read further exception words, noting the unusual correspondences between spelling and sound
- Attempt pronunciation of unfamiliar words, drawing on prior knowledge of similar looking words
- Read age appropriate books (Brown B level) with confidence and fluency Recognise how commas are used to give more meaning.
- Recognise inverted commas
- Recognise:
  - plurals
  - pronouns and how used
  - collective nouns
  - adverbs

### Comprehension

- Recount and comment on the main themes, events and characters in a text and explain how I know
- Predict what might happen from clues in what I have read
- Retrieve and record information from non-fiction
- Draw inferences such as inferring characters' feelings, thoughts and motives from their actions and justifying with evidence
- Understand what they have read by checking that the text makes sense, discussing understanding of new words

## Writing

- Use conjunctions (when, so, before, after, while, because).
- Use adverbs (e.g. then, next, soon).
- Use prepositions (e.g. before, after, during, in, because of).
- Generates ideas, drafts, redrafts and edit written work to ensure that meaning and impact on reader is clear
- Use a range of tenses for effect (Simple: I ate a sandwich. Progressive: I was eating a sandwich. Perfect: I had eaten a sandwich.)
- Use expanded noun phrases to add detail, precision and qualification
- Use of adverbials to add detail, qualification and precision (when/why/how/where)
- Use appropriate pronouns to avoid repetition
- Start using paragraphs accurately
- Use organisational devices if appropriate (headings and subheadings)
- Full stops and capital letters are accurate
- Question marks and exclamation marks are mostly accurate
- Begin to use inverted commas to punctuate direct speech
- Show some use of apostrophe for possession and contraction
- Show some use of commas in a list
- Write with increasing fluency and legibility using leading lines
- Spell words with additional prefixes and suffixes and understand how to add them to root words
- Spell some of the commonly mis-spelt words from the Year 3/4 word list

## Mathematics

- I can count from 0 in multiples of 4, 8, 50 and 100.
- I can find 10 or 100 more or less than a given number.
- I can recognise the place value of each digit in a three-digit number (hundreds, tens, ones).
- I can compare and order numbers up to 1,000
- I can solve number problems and practical problems involving these ideas.
- I can add numbers with up to three digits, using formal written methods of columnar addition.
- I can subtract numbers with up to three digits, using formal written methods of columnar subtraction.
- I can solve problems, including missing number problems, using number facts, place value, and more complex addition and subtraction.
- I can recall and use multiplication and division facts for 3, 4 and 8 times tables
- I can write and calculate mathematical statements for multiplication and division using the multiplication tables I know, including for 2 digit numbers times 1 digit numbers, using mental and progressing to formal written methods
- I can 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.
- I can add and subtract fractions with the same denominator within one whole (for example,  $\frac{5}{7} + \frac{1}{7} = \frac{6}{7}$ ).
- I can compare and order unit fractions, and fractions with the same denominators.
- I can measure, compare, add and subtract lengths (m/cm/mm), mass (kg/g) and volume/capacity (l/ml).
- I can add and subtract amounts of money to give change, using both £ and p in practical contexts.
- I can tell and write the time from an analogue clock, using 12-hour and 24-hour clocks using vocabulary such as o'clock, a.m./p.m., morning, afternoon, noon and midnight.
- I can estimate and read time with increasing accuracy to the nearest minute.
- I can record and compare time in terms of seconds, minutes and hours.
- I can identify right angles and angles that are greater than or less than a right angle.
- I can recognise that two right angles make a half-turn, three make three quarters of a turn and four a complete turn.

## Science

- Identify and describe the functions of different parts of flowering plants, for example, roots, stem/trunk, leaves and flowers.
- Explore the requirements of plants for life and growth and how they vary from plant to plant.
- Investigate the way in which water is transported within plants.
- Explore the part that flowers play in the life cycle of flowering plants, including pollination, seed formation and seed dispersal.
- Identify that animals, including humans, need the right types and amount of nutrition.
- Understand that that they cannot make their own food; they get nutrition from what they eat.
- Identify that humans and some other animals have skeletons and muscles for support, protection and movement.
- Recognise that they need light in order to see things and that dark is the absence of light.
- Notice that light is reflected from surfaces.
- Recognise that light from the sun can be dangerous and that there are ways to protect their eyes.
- Recognise that shadows are formed when the light from a light source is blocked by a solid object.
- Find patterns in the way that the size of shadows change.
- Compare how things move on different surfaces.
- Notice that some forces need contact between two objects, but magnetic forces can act at a distance.
- Observe how magnets attract or repel each other and attract some materials and not others. Describe magnets as having two poles.
- Compare and group together a variety of everyday materials on the basis of whether they are attracted to a magnet, and identify some magnetic materials.
- Predict whether two magnets will attract or repel each other, depending on which poles are facing.
- Compare and group together different kinds of rocks on the basis of their appearance and simple physical properties.
- Describe in simple terms how fossils are formed when things that have lived are trapped within rock.
- Recognise that soils are made from rocks and organic matter.



## End of Year Expectations for Year 3

This booklet provides information for parents and carers on the end of year expectations for children in our school. The staff have identified these expectations as being the minimum requirements your child must meet in order to ensure continued progress throughout the following year.

All the objectives will be worked on throughout the year and will be the focus of direct teaching. Any extra support you can provide in helping your children to achieve these is greatly valued.

If you have any queries regarding the content of this booklet or want support in knowing how best to help your child, please talk to your child's teacher.