

Reading

Word Reading

- ⇒ Usually reads fluently, decoding most new words outside everyday spoken vocabulary.
- ⇒ Can read longer words with support and tests out different pronunciations.
- ⇒ Reads further exception words, noting the unusual correspondences between spelling and sound, and where these occur in the word.

Comprehension

Develops positive attitudes to reading and understanding of what they read by:

- ⇒ Reading accurately at speed to allow a focus on understanding rather than decoding individual words.
- ⇒ Checks that the text makes sense by questioning unfamiliar words or phrases.
- ⇒ Reads aloud and performs, showing understanding through intonation, tone, volume and action.
- ⇒ Recognising some different forms of poetry [for example, free verse, narrative poetry]
- ⇒ Listening to and discussing a wide range of fiction, poetry, plays, non-fiction and reference books or text books.
- ⇒ Discussing words and phrases that capture the reader's interest and imagination.
- ⇒ Using dictionaries to check the meaning of words that they have read.
- ⇒ Identifying conventions across familiar stories such as the triumph of good over evil or the use of magical devices in fairy stories and folk tales.
- ⇒ Understand what they read, in books they can read independently, by:
 - ⇒ Predicting what might happen from details stated and implied.
 - ⇒ Drawing simple inferences such as inferring characters' feelings.
 - ⇒ Retrieving and recording information from non-fiction, using contents pages to locate information

End Of Year Expectations Year 3

St Joseph's RC Primary School

This booklet provides information for parents/carers on the end of year expectations for children in our school. The teaching 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.



Mathematics

By the end of AUTUMN term, your child should:

Place value

Understand hundreds
Represent and partition numbers to 100
Use, including estimating, a number line 100 and 1000
Represent and partition numbers to 1,000 including flexible partitioning to 1000
Find 1, 10 or 100 more or less
Estimate on a number line to 1,000
Compare numbers to 1,000
Order numbers to 1,000
Count in 50s

Multiplication and division

Multiplication - equal groups
Use arrays
Multiples of 2
Multiples of 5 and 10
Sharing and grouping
The three times tables
Multiply and divide by 3
The 4 times table
Multiply and divide by 4
The 8 times tables
Multiply and divide by 8
Spot patterns and links between the 2,4 and 8s times tables.

Addition and subtraction

Apply number bonds within 10
Add and subtract 1s,
Add and subtract 10s
Add and subtract 100s
Spot the pattern
Add 1s across a 10
Add 10s across a 100
Subtract 1s across a 10
Subtract 10s across a 100
Add and subtract two numbers (no exchange)
Add two numbers (across a 10)
Add two numbers (across a 100)
Subtract two numbers (across a 10)
Subtract two numbers (across a 100)
Add 2-digit and 3-digit numbers
Subtract a 2-digit number from a 3-digit number
Complements to 100
Estimate answers
Inverse operations

By the end of SPRING term, your child should:

Length and perimeter

Measure in metres and centimetres
Measure in millimetres
Measure in centimetres and millimetres
Metres, centimetres and millimetres
Equivalent lengths (metres and centimetres)
Equivalent lengths (centimetres and millimetres)
Compare lengths
Add and subtract lengths
Understand what perimeter is

Fractions

Understand the denominators of unit fractions
Compare and order unit fractions
Understand the numerators of non-unit fractions
Understand the whole
Compare and order non-unit fractions
Fractions and scales
Fractions and count fractions on a number line
Equivalent fractions on a number line

Mathematics

By the end of SPRING term, your child should:

Multiplication and division

Multiples of 10
Reason about multiplication
Multiply a 2-digit number by a 1-digit number - no exchange
Multiply a 2-digit number by a 1-digit number - with exchange
Link multiplication and division
Divide a 2-digit number by a 1-digit number - no exchange
Divide a 2-digit number by a 1-digit number - flexible partitioning
Divide a 2-digit number by a 1-digit number - with remainders
Understand multiplication by focusing on scaling as opposed to repeated addition.

Mass and capacity

Use scales
Measure mass in grams
Measure mass in kilograms and grams
Equivalent masses (kilograms and grams)
Compare mass
Add and subtract mass
Measure capacity and volume in millilitres
Measure capacity and volume in litres and millilitres
Equivalent capacities and volumes (litres and millilitres)
Compare capacity and volume
Add and subtract capacity and volume

By the end of SUMMER term, your child should:

Fractions

Add fractions
Subtract fractions
Partition the whole
Unit fractions of a set of objects
Non-unit fractions of a set of objects

Money

Use and understand pounds and pence
Convert pounds and pence
Add money
Subtract money
Find change

Shape

Understand and identify turns and angles
Identify a right angle
Compare angles
Measure and draw accurately
Understand the vocabulary: horizontal and vertical
Parallel and perpendicular.
Recognise and describe 2-D shapes
Draw polygons
Recognise and describe 3-D shapes

Time

Roman numerals to 12
Tell the time to 5 minutes
Tell the time to the minute
Read time on a digital clock
Use am and pm
Know years, months and days
Days and hours
Hours and minutes - use start and end times
Durations in hours and minutes
Minutes and seconds
Units of time
Solve simple problems with time

Statistics

Interpret pictograms
Draw pictograms
Interpret bar charts
Draw bar charts
Collect and represent data in different ways
Understand and use two-way tables.

Writing

Composition

Sentence Structure/Grammar

Uses simple and compound sentences which are grammatically correct and punctuated correctly.

Sentences with more than one clause are increasing evident, however these may remain uncontrolled.

Uses an increasing variety of sentence openings.

Express time, place and cause using conjunctions (e.g. when, before, after, while, so, because), adverbs (e.g. then, next, soon, therefore), or prepositions (e.g. before after, during, in, because of)

First and third person and tense are used consistently.

Present and past tense, including the progressive form, correctly chosen and mostly consistently used throughout writing

Mostly uses the forms a or an according to whether next word begins with consonant or vowel

Punctuation to mark sentences - full stops, capital letters, exclamation and question marks - is usually used accurately.

Capital letters used accurately for proper nouns

Apostrophe use increasingly accurate

Usually using inverted commas to punctuate direct speech.

Start to show awareness of commas to mark phrases and clauses, as well as separating items in lists.

Drafting and Editing

To proof read to check for errors in spelling, grammar and punctuation with increasing accuracy.

Can make simple improvements for content either within their own and others' writing

Writing

Composition

Text Structure and Organisation

Plans using ideas gathered from wider reading and modelling.

Writing demonstrates an understanding of purpose and audience

Main features of story structure are present - beginning, middle and clearly developed resolution

Usually groups similar information together (starting to use paragraphs for all forms of writing).

Simple overall structure of the chosen non-narrative text type is usually used appropriately.

In non-narratives, simple organisational devices including headings and sub-headings aid presentations

Effective use of language/Vocabulary (including awareness of reader)

Deliberate uses of adventurous word choices to add detail and engage the reader e.g. adding adverbs to add detail to verbs,

Using technical language appropriate to the text type

Transcription

Spelling

Some of spelling rules and guidance from English Appendix 1 (Year3 and 4) applied accurately including further homophones and possessive apostrophe

Handwriting

Use the diagonal and horizontal strokes needed to join letters and understand which letters, when adjacent to on another are best left unjoined

The children should be using a joined style of handwriting.