



End of Year 3 Expectations for English

Spoken Language

Speaking	Formally present ideas or information to an audience, sequencing and communicating ideas in an organised and logical way in complete sentences as required, varying the amount of detail and choice of vocabulary dependent on the purpose and audience Participate fully in paired and group discussions
Listening	Show understanding of the main points in a discussion Show they have listened carefully through making relevant comments

Reading

Word recognition	Apply knowledge of root words, prefixes and suffixes to read aloud and to understand the meaning of unfamiliar words Read further exception words, noting the unusual correspondences between spelling and sound, and where these occur in the word. Eg imagination the tion is a shun sound
Comprehension	Check that the text makes sense to them, discussing their understanding and asking questions to improve their understanding of a text – beginning to infer meaning and justify with evidence from the text, including characters' feelings, thoughts and motives from their actions Discuss words and phrases that capture the reader's interest and imagination, explaining the meaning of words in context Predict what might happen from details stated and implied Retrieve and record information from non-fiction, identifying main ideas drawn from more than 1 paragraph and summarising these

Writing

Technical Skills	Spelling	<ul style="list-style-type: none"> • Spelling some words correctly - year 3/4 word list • Spelling some words correctly – year 3/4 rules
	Grammar and Punctuation	Express time, place and cause using: <ul style="list-style-type: none"> • conjunctions (e.g. when, before, after, while, so because), • adverbs (e.g. then, soon, next, therefore, always, usually, etc), • prepositional phrases (e.g. before school, during the match, in front of the desk, because of) Make appropriate verb tense choices Use basic punctuation mostly correctly, including inverted commas to punctuate direct speech
	Handwriting	Maintain legibility, fluency and speed. Letters should be joined mostly correctly and showing a clear difference between capital and lower case letters
	Proof reading and editing	Proof read and edit work in line with the year 3 curriculum expectations for spelling, grammar and vocabulary choices
Application within writing	Purpose and Organisation	Narrative has a clear beginning, middle and end. Non-narrative has some use of paragraphs to divide up information
	Composition and effect	Appropriate use of a range of conjunctions to extend sentences which include interesting word choices

End of Year 3 Expectations for Maths

Arithmetic	Number and Place Value	Count from 0 in multiples of 4, 8, 50 and 100 Find 10 or 100 more or less than a given number
	Addition and Subtraction	Add and subtract numbers mentally including a three digit number and ones / tens/ hundreds Add or subtract numbers with up to 3 digits using formal written methods of columnar addition and subtraction
	Multiplication and Division	Recall and use multiplication facts for the 3, 4 and 8 multiplication tables Write and calculate mathematical statements for multiplication and division using the multiplication tables that children know, including for two digit numbers times one digit numbers, using mental and progressing to formal written methods
	Fractions, Decimals and Percentages	Count up and down in tenths; recognise that tenths arise from dividing an object into 10 equal parts and in dividing one digit numbers by 10 Recognise, find and write fractions of a discrete set of objects; unit fractions and non-unit fraction with small denominators Compare and order unit fractions with the same denominator Add and subtract fractions with the same denominator within one whole
Measurement	<p>Recognise and use full names and abbreviations for metric measures. Measure, compare, add and subtract lengths (m/cm/ mm); mass (kg/g); volume/capacity (l/mm)</p> <p>Record, compare and subtract time (h/min/sec) including comparing durations of events</p> <p>Tell and write the time from a 12 hour analogue clock and 24 hour digital clocks; Estimate and read time to the minute. Calculate time intervals and use vocabulary such as am / pm, morning / afternoon, noon and midnight</p> <p>Know the number of seconds in a minute and the number of days in a month, year and leap year</p> <p>Add and subtract amounts of money using both £ and p to give change</p>	
Geometry	<p>Draw 2D shapes describing them with vocabulary including polygon, non-polygon</p> <p>Make and describe 3D shapes with vocabulary including polyhedron; recognise 3D shapes in different orientations</p> <p>Recognise angles as a property of shape or description of a turn and identify right angles; identify whether angles are greater than or less than a right angle</p> <p>Identify perpendicular and parallel lines</p>	
Reasoning skills and application of number	<p>Solve problems - apply their mathematics to problems with increasing sophistication and persevering in seeking solutions</p> <p>Follow lines of enquiry, propose relationships and generalisations, and develop an argument, justification or proof using mathematical language</p>	

Understanding Your Child's School Report

End of Year Expectations

Year 3



Your child's report gives you information about your child's attainment and effort in each key aspect of the curriculum.

This leaflet is designed to help you to understand the age-appropriate expectations for your child in maths and English.

For example, if your child's report shows strength in overall composition and effect of their writing, but their spelling is a weakness, the accompanying sheet will show what your child should be able to do in spelling, and guide you towards aspects that you could reinforce or practise at home.

In all other subjects, your child's overall attainment and effort will be reported. Details of the curriculum covered by your child this year can be found on our VLE.