

(Reading Comprehension)

Pupils should be taught to:

- develop positive attitudes to reading and understanding of what they read by:
 - listening to and discussing a wide range of fiction, poetry, plays, and non-fiction books
 - reading books that are structured in different ways and reading for a range of purposes
 - using dictionaries to check the meaning of words that they have read
 - increasing their familiarity with a wide range of books, including fairy stories, myths and legends, and retelling some of these orally
 - identifying themes in a wide range of books
 - preparing poems and play scripts to read aloud and to perform
 - discussing words and phrases that capture the reader's interest and imagination
- recognising some different forms of poetry e.g. free verse, narrative poetry
- understand what they read, in books they can read independently, by:
 - checking that the text makes sense to them, discussing their understanding and explaining the meaning of words in context
 - asking questions to improve their understanding of a text
 - drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence e.g. I think the character is feeling disappointed because when he walked back through the forest it said his head was hanging low.
 - predicting what might happen from details stated and implied
 - identifying main ideas drawn from more than one paragraph and summarising these
 - identifying how language, structure, and presentation contribute to meaning
- retrieve and record information from non-fiction
- 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.

What are the expectations for my child in Year 3?



This booklet is designed to give you a clear understanding of what the year 3 expectations are for Reading, Writing and Maths. The contents of this booklet are used as the criteria to assess whether your child is working at the expected standard.

Writing

Composition

Pupils should be taught to:

- plan their writing by:
 - discussing writing similar to that which they are planning to write (its structure, vocabulary and grammar)
 - discussing and recording ideas
- draft and write by:
 - composing and rehearsing sentences orally, building a varied and rich vocabulary
 - organising paragraphs around a theme
 - in narratives, creating settings, characters and plot
 - in non-narrative material, using simple organisational devices e.g. headings and sub-headings
- evaluate and edit by:
 - assessing the effectiveness of their own and others' writing and suggesting improvements
 - proposing changes to grammar and vocabulary to improve consistency, including the accurate use of pronouns in sentences
- proof-read for spelling and punctuation errors
- read aloud their own writing, to a group or the whole class, using appropriate intonation and controlling the tone and volume.

Handwriting

Pupils should be taught to:

- use the diagonal and horizontal strokes that are needed to join letters and understand which letters, when adjacent to one another, are best left unjoined
- increase the legibility, consistency and quality of their handwriting e.g. by ensuring that the downstrokes of letters are parallel and equidistant; that lines of writing are spaced sufficiently so that the ascenders and descenders of letters do not touch.

Maths

Multiplication and Division

Pupils should be taught to:

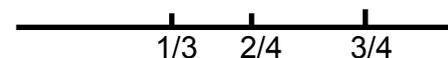
- recall and use X and \div facts for the 3, 4 and 8 multiplication tables
- write and calculate X and \div using the multiplication tables that they know, including for 2 digit numbers x 1 digit numbers (e.g. 14×6), using mental and progressing to formal written methods
- solve problems, including missing number problems, involving X and \div ($45 = 9 \times \square$), including positive integer scaling problems (if the car is 8 times longer than the scooter and the scooter is 55cm, how long is the car) and correspondence problems in which n objects are connected to m objects (You have 3 hats and 4 coats, how many different outfits can you make?).

$$\begin{array}{r} \times \quad 10 \quad 4 \\ 6 \quad 60 \quad 24 \\ \hline 60 + 24 = 84 \end{array}$$

Fractions

Pupils should be taught to:

- count up and down in tenths (3.4, 3.5, 3.6...); recognise that tenths arise from dividing an object/quantity/number by 10.
- recognise, find and write fractions of a set of objects e.g. $3/4$ of 16 = 12 or $2/8$ of 32 = 8
- recognise and show, using diagrams, equivalent fractions E.g. $1/3 = 2/6$
- add and subtract fractions with the same denominator within one whole e.g. $5/7 + 1/7 = 6/7$
- compare and order fractions e.g. Put these fractions in order from smallest to largest $2/4$ $3/4$ $1/3$



Maths

Geometry—Shape

Pupils should be taught to:

- draw 2-D shapes and make 3-D shapes using modelling materials; recognise 3-D shapes in different orientations and describe them.
- recognise angles as a property of shape or a description of a turn
- 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
- identify horizontal and vertical lines and pairs of perpendicular and parallel lines.

Measurement

Pupils should be taught to:

- measure, compare, add and subtract: lengths (m/cm/mm); mass (kg/g); volume/capacity (l/ml)
- measure the perimeter of simple 2-D shapes
- + and - amounts of money to give change, using both £ and p
- tell and write the time from an analogue clock, including using Roman numerals from I to XII, and 12-hour and 24-hour clocks
- estimate and read time with 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 that 60 seconds = 1 minute and the number of days in each month, year and leap year
- compare durations of events **e.g. time taken to run across the playground compared to time taken to do 10 star jumps.**

Maths

Statistics

Pupils should be taught to:

- interpret and present data using bar charts, pictograms and tables
- solve one-step and two-step questions e.g. **'How many more?'** and **'How many fewer?'** using information presented in scaled bar charts and pictograms and tables.

Writing

Spelling

Pupils should be taught to:

spell by:

- use further prefixes and suffixes and understand how to add them
e.g. dis-, re-, sub-, mis-, -ous, -ation
Disagree, refresh, submerge, dangerous, preparation
- spell further homophones **e.g. weather/whether, here/hear, heel/heal/ he'll, rain/reign/rein, affect/effect, accept/except**
- place the possessive apostrophe accurately in words with regular plurals **e.g. girls', boys'** and in words with irregular plurals **children's men's**
- use the first two or three letters of a word to check its spelling in a dictionary.
- write from memory simple sentences, dictated by the teacher.