



AGE RELATED EXPECTATIONS FOR YEAR THREE

WRITING

- In narratives, simple settings, characters are independently created along with a coherent plot.
- Direct speech is used in a simple way.
- In non-narratives, paragraphs are beginning to be used to group information and related material.
- Sentences with more than one clause are increasingly evident, using a wider range of conjunctions (e.g. when, if, because, although).
- Adverbs (e.g. then, next, soon, therefore), or prepositions (e.g. before, after, during, in, because of) enhance sentence meaning.
- Tense choice is accurate and maintained.
- Where appropriate the present perfect is used instead of the simple past.
- Common punctuation is almost always accurate.
- Some use of inverted commas is used indicate direct speech.
- Some grammar errors are self-corrected at the redrafting stage.
- Common exception words set out in Y3 Appendix 1 are spelt correctly
- More complex spellings are phonetically plausible or linked to taught word families (e.g. solve, solution, solver, dissolve, insoluble).
- The formation of nouns using a range of prefixes is usually correct (e.g. super-, anti-, auto-).
- Handwriting is legible with increasing consistency when joining.
- Evaluation of the effectiveness of own and others' writing is used to suggest improvements to meaning, grammar and vocabulary.

READING

- Generally reads fluently, decoding most new words outside everyday spoken vocabulary.
- Can read longer words with support and tests out different pronunciations.
- Can read the further exception words for Y3 as set out in Appendix 1.
- Can use a dictionary to check the meaning of words they have read.
- Reading is seen as a pleasurable activity.
- Reads accurately and at a speed that is sufficient to focus on understanding rather than decoding individual words.
- Can demonstrate experience of a wide range of fiction, poetry, plays, non-fiction and reference books or textbooks.
- Can retell a wider range of stories, fairy stories and traditional tales.
- Performs poetry and plays with appropriate intonation to make the meaning clear.
- Identifies common structures across similar text types (eg letters, newspapers)
- Recognises simple themes such as the triumph of good over evil or the use of magical devices in fairy stories and folk tales.
- Retrieves and records information from non-fiction, using contents pages to locate information.
- Predict what might happen from details stated and implied.
- Draws simple inferences such as inferring characters' feelings.

- Count from 0 in multiples of 4, 8, 50 and 100 (up and back).
- Find 10 or 100 more or less than a given number mentally.
- Recognise the place value of each digit in a 3 digit number (including with zero value).
- Compare and order numbers up to 1000 (e.g. using number lines and $<>$).
- Read and write and spell numbers up to 1000 in numerals and in words. Identify, represent and estimate numbers using different representations (e.g. grouping, tallying etc.)
- Add and subtract numbers mentally, including;
 - 3-digit number and ones
 - 3-digit number and tens
 - 3- digit numbers and hundreds.
- Add and subtract numbers with up to 3-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.
- Recall and use multiplication and division facts for the 3, 4 and 8 multiplication tables.
- Write and calculate mathematical statements for multiplication and division including for two-digit numbers times one-digit numbers.
- Solve problems, including missing number problems, involving multiplication and division.
- Solve positive integer scaling problems and correspondence problems in which n objects are connected to m objects.
- 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, find and write fractions of a discrete set of objects: unit fractions and non-unit fractions with small denominators
- Recognise and use fractions as numbers: unit fractions and non-unit fractions with small denominators
- Recognise and show, using diagrams, equivalent fractions with small denominators
- Add and subtract fractions with the same denominator within one whole
- Compare and order unit fractions, and fractions with the same denominators
- Solve problems that involve fractions and decimals.
- Measure, compare, add and subtract: lengths (m/cm/mm); mass (kg/g); volume/capacity (l/ml).
- Measure the perimeter of simple 2-D shapes.
- Add and subtract amounts of money to give change, using both £ and p in practical contexts.
- 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 increasing accuracy to the nearest minute. Record and compare time in terms of seconds, minutes and hours (single unit only).
- 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.
- Compare durations of events [for example to calculate the time taken by particular events or tasks.]
- 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 and 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 (in shapes). Identify pairs of perpendicular and parallel lines in shapes.
- Interpret and present data using bar charts, pictograms and tables.
- Solve one-step and two-step questions using information presented in scaled bar charts and pictograms and tables.