

# Information for Parents

## Year 3

It is expected that an 'average' child in a specific year group should meet most of the end of year expectations by the end of the academic year.

I hope you find this information useful.

Miss James

### **A Year 3 Speaker**

I can sequence and communicate ideas in an organised and logical way, always using complete sentences.

I vary the amount of detail and choice of vocabulary, depending on the purpose and the audience.

I take a full part in paired and group discussions.

I show that I know when Standard English is required and use it (*beginning*).

I can retell a story using narrative language and add relevant detail.

I can show that I have listened carefully because I make relevant comments.

I can present ideas or information to an audience.

I recognise that meaning can be expressed in different ways, depending on the context.

I can perform poems from memory adapting expression and tone as appropriate.

### **A Year 3 Reader**

#### **Word Reading**

I can apply my knowledge of root words, prefixes and suffixes to read aloud and to understand the meaning of unfamiliar words.

I can read further exception words, noting the unusual correspondences between spelling and sound.

I attempt pronunciation of unfamiliar words drawing on prior knowledge of similar looking words.

#### **Comprehension**

I read a range of fiction, poetry, plays, and non-fiction texts.

I can discuss the texts that I read.

I can read aloud and independently, taking turns and listening to others.

I can explain how non-fiction books are structured in different ways and can use them effectively.

I can describe some of the different types of fiction books.

I can ask relevant questions to get a better understanding of a text.

I can predict what might happen based on the details I have read.

I can draw inferences, such as inferring a characters' feelings, thoughts and motives from their actions.

I can use a dictionary to check the meaning of unfamiliar words.

I can identify the main point of a text.

I can explain how structure and presentation contribute to the meaning of texts.

I can use non-fiction texts to retrieve information.

I can prepare poems to read aloud and to perform, showing understanding through intonation, tone, volume and action.

## **A Year 3 Writer**

### **Transcription**

#### Spelling

I can spell words with additional prefixes and suffixes and understand how to add them to root words.

I recognise and spell homophones.

I can use the first two or three letters of a word to check its spelling in a dictionary.

I can spell words which are in a family correctly.

I can spell the commonly mis-spelt words from the Y3/4 word list.

I can identify the root in longer words.

#### Handwriting

I use the diagonal and horizontal strokes that are needed to join letters.

I understand which letters should be left unjoined.

### **Composition**

I can discuss models of writing, noting its structure, grammatical features and use of vocabulary.

I can compose sentences using a wider range of structures.

I can write a narrative with a clear structure, setting, characters and plot.

I can produce non-narrative writing using simple organisational devices such as headings and sub-headings.

I can suggest improvements to my own writing and that of others.

I can make improvements to grammar, vocabulary and punctuation.

I use a range of sentences with more than one clause by using a range of conjunctions.

I use the perfect form of verbs to mark the relationship of time and cause.

I can proof-read to check for errors in spelling and punctuation.

### **Grammar and punctuation**

### Sentence structure

I can express time, place and cause by using conjunctions, adverbs and prepositions.

### Text structure

I am starting to use paragraphs.

I can use headings and sub headings.

I can use the present perfect form of verbs instead of the simple past.

### Punctuation

I can use inverted commas to punctuate direct speech.

## **A Year 3 Mathematician**

### **Number, place value, approximation and estimation/rounding**

I can count from 0 in multiples of 4, 8, 50 and 100.

I can compare and order numbers up to 1,000.

I can read and write numbers to 1,000 in numerals and words.

I can find 10 or 100 more or less than a given number.

I can recognise the place value of each digit in a 3-digit number.

I can identify, represent and estimate numbers using different representations.

I can solve number problems and practical problems using above.

### **Calculations**

I can add and subtract mentally, including:

A 3-digit number and ones

A 3-digit number and tens

A 3-digit number and hundreds

I can add and subtract numbers with up to three digits, using formal written methods of columnar addition and subtraction.

I can estimate the answer to a calculation and use inverse operation to check answers.

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 the 3, 4 and 8x tables.

I can write and calculate mathematical statements for multiplication and division using the multiplication tables, including for 2-digit numbers, using mental and progressing to formal written methods.

I can solve problems, including missing number problems, involving multiplication and division, including integer scaling problems and correspondence problems in which  $n$  objects are connected to  $m$  objects.

### **Fractions, decimals and percentages**

I can count up and down in tenths.

I recognise that tenths arise from dividing an object into 10 equal parts and in dividing 1-digit numbers or quantities by 10.

I recognise and can find and write fractions of a discrete set of objects: unit fractions and

non-unit fractions with small denominators.

I can compare and order unit fractions and fractions with the same denominators.

I can add and subtract fractions with the same denominator within one whole.

I can solve problems involving the above.

### **Measurement**

I can compare lengths using m, cm & mm.

I can compare mass using kg & g.

I can compare volume/capacity using l & ml.

I can measure lengths using m, cm & mm.

I can measure mass using kg & g.

I can measure volume/capacity using l & ml.

I can add and subtract lengths using m, cm & mm.

I can add and subtract mass using kg & g.

I can add and subtract volume/capacity using l & ml.

I can tell and write the time from an analogue clock (12 hour clock).

I can tell and write the time from an analogue clock (24 hour clock).

I can tell and write the time from an analogue clock (Roman numerals).

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 use the following vocabulary: o'clock, am, pm, morning, afternoon, noon & midnight.

I know the number of seconds in a minute.

I know the number of days in each month, year and leap year.

I can compare the duration of events.

I can measure the perimeter of simple 2D shapes.

I can add and subtract amounts of money to give change, using both £ and p in a practical context.

### **Geometry - properties of shapes**

I can identify horizontal, vertical lines and pairs of perpendicular and parallel lines.

I can draw 2D shapes.

I can make 3D shapes using modelling materials.

I recognise 3D shapes in different orientations and describe them.

I recognise that angles are a property of shape or a description of a turn.

I can identify right angles.

I recognise that two right angles make a half-turn & three make a three quarter turn.

I can identify whether angles are greater than or less than a right angle.

### **Statistics**

I can interpret and present data using bar charts, pictograms and tables.

I can solve one-step and two-step questions using information presented in scaled bar charts, pictograms and tables.