



End of year expectations

Year 3

Every year group has a set of objectives for which the children are aiming to achieve by the end of the school year. Meeting these objectives will help your child to make good progress as they move through the school. These objectives will be worked on and repeated for revision and practise in lessons and home learning throughout the year and will be the focus of direct teaching. The curriculum contains other objectives not listed here which will also be covered and learnt, however these are the key skills which will help them on their learning journey.

Any extra support you can provide at home to help your children to achieve these is valued by the teaching staff greatly. If you have any questions about the content of this booklet or want support in knowing how best to help your child, please contact your child's teacher to discuss.

Writing

- Use ideas from own reading and modelled examples to plan their writing.
- Show an increasing understanding of purpose and audience.
- Begin to use the structure of a wider range of text types
- Proof-read their own and others' work to check for errors with increasing accuracy, and make improvements.
- Make deliberate ambitious word choices to add detail.
- Create settings, characters and plot in narratives.
- Maintain the correct tense throughout a piece of writing.
- Demarcate sentences accurately using capital letters, full stops, exclamation marks, question marks, commas in a list, apostrophes and inverted commas in direct speech.
- To use subordinate clauses.
- Use a neat, joined handwriting style with increasing accuracy and consistency.

Reading

- Read fluently, decoding longer words with support.
- Apply their growing knowledge of root words and prefixes, including in-, im-, il-, ir-, dis-, mis-, un-, re-, and to understand the meaning of new words they meet.
- Apply a growing knowledge of root words and suffixes/word endings, including -ation, -ly, -ous, -ture, -sure, -sion, -tion, and to understand the meaning of new words they meet.
- Read aloud with an awareness of audience, (e.g. changes in intonation and pace);
- Participate in discussion about books they have read using appropriate terminology (plot, character, setting).
- Read independently and predict what might happen from details stated and implied.
- Make simple inferences with evidence such as inferring characters' feelings.
- Retrieve and record information from non-fiction using conventions such as indexes, contents pages and glossaries.

Maths

- Count from 0 in multiples of 4, 8, 50 and 100; find 10 or 100 more or less than a given number.
- Recognise the place value of each digit in a three-digit number (hundreds, tens, ones).
- Compare and order numbers up to 1000.



- Read and write numbers up to 1000 in numerals and in words.
- Add and subtract numbers mentally, including:
 - a three-digit number and ones;
 - a three-digit number and tens;
 - a three-digit number and hundreds.
- Add and subtract numbers with up to three digits, using formal written methods of column addition and subtraction.
- Estimate the answer to a calculation and use inverse operations to check answers.
- Recall and use multiplication and division facts for the 2, 3, 4, 5, 8 and 10 multiplication tables.
- Compare and order fractions with the same denominators.
- Measure, compare, add and subtract: lengths (m/cm/mm); mass (kg/g); volume/capacity (l/ ml).
- Estimate and read time with increasing accuracy to the nearest minute; record and compare time in terms of seconds, minutes and hours; use vocabulary such as o'clock, am/pm, morning, afternoon, noon and midnight.
- Solve one-step and two-step questions [for example, 'How many more?' and 'How many fewer?'] using information presented in scaled bar charts and pictograms and tables.