Year 3 Reading Expectations

As a Year 3 reader:

Word reading	Comprehension
• I can apply 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.	• 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 explain 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 details I have. • 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.

Year 3 Writing Expectations

As a Year 3 writer:

Transcription	Composition	Grammar and punctuation
<u>Spelling</u> • 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 correctly which are in a family. I can spell the commonly mis-spelt words from the Y3/4 word list. • I can identify the root in longer words. <u>Handwriting</u> • I use the diagonal and horizontal strokes that are needed to join letters. • I understand which letters should be left unjoined.	• 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 write non-narrative 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.	<u>Sentence structure</u> • I can express time, place and cause by using conjunctions, adverbs and prepositions. <u>Text structure</u> • 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. <u>Punctuation</u> • I can use inverted commas to punctuate direct speech

Year 3 Maths Expectations (consolidated version)

As a Year 3 mathematician:

Number	Measurement, Geometry and Statistics
• I can compare and order numbers to 1000 and read and write numbers to 1000 in numerals and words. • I can count from 0 in multiples of 4, 8, 50 and 100. • I can recognise the value of each digit in a 3-digit number. • I understand and can count in tenths, and find the fractional value of a given set. • I can add and subtract fractions with a common denominator. • I can derive and recall multiplication facts for 3, 4 and 8x tables. • I can add and subtract mentally combinations of 1-digit and 2-digit numbers. • I can add and subtract numbers with up to 3-digits using formal written methods. • I can write and calculate mathematical statements for multiplication and vision using the 2x, 3x, 4x, 5x, 8x and 10x tables. • I can calculate 2-digit x 1-digit. • I can solve number problems using one and two step problems	• I can identify right angles and can compare other angles stating whether they are greater or smaller than a right angle. • I can identify horizontal and vertical lines and pairs of perpendicular and parallel lines. • I can tell the time to the nearest minute and use specific vocabulary, including seconds, am & pm. • I can measure, compare, add and subtract using common metric measures. • I can solve one and two step problems using information presented in scaled bar charts, pictograms and tables.