

Introduction

This booklet provides information for parents/carers on the end of year expectations for children in our school in **reading, writing and mathematics**. These are outlined in the National Curriculum and are the expectations which your child should meet each year. Your child's teacher will plan and teach to these objectives throughout the year as part of your child's learning.

When we assess the children, they may be 'working towards the expected standard' for the year group (we call this Year 3 Beginning or Developing), or 'working at the expected standard' for the year group (we call this Year 3 Embedded, which is the expectation for the end of the year). When children become confident in the skills, they deepen their understanding by working at greater depth. This means they can show success at a skill in more than one way. It could also mean that they can apply the skill or knowledge in a variety of different situations. Examples of this are problem-solving in different contexts in maths or science, or using a literacy skill in different genres in writing. We then assess children as 'working at a greater depth within the expected standard' (this may involve children working above the expectations for their year group).

Please talk to your child's teacher about how you can support your child's in working towards these expectations.

As well as academic achievement, we believe nurturing and supporting our children to be independent and caring young people is highly important. We want our children to be the best that they can be, and foster their interests and talents. As a school, we promote our core values of **respect, honesty, responsibility, kindness, self-belief and aspiration**. And our code of conduct emphasises these values and characteristics, as well as **good manners, working hard, effort (trying your best), pride, fairness, keeping everyone safe, care, listening, and behaving sensibly and thoughtfully towards each other**. We want our children to be responsible and caring citizens of the future.

Reading

By the end of Year 3, a child should be able to justify their views about books written at an age-appropriate interest level. They will read the book accurately and at a speed that is sufficient for them to focus on understanding what they read rather than on decoding (working out) individual words.

- Read, listen to and discuss a wide range of fiction (stories) and non-fiction (information) books and articles, poetry and plays
- Read aloud and independently, taking turns and listening to others
- With support, identify the features of a range of different types of writing
- Use a dictionary to check the meaning of words
- Read further exception words, such as those that do not fit with regular spelling or sound patterns
- Understand what has been read, including making inferences – this means, for example, working out what a character in a story is feeling by the actions they take, and refer to the text when giving examples
- Predict what might happen next, using details that have been read
- Use non-fiction (information/reference) books, articles and web sites to retrieve and record information
- Discuss words and phrases that capture the reader's interest and imagination



Writing

By the end of Year 3, a child should be able to write down their ideas with a reasonable degree of accuracy and with good sentence punctuation.

- Use paragraphs to organise writing
- In stories (narratives) create characters, describe a setting and write about a plot (a series of events)
- In non-fiction writing, such as instructions or reports, use headings and subheadings to organise ideas and paragraphs.
- Proof read work and correct spelling and punctuation errors
- Use a variety of interesting and exciting words – develop a rich vocabulary
- Talk and write about time, place and cause using conjunctions, adverbs and prepositions (for example, after that, on top of, because, so, first, later on, behind, etc.)
- Begin to use inverted commas to punctuate direct speech
- Understand when to use 'a' or 'an' in front of a word (noun)
- Use the present perfect form of words instead of the simple past (for example, 'He has gone out to play' instead of 'He went out to play')
- Use a range of sentence structures (simple, compound, complex)
- Read, spell correctly and use the words from the Year 3 spelling list
- Begin to use joined handwriting throughout independent writing



Mathematics

By the end of Year 3, a child will be developing written and mental methods using the four operations (addition, subtraction, multiplication and division) including number facts (addition and subtraction bonds to 20 and multiplication tables facts) and the concept of place value, and performing calculations with whole numbers.

- Count forwards and backwards to 0 in steps of 4, 8, 50 and 100
- Find 10 and 100 more or less than a number
- Recognise the place value of each digit in a three-digit number
- Solve number problems and practical problems, comparing and ordering numbers up to 1000
- Add and subtract numbers mentally, including a three-digit number and ones, a three-digit number and tens and a three-digit number and hundreds
- Add and subtract numbers with up to three digits, using formal written methods of column addition and subtraction
- In practical situations, add and subtract amounts of money to give change, using both pounds (£) and pence (p)
- Recall and use multiplication and division facts for the 3, 4 and 8 times table (as well as the 2, 5 and 10 times tables learnt previously)
- Write and calculate multiplication and division questions, using the multiplication tables that are known, including for 2-digit numbers multiplied by 1-digit numbers using mental and formal written methods
- Recognise, write and find fractions of a group of objects (for example, two-fifths of a bag of 20 sweets)
- Recognise that tenths arise from dividing an object into 10 equal parts, and in dividing one-digit numbers or quantities by 10
- Count up and down in tenths
- Recognise and show, using diagrams, equivalent fractions with small denominators (the denominator is the bottom number in a fraction, which indicates the number of parts an object is divided into); for example, $\frac{2}{10} = \frac{1}{5}$
- Measure, compare, add and subtract
 - lengths (m/cm/mm)
 - mass (kg/g)
 - volume/capacity (l/ml)
- Tell and write the time from an analogue clock (with a clock-face), including using roman numerals I to XII, and from 12-hour and 24-hour digital clocks
- Identify right angles (90° or a 'square corner')
- Recognise that two right angles make a half-turn, three right angles make $\frac{3}{4}$ of a turn and four right angles make a complete turn
- Identify if an angle is greater than or less than a right angle
- Interpret and present data using bar charts, pictograms and tables

$$4 \times 6 = 24$$

$$4 \times 7 = 28$$

$$4 \times 8 = 32$$

$$4 \times 9 = 36$$

$$4 \times 10 = 40$$

