Heyhouses C of E Primary School

End of Year Expectations for Year 3

This booklet provides information for parents and carers on the end of year key learning indicators of performance for pupils in our school. The statements in this booklet have been identified as **Key Learning Indicators of Performance** as these have the greatest impact on the further development of skills and subsequent learning. They are not the full curriculum we teach in school. You can find this in the National Curriculum by following this link

https://www.gov.uk/government/publications/national-curriculum-inengland-primary-curriculum

All the objectives will be worked on throughout the year and will be the focus of direct teaching. Any extra support you can provide in helping your children to achieve these is greatly valued.
If you have any queries regarding the content of this booklet or want support in knowing how best to help your child please talk to your child's teacher.

Reading

- Orally retell a range of stories, including less familiar fairy stories, fables and folk tales e.g. *Grimm's Fairy Tales*
- Use intonation, tone and volume when reading aloud.
- Take note of punctuation when reading aloud.
- Discuss their understanding of the text.
- Raise questions during the reading process to deepen understanding e.g. *I wonder why the character.*
- Draw inferences around characters thoughts, feelings and actions, and justify with evidence from the text.
- Make predictions based on details stated.
- Justify responses to the text using the PE prompt (**P**oint + **E**vidence)
- Prepare for research by identifying what is already known about the subject and key questions to structure the task
- Make and respond to contributions in a variety of group situations e.g. *whole class, pairs, guided groups, book circles.*

Other important aspects of reading in Year 3
- Use prefixes to understand meanings e.g. *un-, dis-, mis-, re-, pre, im-, in-.*
- Use suffixes to understand meanings e.g. *-ly, -ous.*
- Sequence and discuss the main events in stories.
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- Identify and discuss themes e.g. *good over evil, weak and strong, wise and foolish, mean and generous, rich and poor.*
- Identify and discuss conventions e.g. *numbers three and seven in fairy tales, magical sentence repeated several times.*
- Identify, discuss and collect favourite words and phrases which capture the reader's interest and imagination.
- Explain the meaning of unfamiliar words by using the context.
  Use dictionaries to check meanings of words they have read.

Writing

- Explore and identify main and **subordinate clauses** in complex sentences.
- Explore, identify and create complex sentences using a range of **conjunctions** e.g. *when, if because, although, while, since, until, before, after, so.*
- Discuss and record ideas for planning using a range of formats, e.g. *chunking a plot, story maps, flow charts, boxing up.*
- Group related material into paragraphs.
- Use headings and sub headings to organise information
- Proofread to check for errors in spelling, grammar and punctuation in own and others' writing.
- Use the first two letters of a word to check its spelling in a dictionary.
- Form and use the four basic handwriting joins.
- Write legibly.

Other important aspects of writing in Year 3
Identify **clauses** in sentences.
- Use the **comma** to separate **clauses** in complex sentences where the subordinate clause appears first, e.g. *Although it was raining, we decided not to take our coats.*
- Select, generate and effectively use **adverbs** e.g. *suddenly, silently, soon, next, eventually.*
- Use **inverted commas to** punctuate **direct speech (speech marks).**
- Use perfect form of verbs using *have* and *has* to indicate a completed action e.g. *He has gone out to play* (present perfect) instead of *he went out to play* (simple past).
- Use the determiner *a* or *an* according to whether the next word begins with a **consonant**

Mathematics

- Read and write numbers up to 1000 in numerals and in words.
- Identify, represent and estimate numbers using different representations (including the number line).
- Recognise the place value of each digit in a three-digit number (hundreds, tens, ones).
- Partition numbers in different ways (e.g. 146 = 100+ 40+6 and 146 = 130+16).
- Compare and order numbers up to 1000.
- Find 1, 10 or 100 more or less than a given number.

- Round numbers to at least 1000 to the nearest 10 or 100.
- Find the effect of multiplying a one- or two-digit number by 10 and 100, identify the value of the digits in the answer.
- Choose an appropriate strategy to solve a calculation based upon the numbers involved (recall a known fact, calculate mentally, use a jotting, written method).
- Recall/use addition/subtraction facts for 100 (multiples of 5 and 10).
- 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 columnar addition and subtraction.
- Recall and use multiplication and division facts for the 3, 4 and 8 multiplication tables.
- Derive and use doubles of all numbers to 100 and corresponding halves.
- Write and calculate mathematical statements for multiplication and division using the multiplication tables that they know, including for two-digit numbers times one-digit numbers, using mental and progressing to formal written methods.
- Understand that finding a fraction of an amount relates to division.
- Recognise that tenths arise from dividing objects 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 show, using diagrams, equivalent fractions with small denominators.
- Draw 2-D shapes and make 3-D shapes using modelling materials; recognise 3-D shapes in different orientations and describe them.
- Identify right angles, 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 and pairs of perpendicular and parallel lines.
- Measure, compare, add and subtract: lengths (m/cm/mm); mass (kg/g); volume/capacity (l/ml).
- Understand perimeter is a measure of distance around the boundary of a shape.
- Tell and write the time from an analogue clock, including using Roman numerals from I to XII, and 12-hour and 24-hour clocks
- Record/compare time in terms of seconds, minutes, hours; use vocabulary such as o'clock, a.m./p.m., morning, afternoon, noon, midnight.
- Know the number of seconds in a minute and the number of days in each month, year and leap year.
- Add and subtract amounts of money to give change, using both £ and p in practical contexts.