Pupils in Year 3 should be taught to:

READING

Word Reading	Comprehension
- Read with fluency a range of age-appropriate text types from those specified for YRs 3 and 4 (which may include fairy stories, myths and legends, poetry, plays and non-fiction books). Read at a speed sufficient for them to focus on understanding. - Read most common exception words by sight, (including all those in the YR 2 spelling appendix) noting unusual correspondence between spelling and sound. - Know the full range of GPCs, and use phonic skills consistently and automatically to address unfamiliar or challenging words. - Determine the meaning of new words by sometimes applying knowledge of root words and their affixes e.g. disagree, misbehave, incorrect. - Prepare poems and play scripts to read aloud and perform. Show appropriate intonation and volume when reciting or reading aloud.	- Fully engage with and enjoy reading a range of texts, making choices and explaining preferences; begin to know preferred authors and text types; talk about books enjoyed both in and out of school. - Listen to, discuss and express views about a wide range of fiction (including fairy stories, and perhaps myths and legends over the two YR cycle), poetry (including those read aloud and performed) and plays - sometimes at a level beyond that which they can read independently. - Listen to and discuss a range of non-fiction and reference or text books, that are structured in different ways; identify their particular characteristics; recognise typical presentational features. - Identify themes and conventions in a range of books e.g. identify a theme of 'journeys' or 'invasion'; recognise the conventions of a fairy story or play; recognise how a nonfiction book is often organised and presented. - Recognise some different forms of poetry, such as shape poems, free verse or narrative; explain their differences. - Draw inferences and justify with evidence e.g. characters' feelings, thoughts and motives, from their actions or words. - Predict what might happen from details stated and implied. - Explain the meaning of words in context; use dictionaries to check meanings. - Check the text makes sense, reading to the punctuation and usually re-reading or self-checking. - Explain and discuss their understanding of the text e.g. explain events; describe a character's actions. - Retrieve and record information from non-fiction texts. - Identify how language, structure and presentation contribute to meaning e.g. that the use of the word 'trembling' indicates that the kitten is scared; that the text box provides a list of quick facts. - Discuss words and phrases that capture the reader's interest and imagination. - During discussion about texts, ask questions to improve their understanding; take turns and listen to what others have to say.

WRITING

Spelling	Handwriting	Composition	Vocabulary, Grammar and Punctuation
- Write from memory, simple dictated sentences which include familiar GPCs, common exception words and punctuation. - Use knowledge of morphology to spell some words with prefixes e.g. dis- mis-, in-, super-, anti-. - Spell some words with the suffixes: -ation, -ly, -sure, -tion, -sion and -ssion. - Write words spelt ei, eigh or ey e.g. vein, weight, obey. - Spell a range of common homophones from the YR 3-4 spelling appendix e.g. berry, bury; break, brake; here,hear; grown,groan. - Embed use of apostrophe for a range of contractions and for singular nouns. Introduce plural possession e.g. boys' coats. - Spell some words from the YR 3-4 statutory word list.	- Writing is legible. - Letters are gaining in consistency of size and formation. Capital letters are the correct size relative to lower case. - Writing is usually spaced sufficiently so that ascenders and descenders do not meet. - Appropriate letters are joined, according to the school's handwriting approach.	- Compose and rehearse sentences orally. Talk about initial ideas in order to plan and draft before writing. - Write to suit purpose, and show some features of the genre being taught. - Create chronological narratives; write in sequence. Write simple beginning, middle, ending. - With scaffold, organise sections broadly, within a theme. - Use headings and subheadings to aid presentation. - Describe characters, settings and /or plot in a simple way, with some interesting details. - Evaluate own and others' writing, with direction; reread and check own writing; make changes.	- Write a range of sentence types which are usually grammatically accurate e.g. commands, questions and statements. - Express time, place and cause using conjunctions e.g. when, before, after, while, so, because. Use coordinating and simple subordinating conjunctions to join clauses. - dentify and use a range of prepositions. - Demarcate sentences with increasing security, including capital letters, full stops, question marks and exclamation marks; commas to separate items in lists. - Identify direct speech. Begin to use inverted commas for direct speech. - Consolidate knowledge of word classes: noun, adjective, verb, adverb. - Use 'a' or 'an' according to whether the next word begins with a consonant or vowel. - Usually use the past or present tense appropriately. Sometimes use the present perfect e.g. He has gone out to play

MATHEMATICS

Number and Place Value	Addition and Subtraction	Multiplication and Division	Fractions
- 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 threedigit number (hundreds, tens, ones). - Compare and order numbers up to 1000. - Identify, represent and estimate numbers using different representations. - Read and write numbers up to 1000 in numerals and in words. - Solve number problems and practical problems involving these ideas.	- 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. - Estimate the answer to a calculation and use inverse operations to check answers. - Solve problems, including missing number problems, using number facts, place value, and more complex addition and subtraction.	- Recall and use multiplication and division facts for the 3, 4 and 8 multiplication tables. - 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. - Solve problems, including missing number problems, involving multiplication and division, including positive integer scaling problems and correspondence problems in which n objects are connected to m objects.	- Count up and down in tenths; recognise that tenths arise from dividing an object 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 use fractions as numbers: unit fractions and non-unit fractions with small denominators. - Recognise and show, using diagrams, equivalent fractions with small denominator. - Add and subtract fractions with the same denominator within one whole [for example, 5/7 + 1/7 = 6/7]. - Compare and order unit fractions, and fractions with the same denominators. - Solve problems that involve all of the above.

Measurement	Properties of Shapes	Position and Direction	Statistics
- Measure, compare, add and subtract: lengths (m/cm/mm); mass (kg/g); volume/capacity (l/ml). - Measure the perimeter of simple 2-D shapes. - Add and subtract amounts of money to give change, using both £ and p in practical contexts. - Tell and write the time from an analogue clock, including using Roman numerals from I to XII, and 12-hour and 24-hour clocks. - 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, a.m./p.m., morning, afternoon, noon and midnight. - Know the number of seconds in a minute and the number of days in each month, year and leap year. - Compare durations of events [for example to calculate the time taken by particular events or tasks].	- Draw 2-D shapes and make 3-D shapes using modelling materials; recognise 3-D shapes in different orientations and describe them. - Recognise angles as a property of shape or a description of a turn. - 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.	Use mathematical vocabulary to describe position, direction and movement, including movement in a straight line and distinguishing between rotation as a turn and in terms of right angles for quarter, half and three-quarter turns (clockwise and anticlockwise).	- Interpret and present data using bar charts, pictograms and tables solve one-step and two-step questions [for example, 'How many more?' and 'How many fewer?']. - Use information presented in scaled bar charts and pictograms and tables.