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.
- 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.
- Justify responses to the text using the PE prompt (Point + Evidence).
- 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.

Writing

- Explore and identify main and subordinate clauses in complex sentences.
- Explore, identify and create complex sentences using a range of conjunctions e.g. *if, while, since, after, before, so, although, until, in case.*
- Discussing and recording ideas for planning using a range of formats, e.g. chunking a plot, story maps, flow charts, boxing up. .
- Grouping related material into paragraphs.
- Using headings and sub headings to organise information.
- Proofreading 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.
- Select, generate and effectively use adverbs e.g. suddenly, silently, soon, next, eventually.
- Use inverted commas to punctuate direct speech (speech marks).
- Create and develop characters for narrative.
- Improvise, create and write dialogue.
- Create and develop plots based on a model.
- Generate and select from vocabulary banks e.g. noun phrases, powerful verbs, technical language, synonyms for said appropriate to text type.
- Use different sentence structures

Mathematics

- Read and write numbers up to 1000 in numerals
- 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.
- 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 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.
- 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, 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 - 12-hour and 24-hour clocks.
- 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.
- 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.

End of Year Expectations for Year 3

This booklet provides information for parents and carers on the end of year expectations for children in our school. The staff, following the new National Curriculum statutory guidance, has identified these expectations as being the minimum requirements your child must meet in order to ensure continued progress throughout the following year.

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.