



End of Year Expectations for Year 3

The following pages outline the national expectations for children in Year 3 by the end of the academic year.

These replace the old system of levels and provide you as parents with a clear idea of what the children should be achieving at the end of the year.

All the objectives will be worked on throughout the year and will be the focus of teaching. Any extra support you can provide in helping your child or children to achieve these will benefit them greatly.

We have also produced 'deepening' targets for parents to show you the targets that the children will be working towards if they have met all of the 'expected' targets.

If you have any queries regarding the content or would like support in knowing how best to help your child please talk to your child's class teacher.

Assessing Mathematics: Meeting Year 3 Expectations

Year 3 Expectations: Number	Year 3 Expectations: Measurement, Geometry and Statistics
• Compare and order numbers to 1000 and read and write numbers to 1000 in numerals and words	• Identify right angles; compare other angles to being greater or smaller than a right angle
• Count from 0 in multiples of 4, 8, 50 and 100	• Identify horizontal and vertical lines and pairs of perpendicular and parallel lines
• Recognise the value of each digit in a 3-digit number	• Tell time to nearest minute and use specific vocabulary: seconds, am and pm
• Understand and count in tenths, and find the fractional value of a given set	• Measure, compare, add and subtract using common metric measures
• Add and subtract fractions with a common denominator	• Solve one-step and two step problems using information presented in scaled bar charts, pictograms and tables
• Derive and recall multiplication facts for 3, 4 and 8x multiplication tables	
• Add and subtract mentally combinations of 1-digit and 2-digit numbers	
• Add and subtract numbers with up to 3-digits using formal written methods	
• Write and calculate mathematical statements for multiplication and division; including 2-digit number with a 1-digit number (from multiplication tables they know, ie, 2, 3, 4, 5, 8 and 10)	
• Solve number problems using one and two step operations	

Assessing Mathematics: Deepening Year 3 Expectations

- Recognise the value of each digit in a 4-digit number and the value of a tenth
- Know all multiplication facts up to 10×10 and be able to instantaneously answer questions such as, how many 7s in 42?
- Add and subtract numbers with any number of digits using formal written methods
- Begin to have an understanding about negative numbers recognising they are smaller than zero
- Multiply and divide any 2-digit number by a single digit number and have an understanding of 'remainder'
- Can find fractional values (from $\frac{1}{2}$ to $\frac{1}{10}$) of amounts up to 1000
- Use knowledge of number to solve problems related to money, time and measures
- Know that the total internal angles of a triangle measure 180° and can measure each
- Can relate knowledge of time to problems related to timetables
- Measure, compare, add and subtract more complex problems using common metric measures set out in Kg,gms; Kl,litres; Km and metres, etc.

Assessing Reading: Meeting Year 3 Expectations

Year 3 Expectations: Word Reading	Year 3 Expectations: Reading Comprehension (continued)
•Apply knowledge of root words, prefixes and suffixes to read aloud and to understand the meaning of unfamiliar words	•Draw inferences such as inferring characters' feelings, thoughts and motives from their actions
•Read further exception words, noting the unusual correspondences between spelling and sound, and where these occur in the word	•Identify how structure, and presentation contribute to the meaning of texts
•Attempt pronunciation of unfamiliar words drawing on prior knowledge of similar looking words	•Identify main idea of a text
Year 3 Expectations:Reading Comprehension	Use dictionaries to check the meaning of unfamiliar words
•Experience and discuss a range of fiction, poetry, plays, non-fiction and reference books or textbooks	•Retrieve and record information from non-fiction
•Know that non-fiction books are structured in different ways and be able to use them effectively	•Discuss books, poems and other works that are read aloud and independently, taking turns and listening to others' opinions
•Begin to understand that narrative books are structured in different ways, for example, quest stories and stories with dilemmas	•Explain and discuss understanding of books, poems and other material, both those read aloud and those read independently
•Ask questions to improve understanding of a text	•Prepare poems to read aloud and to perform, showing understanding through intonation, tone, volume and action
•Predict what might happen from details stated	

Assessing Reading: Deepening Year 3 Expectations

Year 3 Deepening Expectations: Reading

- Skim materials and note down different views and arguments
- Pause appropriately in response to punctuation and/or meaning
- Justify predictions by referring to the story
- Begin to find meaning beyond the literal, e.g. the way impressions of people are conveyed through choice of detail and language
- Read ahead to determine direction and meaning in a story
- Investigate what is known about the historical setting and events and their importance to the story
- Deduce from the evidence in the text what characters are like
- Explore figurative language and the way it conveys meaning succinctly
- Identify the way a writer sets out to persuade
- Explore the relationship between a poet and the subject of a poem

Assessing Writing: Meeting Year 3 Expectations

Year 3 Expectations: Transcription	Year 3 Expectations: Composition
<ul style="list-style-type: none"> • Spell words with additional prefixes and suffixes and understand how to add them to root words, for example - form nouns using <i>super</i>, <i>anti</i>, <i>auto</i> 	<ul style="list-style-type: none"> • Look at and discuss models of writing of the text type, purpose and audience to be written, noting: structure; grammatical features and use of vocabulary
<ul style="list-style-type: none"> • Recognise and spell additional homophones, for example - <i>he'll</i>, <i>heel</i>, <i>heal</i> 	<ul style="list-style-type: none"> • Compose sentences using a wider range of structures linked to the grammar objectives
<ul style="list-style-type: none"> • Use the first two or three letters of a word to check its spelling in a dictionary 	<ul style="list-style-type: none"> • Write a narrative with a clear structure, setting, characters and plot
<ul style="list-style-type: none"> • Spell correctly word families based on common words, for example - <i>solve</i>, <i>solution</i>, <i>solver</i> 	<ul style="list-style-type: none"> • Write a non-narrative using simple organisational devices such as headings and sub-headings
<ul style="list-style-type: none"> • Spell identified commonly misspelt words from Year 3 and 4 word list 	<ul style="list-style-type: none"> • Suggest improvement to writing through assessing writing with peers and self assessment
<ul style="list-style-type: none"> • Make analogies from a word already known to apply to an unfamiliar word 	<ul style="list-style-type: none"> • Make improvements by proposing changes to grammar and vocabulary to improve consistency, e.g. the accurate use of pronouns in sentences
<ul style="list-style-type: none"> • Identify the root in longer words 	<ul style="list-style-type: none"> • Use a range of sentences with more than one clause by using a wider range of conjunctions, e.g. <i>when</i>, <i>if</i>, <i>because</i>, <i>although</i>
<ul style="list-style-type: none"> • Use the diagonal and horizontal strokes that are needed to join letters 	<ul style="list-style-type: none"> • Use the perfect form of verbs to mark relationships of time and cause
<ul style="list-style-type: none"> • Understand which letters, when adjacent to one another, are best left unjoined 	<ul style="list-style-type: none"> • Use conjunctions, adverbs and prepositions to express time and cause
<ul style="list-style-type: none"> • Increase the legibility, consistency and quality of handwriting 	<ul style="list-style-type: none"> • Proof-read to check for errors in spelling and punctuation errors

Assessing Writing: Deepening Year 3 Expectations

Secure use of planning tools: e.g. story map /story mountain /story grids /'Boxing-up' grids

Embellished simple sentences: Adverb starters to add detail e.g.

Carefully, she crawled along the floor of the cave....

Amazingly, small insects can....

Adverbial phrases used as a 'where', 'when' or 'how' starter (fronted adverbials)

A few days ago, we discovered a hidden box.

At the back of the eye, is the retina.

In a strange way, he looked at me.

Prepositional phrases to place the action: *on the mat; behind the tree, in the air*

Sentence of 3 for description e.g.

The cottage was almost invisible, hiding under a thick layer of snow and glistening in the sunlight.

Rainbow dragons are covered with many different coloured scales, have enormous, red eyes and swim on the surface of the water.

Dialogue -powerful speech verb

e.g. *"Hello," she whispered.*

Begin to use paragraphs to organise each part of story to indicate a change in place or jump in time

Develop Ending Personal response Extra information / reminders e.g. Information boxes/ Five Amazing Facts Wow comment

Topic sentences to introduce non-fiction paragraphs e.g.

Dragons are found across the world.