

## Reading Requirements in Year 3

### Word Reading

- I can apply my knowledge of root words, prefixes and suffixes to read aloud and to understand the meaning of unfamiliar words.
- I can read further exception words, noting the unusual correspondences between spelling and sound.
- I attempt pronunciation of unfamiliar words drawing on prior knowledge of similar looking words.

### Comprehension

- I read a range of fiction, poetry, plays, and non-fiction texts.
- I can discuss the texts that I read.
- I can read aloud and independently, taking turns and listening to others.
- I can explain how non-fiction books are structured in different ways and can use them effectively.
- I can describe some of the different types of fiction books.
- I can ask relevant questions to get a better understanding of a text.
- I can predict what might happen based on the details I have read.
- I can draw inferences, such as inferring a characters' feelings, thoughts and motives from their actions.
- I can use a dictionary to check the meaning of unfamiliar words.
- I can identify the main point of a text.
- I can explain how structure and presentation contribute to the meaning of texts.
- I can use non-fiction texts to retrieve information.
- I can prepare poems to read aloud and to perform, showing understanding through intonation, tone, volume and action.



## Writing Requirements in Year 3

### Transcription

#### Spelling

- I can spell words with additional prefixes and suffixes and understand how to add them to root words.
- I recognise and spell homophones.
- I can use the first two or three letters of a word to check its spelling in a dictionary.
- I can spell words which are in a family correctly.
- I can spell the commonly mis-spelt words from the Y3/4 word list.
- I can identify the root in longer words.

#### Handwriting

- I use the diagonal and horizontal strokes that are needed to join letters.
- I understand which letters should be left unjoined.

### Composition

- I can discuss models of writing, noting its structure, grammatical features and use of vocabulary.
- I can compose sentences using a wider range of structures.
- I can write a narrative with a clear structure, setting, characters and plot.
- I can produce non-narrative writing using simple organisational devices such as headings and sub-headings.
- I can suggest improvements to my own writing and that of others.
- I can make improvements to grammar, vocabulary and punctuation.
- I use a range of sentences with more than one clause by using a range of conjunctions.
- I use the perfect form of verbs to mark the relationship of time and cause.
- I can proof-read to check for errors in spelling and punctuation.

### Grammar and punctuation

#### Sentence structure

- I can express time, place and cause by using conjunctions, adverbs and prepositions.

#### Text structure

- I am starting to use paragraphs.
- I can use headings and sub headings.
- I can use the present perfect form of verbs instead of the simple past.

#### Punctuation

- I can use inverted commas to punctuate direct speech.





## Mathematics Requirements in Year 3

### Number

- I can compare and order numbers to 1000 and read and write numbers to 1000 in numerals and words.
- I can count from 0 in multiples of 4, 8, 50 and 100.
- I can recognise the value of each digit in a 3-digit number.
- I understand and can count in tenths, and find the fractional value of a given set.
- I can add and subtract fractions with a common denominator.
- I can derive and recall multiplication facts for 3, 4 and 8x tables.
- I can add and subtract mentally combinations of 1-digit and 2-digit numbers.
- I can add and subtract numbers with up to 3-digits using formal written methods.
- I can write and calculate mathematical statements for multiplication and division using the 2x, 3x, 4x, 5x, 8x and 10x tables.
- I can calculate 2-digit x 1-digit.
- I can solve number problems using one and two step problems .

### Measurement and geometry

- I can identify right angles and can compare other angles stating whether they are greater or smaller than a right angle.
- I can identify horizontal and vertical lines and pairs of perpendicular and parallel lines.
- I can tell the time to the nearest minute and use specific vocabulary, including seconds, am & pm.
- I can measure, compare, add and subtract using common metric measures.
- I can solve one and two step problems using information presented in scaled bar charts, pictograms and tables.



# Forest Park Primary School



## Year 3 End of Year Expectations

The new National Curriculum is now statutory in Forest Park, and in all schools throughout the country. As in all schools, we at Forest Park have been able to decide what is taught in which year in some subjects, although all aspects of the curriculum must be covered by the time the children leave us in Year Six.

However the requirements of what is to be taught in Reading, Writing and Maths in each year are non-negotiable.

This leaflet shows the overview of what your child is expected to learn by the end of their current year group. These are the minimum requirements to ensure continued progress through the following years.

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.