

# Key Objectives for Year 3



## *Reading, Writing & Maths*

### READING (Y3/4 Curriculum)

Expectations for Year 3 children is that they are **developing their understanding** of the knowledge and skills listed below and can demonstrate this in their work:

Comprehension 1	<p><b>Develop positive attitudes to reading and understanding of what they read by:</b></p> <ul style="list-style-type: none"> <li>• listening to and discussing a wide range of fiction, poetry, plays, non-fiction and reference books or textbooks;</li> <li>• reading books that are structured in different ways and reading for a range of purposes;</li> <li>• using dictionaries to check the meaning of words that they have read;</li> <li>• increasing their familiarity with a wide range of books, including fairy stories, myths and legends, and retelling some of these orally;</li> <li>• identifying themes and conventions in a wide range of books;</li> <li>• preparing poems and play scripts to read aloud and to perform;</li> <li>• showing understanding through intonation, tone, volume and action</li> <li>• discussing words and phrases that capture the reader's interest and imagination;</li> <li>• recognising some different forms of poetry;</li> </ul>
Comprehension 2	<p><b>Understand what they read, in books they can read independently, by:</b></p> <ul style="list-style-type: none"> <li>• checking that the text makes sense to them, discussing their understanding and explaining the meaning of words in context;</li> <li>• asking questions to improve their understanding of a text;</li> <li>• drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence;</li> <li>• predicting what might happen from details stated and implied;</li> <li>• identifying main ideas drawn from more than one paragraph and summarising these;</li> <li>• Identifying how language, structure, and presentation contribute to meaning.</li> </ul>
Comprehension 3	<p><b>Identifying how language, structure, and presentation contribute to meaning by:</b></p> <ul style="list-style-type: none"> <li>• Retrieving and recording information from non-fiction.</li> <li>• Participating in discussion about both books that are read to them and those they can read for themselves, taking turns and listening to what others say.</li> </ul>
Word Reading	<ul style="list-style-type: none"> <li>• Apply their growing knowledge of root words, prefixes and suffixes (etymology and morphology) as listed in English Appendix 1, both to read aloud and to understand the meaning of new words they meet.</li> <li>• Read further exception words, noting the unusual correspondences between spelling and sound, and where these occur in the word.</li> </ul>

## WRITING & SPAG (Y3 Curriculum)

Expectations for Year 3 children is that they have a **secure understanding** of the knowledge and skills listed below and can demonstrate this in their work:

Spelling & Vocabulary	<ul style="list-style-type: none"> <li>• Spell words that are often misspelt.</li> <li>• Use further prefixes and suffixes and understand how to add them.</li> <li>• Write from memory simple sentences, dictated by the teacher, that include words and punctuation taught so far.</li> </ul>
Punctuation & Grammar	<ul style="list-style-type: none"> <li>• Expressing time, place and cause using conjunctions, adverbs or prepositions.</li> <li>• Use of the present perfect form of verbs instead of the simple past.</li> <li>• Begin to use paragraphs as a way to group related material.</li> </ul>
Composition	<ul style="list-style-type: none"> <li>• Place the possessive apostrophe accurately in words with regular plurals.</li> <li>• Begin to use inverted commas to punctuate direct speech.</li> </ul> <p><b>Draft and write by:</b></p> <ul style="list-style-type: none"> <li>• using simple organisational devices [for example headings and sub-headings] in non-narrative material.</li> <li>• creating settings, characters and plot in narratives.</li> <li>• proof-read for spelling, grammar and punctuation errors and suggest improvements.</li> </ul>
Transcription	<ul style="list-style-type: none"> <li>• Increase the legibility, consistency and quality of their handwriting [for example by ensuring that the down strokes of letters are parallel and equidistant; that lines of writing are spaced sufficiently so that ascenders and descenders of letters do not touch].</li> </ul>
Terminology	<ul style="list-style-type: none"> <li>• Use and understand: preposition, conjunction, word family, prefix, clause, subordinate clause, direct speech, consonant, consonant letter vowel, vowel letter, inverted commas (or speech marks).</li> </ul>

## MATHS (Y3 Curriculum)

Expectations for Year 3 children is that they have a **secure understanding** of the knowledge and skills listed below and can demonstrate this in their work:

Number & Place Value	<ul style="list-style-type: none"> <li>• Count in multiples of 4,8,50 and 100.</li> <li>• Find 10 more or less than a number.</li> <li>• Know the place value of each digit in a 3 digit number.</li> <li>• Read and write numbers to 1000 and compare and order these numbers.</li> <li>• Represent numbers using base 10.</li> <li>• Solve number and practical problems.</li> </ul>
Addition & Subtraction	<ul style="list-style-type: none"> <li>• Add and subtract mentally HTU and Units, HTU and Tens, HTU and Hundreds.</li> <li>• Use written methods to add and subtract numbers up to 3 digits.</li> <li>• Estimate answers and use inverse to check answers.</li> <li>• Solve missing number problems using number facts, place value and + and -</li> </ul>
Multiplication & Division	<ul style="list-style-type: none"> <li>• Know x and ÷ facts for the 3, 4 and 8 times tables.</li> <li>• Use multiplication facts to solve TU x U problems.</li> <li>• Solve missing number problems using X and ÷.</li> <li>• Solve scaling problems to adjust a recipe for different people.</li> </ul>
Fractions , decimals and %	<ul style="list-style-type: none"> <li>• Count up and down in tenths.</li> <li>• Find fractions of objects and numbers (Find 1/5 and 2/5 of the objects).</li> <li>• Recognise and show using diagrams equivalent fractions.</li> <li>• Add and subtract fractions with the same denominator.</li> <li>• Compare and order unit fractions.</li> <li>• Compare and order fractions with the same denominator.</li> </ul>
Measurement	<ul style="list-style-type: none"> <li>▪ Measure, compare, add and subtract lengths, capacity in l and ml and mass in g and kg.</li> <li>▪ Measure the perimeter of 2d shapes.</li> <li>▪ Add and subtract money to give change using pounds and pence.</li> <li>▪ Tell the time to the nearest minute from an analogue clock, including clocks with Roman Numerals, and 12 and 24 hour clocks.</li> <li>▪ Use vocabulary o'clock, am/pm, noon and midnight.</li> <li>▪ Compare time and duration of events in seconds, minutes and hours.</li> <li>Know number of seconds in a minute, days in each month, year and leap year.</li> </ul>
Properties of shape	<ul style="list-style-type: none"> <li>▪ Draw and make 2D and 3D shapes.</li> <li>▪ Recognise and describe 3D shapes in different orientations.</li> <li>▪ Recognise right angles in shapes.</li> <li>▪ Know 2 right angles make a ½ turn, 3 make a ¾ turn and 4 make a whole turn.</li> <li>▪ Identify horizontal and vertical lines.</li> <li>▪ Identify parallel and perpendicular lines</li> </ul>
Statistics	<ul style="list-style-type: none"> <li>• Interpret and present data using pie charts, pictograms and tables.</li> <li>• Solve 1 and 2 step problems using bar charts and pictograms.</li> <li>•</li> </ul>

*At the end of the year, your child will be judged against all the above objectives using the scale below.*

End-of-year assessments:	
1	Working beyond Year 3 expectations.
2	Working at Year 3 expectations.
3	Working towards Year 3 expectations
4	Working at an earlier stage of the curriculum

*At the end of Year 4 (next academic year), children have to sit the 'Multiplication Tables Check'. They need to know **all** their tables up to 12 x 12 and recall the facts **quickly**.*

X	1	2	3	4	5	6	7	8	9	10	11	12
1	1	2	3	4	5	6	7	8	9	10	11	12
2	2	4	6	8	10	12	14	16	18	20	22	24
3	3	6	9	12	15	18	21	24	27	30	33	36
4	4	8	12	16	20	24	28	32	36	40	44	48
5	5	10	15	20	25	30	35	40	45	50	55	60
6	6	12	18	24	30	36	42	48	54	60	66	72
7	7	14	21	28	35	42	49	56	63	70	77	84
8	8	16	24	32	40	48	56	64	72	80	88	96
9	9	18	27	36	45	54	63	72	81	90	99	108
10	10	20	30	40	50	60	70	80	90	100	110	120
11	11	22	33	44	55	66	77	88	99	110	121	132
12	12	24	36	48	60	72	84	96	108	120	132	144

