

## Year 3 Information for Parents

### Age Related Expectations for Reading

#### A Year 3 Reader

##### 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.

#### A Year 3 Reader Exceeding Year 3 Expectations

I can skim materials and note down different views and arguments.

I pause appropriately in response to punctuation and/or meaning.

I can justify predictions by referring to the story.

I am beginning to find meaning beyond the literal, e.g. the way impressions of people are conveyed through choice of detail and language.

I can read ahead to determine direction and meaning in a story.

I can investigate what is known about the historical setting and events and their importance to the story.

I can work out from the evidence in the text what characters are like.

I can explore figurative language (simile, metaphor etc) and the way it conveys meaning effectively.

I can identify the way a writer sets out to persuade.

I can explore the relationship between a poet and the subject of a poem.

## Year 3 Information for Parents Age Related Expectations Writing

### Writing Targets - A Year 3 Writer

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| <b>Transcription</b>   |
| <b>Spelling</b>  |
| 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.   |
| <b>Handwriting</b>   |
| I use the diagonal and horizontal strokes that are needed to join letters.                                 |
| I understand which letters should be left un-joined.   |
| <b>Composition</b>   |
| 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.  |
| <b>Grammar and punctuation</b>   |
| <b>Sentence structure</b>  |
| I can express time, place and cause by using conjunctions, adverbs and prepositions.                       |
| <b>Text structure</b>  |
| 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.                                    |
| <b>Punctuation</b>   |
| I can use inverted commas to punctuate direct speech.  |

### **A Year 3 Writer Exceeding Year 3 Expectations**

I can use adjectives and adverbs with confidence and attempt to think of different ones to use in different situations.

I give careful thought to the planning of writing and re-read it as a matter of course.

I ensure that descriptions have just enough detail to help the reader gain a better understanding about the way the story is unfolding.

I use words that have not been used before when describing events, characters and feelings.

I can use powerful verbs to show character or add impact.

I can vary sentences, adding phrases to make the meaning more precise.

I can include descriptions of events and characters in a variety of styles and can sometimes use humour.

I can describe characters and include feelings and emotions where needed.

I can choose the most appropriate style of writing to suit the needs of the situations, eg: poems, lists, letters, reports.

I can check punctuation and use speech marks and apostrophes accurately

## Year 3 Information for Parents Age Related Expectations Maths

### Mathematics Targets - A Year 3 Mathematician

| Number   |
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| 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.                 |

### Exceeding Year 3 Expectations

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| I can recognise the value of each digit in a 4-digit number and the value of a tenth.  |
| I know all multiplication facts up to 10 x 10 and can instantaneously answer questions such as, how many 7s in 42?   |
| I can add and subtract numbers with any number of digits using formal written methods.   |
| I am beginning to have an understanding about negative numbers recognising they are smaller than zero.   |
| I can multiply and divide any 2-digit number by a single digit number and have an understanding of 'remainder'.  |
| I can find fractional values (from $\frac{1}{2}$ to $\frac{1}{10}$ ) of amounts up to 1000.  |
| I can use my knowledge of number to solve problems related to money, time and measures.  |
| I know that the total internal angles of a triangle measure $180^\circ$ and can measure each angle   |
| I can use my knowledge of time to help me solve problems related to timetables.  |
| I can measure, compare, add and subtract when solving more complex problems using common metric measures set out in Kg,gms; Kl,litres; Km and metres, etc. |