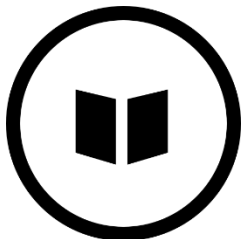


Reading

- 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. • Discuss their understanding of the text.
- 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.
- Make predictions based on details stated.
- 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.
- Use prefixes to understand meanings e.g. un-, dis-, mis-, re-, pre, im-, in-.
- Use suffixes to understand meanings e.g. -ly, -ous.
- Sequence and discuss the main events in stories.
- Identify and discuss themes e.g. good over evil, weak and strong, wise and foolish, mean and generous, rich and poor.
- Identify and discuss conventions e.g. numbers three and seven in fairy tales, magical sentence repeated several times.
- Identify, discuss and collect favourite words and phrases which capture the reader's interest and imagination.
- Explain the meaning of unfamiliar words by using the context.
- Use dictionaries to check meanings of words they have read



Writing

- Explore and identify main and subordinate clauses in complex sentences.
- Explore, identify and create complex sentences using a range of conjunctions e.g. when, if because, although, while, since, until, before, after, so.
- Discuss and record ideas for planning using a range of formats, e.g. chunking a plot, story maps, flow charts, boxing up.
- Group related material into paragraphs.
- Use headings and sub headings to organise information
- Proofread 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.
- Form and use the four basic handwriting joins.
- Write legibly.
- Identify clauses in sentences.
- Use the comma to separate clauses in complex sentences where the subordinate clause appears first, e.g. Although it was raining, we decided not to take our coats.
- Select, generate and effectively use adverbs e.g. suddenly, silently, soon, next, eventually.
- Use inverted commas to punctuate direct speech (speech marks).
- Use perfect form of verbs using have and has to indicate a completed action e.g. He has gone out to play (present perfect) instead of he went out to play (simple past).
- Use the determiner a or an according to whether the next word begins with a consonant





Maths

- Count from 0 in multiples of 4, 8, 50 and 100.
- Count up and down in tenths.
- Read and write numbers up to 1000 in numerals and in words.
- 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).
- Compare and order numbers up to 1000.
- Find 1, 10 or 100 more or less than a given number.
- Solve number problems and practical problems involving these ideas.
- 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.
 - Estimate the answer to a calculation and use inverse operations to check answers.
- Solve problems, including missing number problems, using number facts, place value, and more complex addition and subtraction.
- Recall and use multiplication and division facts for the 3, 4 and 8 multiplication tables.
- 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.
- Solve problems, including missing number problems, involving multiplication and division positive integer scaling problems and correspondence problems in which n objects are connected to m objects.
- 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 use fractions as numbers: unit fractions and non-unit fractions with small denominators.
- Recognise and show, using diagrams, equivalent fractions with small denominators.
- Add and subtract fractions with the same denominator within one whole [for example, $\frac{5}{7} + \frac{1}{7} = \frac{6}{7}$].
- Compare and order unit fractions, and fractions with the same denominators .
- Solve problems that involve all of the above.
- Measure, compare, add and subtract: lengths (m/cm/mm); mass (kg/g); volume/capacity (l/ml).
- Measure the perimeter of simple 2-D shapes.
- Tell and write the time from an analogue clock, including using Roman numerals from I to XII, and 12-hour and 24-hour clocks.
- Estimate/read time with increasing accuracy to the nearest minute.
- Record/compare time in terms of seconds, minutes, hours; 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.
- Compare durations of events [for example to calculate the time taken by particular events or tasks].
- Add and subtract amounts of money to give change, using both £ and p in practical contexts.
- Draw 2-D shapes and make 3-D shapes using modelling materials; recognise 3-D shapes in different orientations and describe them.
- Recognise angles as a property of shape or a description of a turn.
- Identify right angles, recognise that two right angles make a half-turn, three make three quarters of a turn and four a



SKERTON
ST LUKE'S
CHURCH OF ENGLAND PRIMARY SCHOOL

complete turn; identify whether angles are greater than or less than a right angle.

- Identify horizontal and vertical lines and pairs of perpendicular and parallel lines.
- Describe positions on a square grid labelled with letters and numbers.
- Describe positions on a square grid labelled with letters and numbers.

End of Year Expectations for Year 3

English and Maths

This booklet provides information for parents and carers on the end of year key learning expectations for pupils in our school. The statements in this booklet have been identified as Key Learning Indicators of Performance as these have the greatest impact on the further development of skills and subsequent learning.

You can find this in the National Curriculum by following this link

<https://www.gov.uk/government/publications/national-curriculum-in-england-primary-curriculum>

All the objectives will be worked on throughout the year and will be the focus of direct teaching and learning. Any extra support you can provide in helping your children to achieve these is greatly appreciated. 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.