



What are the national expectations for your child at the end of year 3?

Assessment and the National Curriculum

The National Curriculum, in its current format, has been in place since September 2013. As well as raising expectations for what children are expected to achieve at the end of each year the new National Curriculum also saw the removal of levels, which were not specific to each year, as a way of assessing children. Each year group now has a set of 'end of year' objectives which children are expected to achieve. This booklet outlines the 'end of year' objectives for reading, writing and maths.

End of Year 3 Objectives for Reading

Decoding

Decodes new words, testing out different pronunciations and corrects where needed, based on own experience i.e. tetchnical -> technical.

Word Meaning

Uses dictionaries to check the meaning of unfamiliar words & reads and explains the meaning of words in context.

Sight Vocabulary

Reads exception words noting unusual correspondences.

Root Words, Contractions, Prefixes and Suffixes

Applies growing knowledge of root words, prefixes and suffixes to read aloud and understand the meaning of new words (English Appendix 1)

Deduction

Checks the text makes sense to them by discussing their understanding. / Asks questions to clarify. / Retrieves and records information from non-fiction texts.

Inference

Infers characters feelings, thoughts and motives from their actions. / Justifies their inferences with evidence from the text. / Demonstrates an understanding of figurative language.

Prediction

Predicts what might happen from details stated and implied.

Purpose/Evaluation

Identifies how language structure and presentation contribute to meaning. / Identifies and summarises main ideas drawn from text. / Reads for different purposes, engaging with books structured in different ways.

Fluency

Reads 90-120 words per minute.

Range of Reading

Identifies themes and conventions in a wide range of books, increasing familiarity with fairy stories and myths and legends (retelling these orally).

Discussing Reading

Discusses words and phrases that capture their interest and imagination. / Participates in discussion about books taking turns and listening to others views.

Poetry & Performance

Reads range of texts including poems and play-scripts for performance with intonation, tone, volume and action. / Recognises different forms of poetry (e.g. free verse, narrative poetry).

End of Year 3 Objectives for Writing

Can usually use diagonal and horizontal strokes to join handwriting and understands which letters are best left un-joined.

Can generally write legibly and neatly, mainly with joined handwriting.

Can spell phonetically regular or familiar common polysyllabic words accurately and some of the common exception words for Years 3 and 4 correctly and most of the spelling rules for Year 3.

Can use a more varied and rich vocabulary. (should be words not usually used by a child of that age and not technical words taught as part of a topic).

Can use article a and an correctly.

Can extend sentences using some conjunctions or prepositions of time e.g. before, after a while, during, next, soon.

Can extend sentences using a range of conjunctions of cause e.g. explanation conjunctions - because, so.

Can use present perfect form of verbs e.g. 'He *has gone* out to play.' instead of 'He *went* out to play.'

Can use adjectives and adverbs for description.

Can use figurative language e.g. onomatopoeia, simile.

Can sometimes use pronouns appropriately to avoid the awkward repetition of nouns.

Can usually use correct grammatical constructions in sentences e.g. noun and verb generally agree.

Can use most punctuation accurately, including full stops and capital letters and at least 2 of the following in 1 piece of writing: question mark, exclamation mark, comma, apostrophe (for possession).

Can use inverted commas to punctuate direct speech.

Can write for a range of real purposes and audiences e.g. narrative, explanation and description.

Can produce work which is organised, imaginative and clear e.g. simple opening and ending.

Can compose and rehearse sentences orally.

Can create a plan and use it to support writing.

Can proof-read for errors and make improvements to writing e.g. add missing words or punctuation, add adjectives or adverbs.

Can develop and extend ideas logically in sequenced sentences (may still be overly detailed or brief).

Can generally use paragraphs accurately based on a theme and, where appropriate, use headings and sub-headings.

Can structure and organise work clearly e.g. beginning, middle, end; letter structure.

End of Year 3 Objectives for Maths

Place Value

Recognises the place value of each digit in a three digit number. / Reads, writes, compares & orders numbers to 1000 (numerals & words)

Addition and Subtraction

+ - 1s, 10s, 100s mentally to 3digit numbers. / + - numbers up to 3 digits with regrouping using the column method.

Multiplication and Division

Identifies factor pairs using 2, 3, 4, 5, 8 and 10 times tables. (deriving \div facts) / X 2digit x 1 digit using short method for division and multiplication.

Fractions and Decimals

+ & - both unit and non unit fractions of amounts within a whole. / Counts in 10ths and recognises that 10ths arise by \div 1 digit numbers by 10.

Counting (forwards and backwards)

Counts from 0 in multiples of 4, 8, 50 and 100. / + - 10, 100 to any given number.

Measurement

Measures and compares lengths (m,cm,mm), mass (kg,g) and volume/capacity (l,ml) and calculates perimeter.

Money

Adds and subtract amounts of money to give change and reads time to the nearest minute.

Geometry – Shape

Identifies horizontal and vertical lines and pairs of perpendicular and parallel lines.

Position and Direction

Identifies acute, obtuse and right angles and links turns to right angles i.e. $1/2$ turn is 2 right angle turns.

Statistics

Interprets and presents data using scaled bar charts, pictograms and tables.

Reasoning

Describes, convinces & justifies decisions following lines of enquiry & generalising.

Problem Solving

Works systematically and spots patterns by visualising and making conjectures.

Fluency

Works efficiently and accurately.

Communication

Makes their mathematical thinking clear to themselves and others.

Reflection

Uses own and suggested strategies to make corrections and improvements.