

Reading

- Apply knowledge of root words, prefixes and suffixes to read aloud and to understand the meaning of unfamiliar words;
- Read further 'tricky' words, noting the unusual correspondences between spelling and sound, and where these occur in the word;
- Attempt pronunciation of unfamiliar words drawing on prior knowledge of similar looking words;
- Experience and discuss a range of fiction, poetry, plays, non-fiction and reference books or textbooks;
- Know that non-fiction books are structured in different ways and be able to use them effectively;
- Begin to understand that narrative books are structured in different ways, for example, quest stories and stories with dilemmas;
- Ask questions to improve understanding of a text;
- Predict what might happen from details stated;
- Draw inferences such as inferring characters' feelings, thoughts and motives from their actions;
- Use dictionaries to check the meaning of unfamiliar words;
- Identify main idea of a text;
- Identify how structure, and presentation contribute to the meaning of texts;
- Retrieve and record information from non-fiction;
- Discuss books, poems and other works that are read aloud and independently, taking turns and listening to others' opinions;
- Explain and discuss understanding of books, poems and other material, both those read aloud and those read independently;
- Prepare poems to read aloud and to perform, showing understanding through intonation, tone, volume and action.

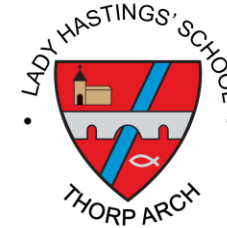


Writing

- Spell words with additional prefixes and suffixes and understand how to add them to root words, for example – form nouns using super, anti, auto;
- Recognise and spell additional homophones, for example – he'll, heel, heal;
- Use the first two or three letters of a word to check its spelling in a dictionary;
- Spell correctly word families based on common words, for example – solve, solution, solver;
- Spell identified commonly misspelt words from Year 3 and 4 word list;
- Make analogies from a word already known to apply to an unfamiliar word;
- Identify the root in longer words;
- Use the diagonal and horizontal strokes that are needed to join letters;
- Understand which letters, when adjacent to one another, are best left unjoined;
- Increase the legibility, consistency and quality of handwriting;
- Look at and discuss models of writing of the text type, purpose and audience to be written, noting: structure, grammatical features and use of vocabulary;
- Compose sentences using a wider range of structures linked to the grammar objectives;
- Write a narrative with a clear structure, setting, characters and plot;
- Write a non-narrative using simple organisational devices such as headings and sub-headings;
- Suggest improvement to writing through assessing writing with peers and self-assessment;
- Make improvements by proposing changes to grammar and vocabulary to improve consistency, e.g. the accurate use of pronouns in sentences;
- Use a range of sentences with more than one clause by using a wider range of conjunctions, e.g. when, if, because, although;
- Use the perfect form of verbs to mark relationships of time and cause;
- Use conjunctions, adverbs and prepositions to express time and cause;
- Proof-read to check for errors in spelling and punctuation errors.



Lady Elizabeth Hastings' CE VA Primary School



End-of-Year Expectations for Year 3

This booklet provides information for parents and carers about the end-of-year expectations for children in our school based on the requirements of the National Curriculum. These are the objectives children need to achieve by the end of the year, in order to be ready to progress onto the learning for the following year and to ensure continued progress.

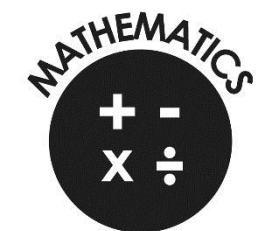
The objectives will be worked on throughout the year and will be the focus of teaching and learning. Any support you can provide in helping your child to achieve these would be of value.

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.

Every effort is made to aid pupils with Special Educational Needs in working towards end-of-year expectations. These pupils also have specific objectives relating to their next-steps.



Wharfe Valley Learning Partnership



- Compare and order numbers to 1000 and read and write numbers to 1000 in numerals and words;
- Count from 0 in multiples of 4, 8, 50 and 100;
- Recognise the value of each digit in a 3-digit number
- Understand and count in tenths, and find the fractional value of a given set;
- Add and subtract fractions with a common denominator;
- Derive and recall multiplication facts for 3, 4 and 8x multiplication tables ;
- Add and subtract mentally combinations of 1-digit and 2-digit numbers;
- Add and subtract numbers with up to 3-digits using formal written methods;
- Write and calculate mathematical statements for multiplication and division; including 2-digit number with a 1-digit number (from multiplication tables they know, ie, 2, 3, 4, 5, 8 and 10);
- Solve number problems using one and two step operations;
- Identify right angles; compare other angles to being greater or smaller than a right angle;
- Identify horizontal and vertical lines and pairs of perpendicular and parallel lines;
- Tell time to nearest minute and use specific vocabulary: seconds, am and pm;
- Measure, compare, add and subtract using common metric measures;
- Solve one-step and two step problems using information presented in scaled bar charts, pictograms and tables.