

Year 3 expectations

- Apply knowledge of root words, prefixes and suffixes to read aloud and to understand the meaning of unfamiliar words
- Read further exception 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

- 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

Year 3 expectations

Speaking & Listening	Maths
<ul style="list-style-type: none"> • Sequence and communicate ideas in an organised and logical way in complete sentences as required • Vary the amount of detail and choice of vocabulary dependent on the purpose and audience • Participate fully in paired and group discussions • Show understanding of the main points in a discussion • Start to show awareness of how and when Standard English is used • Retell a story using narrative language and added relevant detail • Show they have listened carefully through making relevant comments • Formally present ideas or information to an audience • Recognise that meaning can be expressed in different ways dependent on the context • Perform poems from memory adapting expression and tone as appropriate • Perform poems from memory adapting expression and tone as appropriate • Perform poems from memory adapting expression and tone as appropriate 	<ul style="list-style-type: none"> • 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