End of Year Expectations in Year 3

Reading, Writing and Mathematics
Year 3 Expectations

• The following pages outline the national expectations for children in Year 3 by the end of the academic year.

• The expectations are from the new National Curriculum which was introduced in September 2014

• Years 1, 3, 4 and 5 are being assessed by these expectations this year. Years 2 and 6 assessments will change in September 2015.

• By the end of the year, some children will have met all of the ‘expected’ objectives and will be working on the ‘exceeding’ targets.
## Assessing Reading:
Meeting Year 3 Expectations

### Year 3 Expectations:
**Word Reading**

- 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

### Year 3 Expectations:
**Reading Comprehension**

- 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

### Year 3 Expectations:
**Reading Comprehension (continued)**

- 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
## Assessing Reading: Exceeding Year 3 Expectations

<table>
<thead>
<tr>
<th>Year 3 Exceeding Expectations: Reading</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Skim materials and note down different views and arguments</td>
</tr>
<tr>
<td>• Pause appropriately in response to punctuation and/or meaning</td>
</tr>
<tr>
<td></td>
</tr>
<tr>
<td>• Begin to find meaning beyond the literal, e.g. the way impressions of people are conveyed through choice of detail and language</td>
</tr>
<tr>
<td></td>
</tr>
<tr>
<td></td>
</tr>
<tr>
<td>• Deduce from the evidence in the text what characters are like</td>
</tr>
<tr>
<td></td>
</tr>
<tr>
<td></td>
</tr>
<tr>
<td>• Explore the relationship between a poet and the subject of a poem</td>
</tr>
</tbody>
</table>
## Assessing Writing: Meeting Year 3 Expectations

### Year 3 Expectations: Transcription

- 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

### Year 3 Expectations: Composition

- 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: Number

- 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

### Year 3 Expectations: Measurement, Geometry and Statistics

- 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
# Assessment: Exceeding Year 3 Expectations

## Year 3 Exceeding Expectations

- Recognise the value of each digit in a 4-digit number and the value of a tenth
- Know all multiplication facts up to 10 x 10 and be able to instantaneously answer questions such as, how many 7s in 42?
- Add and subtract numbers with any number of digits using formal written methods
  - Begin to have an understanding about negative numbers recognising they are smaller than zero
- Multiply and divide any 2-digit number by a single digit number and have an understanding of ‘remainder’
  - Can find fractional values (from \(\frac{1}{2}\) to \(\frac{1}{10}\)) of amounts up to 1000
- Use knowledge of number to solve problems related to money, time and measures
- Know that the total internal angles of a triangle measure 180° and can measure each
- Can relate knowledge of time to problems related to timetables
- Measure, compare, add and subtract more complex problems using common metric measures set out in Kg,gms; Kl,litres; Km and metres, etc.