



End of Year Expectations: Year 3

This booklet provides information for parents/carers on the end of year expectations for children in our school. The National Curriculum outlines these expectations as being the minimum requirements your child should meet each year.

All of the objectives will be taught throughout the year as part of our curriculum. At the end of the year, your child's report will indicate whether they are working towards the expected standard (have achieved some of the objectives), have met the expected standard (have achieved all / most of the objectives) or are working at greater depth (have achieved all the objectives and more). If you have any queries regarding these expectations please don't hesitate to speak to your child's class teacher.

A Year 3 Reader – Word Reading

- I can apply knowledge of root words, prefixes and suffixes to read aloud and to understand the meaning of unfamiliar words.
- I can read further exception words, noting the unusual correspondences between spelling and sound.
- I can attempt pronunciation of unfamiliar words drawing on prior knowledge of similar looking words.

A Year 3 Reader – Comprehension

- I can read a range of fiction, poetry, plays, and non-fiction texts.
- I can discuss the texts that I read.
- I can read aloud and independently, taking turns and listening to others.
- I can explain how non-fiction books are structured in different ways and can use them effectively.
- I can explain some of the different types of fiction books.
- I can ask relevant questions to get a better understanding of a text.
- I can predict what might happen based on details I have read.
- I can draw inferences such as inferring a characters' feelings, thoughts and motives from their actions.
- I can use a dictionary to check the meaning of unfamiliar words.
- I can identify the main points of a text.
- I can explain how structure and presentation contribute to the meaning of texts.
- I can use non-fiction texts to retrieve information.
- I can prepare poems to read aloud and to perform, showing understanding through intonation, tone, volume and action.

A Year 3 Speaker

- I can sequence and communicate ideas in an organised and logical way, always using complete sentences.
- I vary the amount of detail and choice of vocabulary, depending on the purpose and the audience.
- I can take a full part in paired and group discussions.
- I am beginning to show that I know when Standard English is required and use it.
- I can retell a story using narrative language and add relevant detail.
- I can show that I have listened carefully by making relevant comments about what I have heard.
- I can present ideas on information to an audience.

A Year 3 Writer – Transcription

Spelling

- I can spell words with additional prefixes and suffixes and understand how to add them to root words.
- I can recognise and spell homophones.
- I can use the first two or three letters of a word to check its spelling in a dictionary.
- I can write correctly, from memory, simple dictated sentences.
- I can spell words correctly which are in a family.
- I can spell the commonly mis-spelt words from the Y3/4 word list.
- I can identify the root in larger words.

Handwriting

- I can use the diagonal and horizontal strokes needed to join letters.
- I can write legibly and consistently.
- I can ensure that downstrokes of letters are parallel and equidistant.

Composition

- I can discuss models of writing, noting its structure, grammatical features and use of vocabulary.
- I can discuss and record ideas.
- I can write a simple narrative with a clear structure, setting, characters and plot.
- I can write non-narrative using simple organisational devices such as subheadings and headings.

- I can suggest improvement to grammar, vocabulary and punctuation.
- I can organise my writing into paragraphs.
- I can use a range of sentences with more than one clause by using a range of conjunctions.
- I can use the present perfect form of verbs to mark the relationship of time and cause.
- I can read my own writing aloud to a group, using appropriate intonation, tone and volume.
- I can proof read to check for errors in spelling and punctuation.

Vocabulary, Grammar and Punctuation

- I can choose nouns and pronouns for clarity and to avoid repetition.
- I can use conjunctions to express time and cause.
- I can use adverbs to express time and cause.
- I can use prepositions to express time and cause.
- I can indicate possession by using the possessive apostrophe with plural nouns.
- I can use and punctuate direct speech.

A Year 3 Mathematician – Number

- I can count from 0 in multiples of 4, 8, 50 and 100.
- I can find 10 or 100 more or less than a given number.
- I can recognize the place value of each digit in a three-digit number (hundreds, tens, ones).
- I can compare and order numbers to 1000.
- I can identify, represent and estimate numbers using different representations.
- I can read and write numbers up to 1000 in numerals.
- I can read and write numbers up to 1000 in words.
- I can solve number problems and practical problems involving these ideas.

A Year 3 Mathematician – Addition and Subtraction

- I can add and subtract a three-digit number and ones.
- I can add and subtract a three-digit number and tens.
- I can add and subtract a three-digit number and hundreds.
- I can add and subtract numbers with up to three digits, using formal written methods of columnar addition and subtraction.
- I can estimate the answer to a calculation.
- I can use inverse operations to check answers.
- I can solve problems, including missing number problems, using number facts, place value, and more complex addition and subtraction.

A Year 3 Mathematician – Multiplication and Division

- I can recall and use multiplication facts for the 3, 4 and 8 times tables.
- I can write and calculate mathematical statements for multiplication and division.
- I can use mental methods for multiplying and dividing two-digit numbers and one-digit numbers, progressing to formal written methods.
- I can solve problems, including missing number problems, involving multiplication and division.

A Year 3 Mathematician – Fractions

- I can count up and down in tenths.
- I can recognise that tenths arise from dividing an object into 10 equal parts.
- I can recognise, find and write fractions of objects.
- I can recognise unit fractions and non-unit fractions.
- I can recognise and show equivalent fractions with small denominators.
- I can add and subtract fractions with the same denominator within one whole.
- I can compare and order unit fractions, and fractions with the same denominator.
- I can solve problems involving fractions.

A Year 3 Mathematician – Measurement

- I can measure, compare, add and subtract lengths, mass and volume/capacity.
- I can use the units m/cm/mm, kg/g and l/ml.
- I can measure the perimeter of simple 2-D shapes.
- I can add and subtract amounts of money to give change.
- I can tell and write the time from an analogue clock.
- I can read the Roman numerals from I to XII.
- I can tell and write the time from 12-hour and 24-hour clocks.
- I can estimate and read time with increasing accuracy to nearest minute.
- I can compare times in terms of seconds, minutes and hours
- I can use vocabulary such as o'clock, a.m./p.m./,morning, afternoon, noon and midnight.
- I know the number of seconds in a minute.
- I know the number of days in each month, year and leap year.
- I can compare duration of events.

A Year 3 Mathematician – Properties of Shape

- I can draw 2-D shapes.
- I can make 3-D shapes using modelling materials.
- I can recognise 3-D shapes in different orientation and describe them.
- I can recognise angles as a property of shape or a description of a turn.
- I can identify right angles.
- I can recognise that two right angles make a half-turn, three make three quarters of a turn and four a complete turn.
- I can identify whether angles are greater than or less than a right angle.
- I can identify horizontal and vertical lines.
- I can identify pairs of perpendicular and parallel lines.

A Year 3 Mathematician – Statistics

- I can interpret and present data using bar charts, pictograms and tables.
- I can solve questions like ‘How many more?’ and ‘How many fewer?’, using information presented in bar charts, pictograms and tables.

A Year 3 Scientist

Working scientifically

- I can ask relevant questions and use different types of scientific enquiries to answer them.
- I can set up simple practical enquiries, comparative and fair tests.
- I can make systematic and careful observations.
- I can gather, record, classify and present data in a variety of ways to help answer questions.
- I can record findings using simple scientific language, drawings, labelled diagrams, keys, bar charts and tables.
- I can report on findings from enquiries, using straightforward scientific evidence.
- I can use results to draw simple conclusions, make predictions, suggest improvements and raise further questions.
- I can identify differences, similarities or changes related to simple scientific ideas and processes.

Plants

- I can identify and describe the functions of different parts of flowering plants; roots, stems, leaves and flowers.
- I can investigate what plants need to grow well (air, light, water, nutrients from soil, space to grow).
- I can investigate how water is transported in plants.
- I can describe the part flowers play in the life cycle of flowering plants.

- I can explore pollination, seed formation and seed dispersal.
- I can record observations from plant investigations.

Animals including humans

- I can identify that humans and some animals need the right nutrition to stay healthy.
- I can identify that animals cannot make their own food and that they get their nutrition from what they eat.
- I can identify that humans and some animals have skeletons.
- I can explain how skeletons and muscles support, protect and help movement.

Rocks

- I can compare and group different kinds of rocks.
- I can compare the appearance and simple physical properties of rocks.
- I can describe how fossils are formed.
- I can recognise that soils are made from rocks and organic matter.
- I can carry out tests to compare rocks.
- I can use scientific vocabulary to describe rocks and soils.

Light

- I can recognise that I need light to see things.
- I can explain that darkness is the absence of light.
- I can recognise that light from the sun can be dangerous.
- I can describe ways to protect my eyes from the sun.
- I can recognise how shadows are formed when the light from a light source is blocked by an opaque object.
- I can find patterns in the way the size of a shadow changes.
- I can notice that light is reflected from surfaces.

Forces and magnets

- I can compare how things move on different surfaces.
- I can notice that some forces need contact between two objects.
- I can notice that magnetic forces can act at a distance.
- I can observe how magnets attract or repel each other.
- I can compare and group materials that are magnetic or non-magnetic.
- I can identify some uses of magnets in everyday life.
- I can describe poles on a magnet and predict whether they will attract or repel.