



Bolshaw Primary School

END OF YEAR EXPECTATIONS

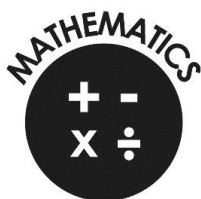
Information for Parents

This booklet provides information for parents and carers on the end of year expectations for children in Year 3 in our school. The National Curriculum outlines these expectations as being the minimum requirements your child must meet in order to ensure continued progress.



All the objectives will be worked on throughout the year and will be the focus of direct teaching. Any extra support you can provide in helping your children to achieve these is greatly valued.

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.



Successful Learners

Confident Individuals

Effective Contributors

Responsible Citizens

YEAR 3

English

By the end of Year 3 in the lower Key Stage 2 your child is expected to be competent in following areas:

Reading - word reading

Our children will be taught:

- * To apply their growing knowledge of root words, prefixes and suffixes (etymology and morphology), both to read aloud and to understand the meaning of new words they meet
- * To read further exception words, noting the unusual correspondences between

Reading - comprehension

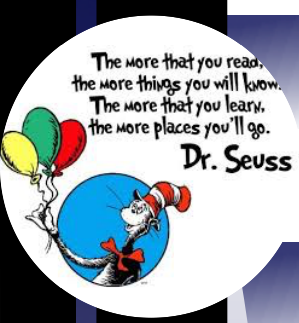
Our children will be taught:

- * To develop positive attitudes to reading, and an understanding of what they read by:
 - listening to and discussing a wide range of fiction, poetry, plays, non-fiction and reference books or textbooks
 - reading books that are structured in different ways and reading for a range of purposes
 - using dictionaries to check the meaning of words that they have read
 - increasing their familiarity with a wide range of books, including fairy stories, myths and legends, and retelling some of these orally
 - identifying themes and conventions in a wide range of books
 - preparing poems and play scripts to read aloud and to perform, showing understanding through intonation, tone, volume and action
 - discussing words and phrases that capture the reader's interest and imagination
 - recognising some different forms of poetry (for example, free verse, narrative poetry)
- * To understand what they read, in books they can read independently, by:
 - checking that the text makes sense to them, discussing their understanding and explaining the meaning of words in context
 - asking questions to improve their understanding of a text
 - drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence
 - predicting what might happen from details stated and implied
 - identifying main ideas drawn from more than 1 paragraph and summarising these
 - identifying how language, structure, and presentation contribute to meaning
- * To retrieve and record information from non-fiction
- * To participate in discussion about both books that are read to them and those they can read for themselves, taking turns and listening to what others say.

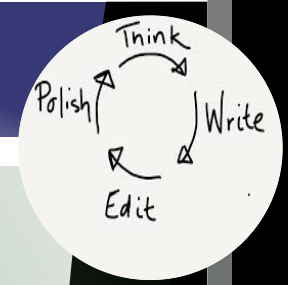
Handwriting and Presentation

Our children will be taught:

- * To use the diagonal and horizontal strokes that are needed to join letters and understand which letters, when adjacent to one another, are best left un-joined
- * To increase the legibility, consistency and quality of their handwriting (for example, by ensuring that the downstrokes of letters are parallel and equidistant, and that lines of writing are spaced sufficiently so that the ascenders and descenders of letters do not touch).



Writing - composition



Our children will be taught:

*** To plan their writing by:**

- discussing writing similar to that which they are planning to write in order to understand and learn from its structure, vocabulary and grammar
- discussing and recording ideas

*** To draft and write by:**

- composing and rehearsing sentences orally (including dialogue), progressively building a varied and rich vocabulary and an increasing range of sentence structures
- organising paragraphs around a theme
- in narratives, creating settings, characters and plot
- in non-narrative material, using simple organisational devices (for example, headings and sub-headings)

*** To evaluate and edit by:**

- assessing the effectiveness of their own and others' writing and suggesting improvements
- proposing changes to grammar and vocabulary to improve consistency, including the accurate use of pronouns in sentences

*** To proofread for spelling and punctuation errors**

*** To read their own writing aloud, to a group or the whole class, using appropriate intonation and controlling the tone and volume so that the meaning is clear.**



Vocabulary, Grammar and Punctuation

Our children will be taught:

*** To develop their understanding of the concepts set out in Appendix 2 by:**

- extending the range of sentences with more than one clause by using a wider range of conjunctions, including when, if, because, although
- using the present perfect form of verbs in contrast to the past tense
- choosing nouns or pronouns appropriately for clarity and cohesion and to avoid repetition
- using conjunctions, adverbs and prepositions to express time and cause
- using fronted adverbials
- learning the grammar for years 3 and 4 in Appendix 2

*** To indicate grammatical and other features by:**

- using commas after fronted adverbials
- indicating possession by using the possessive apostrophe with singular and plural nouns
- using and punctuating direct speech

*** To use and understand the grammatical terminology in Appendix 2 accurately and appropriately in discussing their writing and reading.**



Spelling

Our children will be taught:

*** To use further prefixes and suffixes and understand how to add them**

*** To spell further homophones**

*** To spell words that are often misspelt**

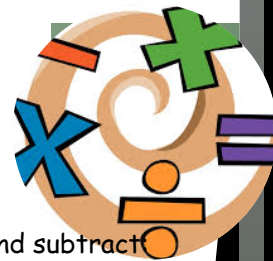
*** To place the possessive apostrophe accurately in words with regular plurals (for example, girls', boys') and in words with irregular plurals (for example, children's)**

*** To use the first 2 or 3 letters of a word to check its spelling in a dictionary**

*** To write from memory simple sentences, dictated by the teacher, that include words and punctuation taught so far.**



Maths



By the end of Year 3 your child is expected to be competent in following areas:

Number & Place Value

- * to count from 0 in multiples of 4, 8, 50 and 100; find 10 or 100 more or less than a given number
- * to recognise the place value of each digit in a 3-digit number (100s, 10s, 1s)
- * to compare and order numbers up to 1,000
- * to compare and order numbers up to 1,000
- * to identify, represent and estimate numbers using different representations
- * to read and write numbers up to 1,000 in numerals and in words
- * to solve number problems and practical problems involving these ideas.

Addition & Subtraction

- * to add and subtract numbers mentally, including:
 - a three-digit number and 1s
 - a three-digit number and 10s
 - a three-digit number and 100s
- * to add and subtract numbers with up to 3 digits, using formal written methods of columnar addition and subtraction
- * to estimate the answer to a calculation and use inverse operations to check answers
- * to solve problems, including missing number problems, using number facts, place value, and more complex addition and subtraction.

Multiplication & Division

- * to recall and use multiplication and division facts for the 3, 4 and 8 multiplication tables
- * to write and calculate mathematical statements for multiplication and division using the multiplication tables that they know, including for two-digit numbers times one-digit numbers, using mental and progressing to formal written methods
- * to solve problems, including missing number problems, involving multiplication and division, including positive integer scaling problems and correspondence problems in which n objects are connected to m objects.

Fractions

- * to count up and down in tenths; recognise that tenths arise from dividing an object into 10 equal parts and in dividing one-digit numbers or quantities by 10
- * to recognise, find and write fractions of a discrete set of objects: unit fractions and non-unit fractions with small denominators
- * to recognise and use fractions as numbers: unit fractions and non-unit fractions with small denominators
- * to recognise and show, using diagrams, equivalent fractions with small denominators
- * to add and subtract fractions with the same denominator within one whole (for example, $\frac{5}{7} + \frac{1}{7} = \frac{6}{7}$)
- * to compare and order unit fractions, and fractions with the same denominators
- * to solve problems that involve all of the above.

Our children will be taught:

Measurement

- * to measure, compare, add and subtract lengths (m/cm/mm); mass (kg/g); volume/capacity (l/ml)
- * to measure the perimeter of simple 2-D shapes
- * to add and subtract amounts of money to give change, using both £ and p in practical contexts
- * to tell and write the time from an analogue clock, including using Roman numerals from I to XII, and 12-hour and 24-hour clocks
- * to estimate and read time with increasing accuracy to the nearest minute; record and compare time in terms of seconds, minutes and hours; use vocabulary such as o'clock, am/pm, morning, afternoon, noon and midnight
- * to know the number of seconds in a minute and the number of days in each month, year and leap year
- * to compare durations of events (to calculate the time taken by particular events or tasks).

Properties of Shapes

- * to draw 2-D shapes and make 3-D shapes using modelling materials; recognise 3-D shapes in different orientations and describe them
- * to recognise angles as a property of shape or a description of a turn
- * to identify right angles, recognise that 2 right angles make a half-turn, 3 make three quarters of a turn and 4 a complete turn; * identify whether angles are greater than or less than a right angle
- * to identify horizontal and vertical lines and pairs of perpendicular and parallel lines.

Statistics

- * to interpret and present data using bar charts, pictograms and tables
- * to solve one-step and two step questions (for example, 'How many more?' and 'How many fewer?') using information presented in scaled bar charts and pictograms and tables.

