

Carrington Junior School



Age Related Expectations for Year 3

This booklet provides information for parents and carers on the end of year expectations for children in our school. These expectations are what your child should be working towards in order to ensure continued progress. All the objectives will be worked on throughout the year and will be the focus of 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.

Reading

Word Reading

I can use my knowledge of root words, prefixes (including dis-, mis-, in-, il-, im-, ir-), and suffixes (including -ly), to help me read aloud and to understand the meaning of new words.
I can read further exception words including words, that do not follow spelling patterns.

Spoken Language

I can prepare poems and play scripts to read aloud and to perform, showing my understanding by using the tone of my voice and actions.
I can talk in a group about books that are read to me and those that I read, taking turns and listening to what others say.

Comprehension

I can make reading fun by listening to and discussing stories, poems, plays and non-fiction work.
I can show that I enjoy reading by reading lots of different types of books.
I can read a wide range of books (including fairy stories, myths and legends), and retell some of them to others.
I can tell you what a book that I am reading is about.
I can read aloud poems and perform play scripts.
I can discuss words that excite me in the books that I read.
I can understand what I have read, checking that it makes sense by talking to others about it.
I can ask questions about the texts that I have read to help me understand them.
I can work out what a character in a book is feeling by the actions they take and can explain how I know.
I can predict what might happen from clues in what I have read.
I can tell someone about the main ideas in a paragraph.
I can say how a text is organised to help me understand it using paragraphs, headings, sub-headings and inverted commas to show speech.
I can use non-fiction texts to find out information on a subject.
I can talk about books and poems and I can take turns in telling people about them.

Writing

Spelling

I can use the prefixes un-, dis-, mis-, re-, pre-.
I can add suffixes beginning with vowel letters to words of more than one syllable e.g. forgetting, preferred, gardening, limited.
I can use the suffix -ly.
I can spell words with endings sounding like 'zh' and 'ch' e.g. treasure, measure, picture, nature.
I can spell words with endings which sound like 'zhun' e.g. division, decision.
I can spell words which sound the same but have different meanings such as brake/break, fair/fare, grate/great, groan/grown, here/hear, heel/heal/he'll, mail/male, main/mane, meet/meet, peace/piece, plain/plane.
I can spell words that are often misspelt.
I can spell words containing the 'i' sound spelt 'y' elsewhere than at the end of a word e.g. myth, gym.
I can spell words containing the 'u' sound spelt 'ou' e.g. young, touch, double.
I can spell words with the 'k' sound spelt 'ch' e.g. scheme, school, echo.



I can spell words with the 'sh' sound spelt 'ch' e.g. chef, machine.
I can spell words with the 'ay' sound spelt 'ei', 'eigh' or 'ey' e.g. eight, they.
I can use the first two or three letters of a word to check its spelling in a dictionary.
I can write from memory simple sentences, dictated by the teacher, that include words and punctuation I already know.

Vocabulary, Grammar & Punctuation

I can create new words using a range of prefixes including super-, anti-, auto-.
I can understand when to use 'a' or 'an' in front of a word.
I can identify word families based on root words e.g. solve, solution, solver, dissolve, insoluble.
I can talk about time, place and cause using these words: when, while, so, because, then, next, soon, therefore, before, after, during, in, because of.
I can use paragraphs.
I can use headings and sub-headings.
I can use the present perfect form of verbs e.g. He has gone out to play contrasted with He went out to play.
I can use speech marks correctly.
I can understand what the following words mean: preposition, conjunction, word family, word family, prefix, clause, subordinate clause, direct speech, consonant, consonant letter vowel, vowel letter, inverted commas.

Composition

I can plan my writing by discussing it, and talking about how to improve it, using examples from other writers that I like.
I can plan my writing by talking about the important parts to have in a story, poem, an explanation or non-fiction piece and
I can re-edit it.
I can rewrite my work, making improvements by saying the work out loud, using the best words I know and making sure I: use conjunctions such as when, before, after, while; use adverbs such as then, next and soon; use prepositions such as before, after, during, in and because.
I can use paragraphs to organise my writing so that blocks of text group related material.
I can draft and write descriptive work that creates settings, characters and plots.
I can draft and write material, such as instructions, using headings and sub-headings to organise my work.
I can re-read my work to improve it for my audience
I can re-read my work to improve it by thinking about changes to vocabulary and grammar to make it more interesting.
I can proof-read my work by reading aloud and putting in full stops. I can also add commas, question marks, exclamation marks and speech marks where needed.
I can read my work out to a group with confidence and make sure it sounds interesting using the right volume and tone of voice.

Handwriting

I can use more of the diagonal and horizontal strokes I need to join letters and know which letters, when they are next to one another, are best left unjoined.
I can write so that most of my letters are easy to read, all the same way up and the same size.
My writing is spaced properly so that my letters don't overlap.

Maths

Number & Place Value

I can count from 0 in multiples of 4, 8, 50 and 100 and can find 10 or 100 more or less than a given number.

I can recognise the place value of each digit of a number with hundreds, tens and units.

I can compare and order numbers up to 1000.

I can find, show and estimate numbers using objects and pictures.

I can read and write numbers up to 1000 in numbers and words.

I can solve number and word problems.

Addition & Subtraction

I can add and subtract numbers in my head, including a three digit number and ones.

I can add and subtract numbers in my head, including a three digit number and tens.

I can add and subtract numbers in my head, including a three digit number and hundreds.

I can add and subtract numbers with up to three digits using formal column methods.

I can estimate the answer to a calculation and use this and inverse operations to check answers.

I can solve problems, including missing number problems, using number facts, place value, and more complex addition and subtraction.

Multiplication & Division

I can recall and use multiplication and division facts for the 3, 4 and 8 times tables.

I can calculate multiplication and division problems, both mentally and in writing, using the times tables, including two digit numbers times one digit numbers.

I can solve problems, including missing number problems, involving multiplication and division, including factors and ratio.

Fractions

I can count up and down in tenths, and know that tenths are made by dividing an object into 10 equal parts and dividing one-digit numbers or quantities by 10.

I can write and find fractions for a set of data and can recognise fractions with small denominators.

I can find and use fractions as numbers e.g. $\frac{1}{4}$ of 8 = 2 and $\frac{3}{4}$ of 8 = 6.

I can identify and show equivalent fractions.

I can add and subtract fractions with the same denominator within one whole.

I can compare and order fractions with the same denominator.

I can solve fraction problems.

Statistics

I can interpret and present data using bar charts, pictograms and tables.

I can solve one-step and two-step questions e.g. 'How many more?' and 'How many fewer?', using information presented in scaled bar charts, pictograms and tables.

Measurement

I can measure, compare, add and subtract: lengths (m/cm/mm); mass (kg/g); volume and capacity (l/ml).

I can measure the perimeter of simple 2-D shapes.

I can add and subtract money, giving change and using pounds and pence. I can do this with real coins and notes.

I can tell the time on a clock face. I can do this if it uses Roman numerals from I to XII, and I can use 12-hour or 24-hour clocks.

I can estimate and read the time to the nearest minute. I can record time in seconds, minutes and hours. I can use the words o'clock, a.m., p.m., morning, afternoon, noon and midnight.

I can tell you the number of seconds in a minute and how many days there are in a month, a year, and in a leap year.

I can compare how much time is taken by different events or tasks.

Properties of Shape

I can draw 2-D shapes and make 3-D shapes using modelling materials. I can recognise 3-D shapes in different orientations.

I can recognise angles as properties of shape. I know that angles are a description of a turn.

I can spot right angles. I know that two right angles make a half-turn, three make three quarters of a turn and four make a full turn. I can spot when angles are greater or less than a right angle.

I can spot horizontal and vertical lines and pairs of perpendicular and parallel lines.

