

GRIMSDYKE
SCHOOL



End of Year Expectations

Year 3

To support the learning of your child at home the teachers have put together a set of “End of Year Expectations” for English and maths.

These “expectations” are based on outcomes in the National Curriculum and our own high expectations of the children at school.

We hope that you find these helpful in supporting the learning of your child at home.



English - Reading

- Check to make sure the text makes sense to them and discuss their understanding of it.
- Read books that are structured in different ways (comics, poetry, plays) and reading for a range of purposes.
- Use dictionaries to check the meaning of words that they have read and begin to use thesauruses.
- Identify themes (e.g. triumph of good v evil; love, friendship & revenge in stories etc), conventions (the greetings in letters, use of bullet points and numbering in instructions etc) and genres in a wide range of books.
- Prepare poems and play scripts to read aloud and to perform, showing understanding through intonation, tone, volume and action.
- Discuss words and phrases that capture the reader's interest and imagination.
- Ask questions to improve their understanding of a text.
- Justify their explanations with evidence from the text.
- Explain characters' feelings, thoughts and motives from their actions.
- Retell a range of fairy tales, traditional tales, myths and legends.
- Identify how language, structure, and presentation contribute to the impact and meaning in the text (bold, italic, fonts).
- Retrieve and record information from non-fiction text.

Glossary

Adverb: A word which describes a verb (e.g. he ran quickly).

Clause: A sentence or part of a sentence containing a subject and a verb (e.g. The boy ran).

Denominators: The bottom number of a fraction.

Inverse: In effect, the 'opposite' eg. The inverse of addition is subtraction.

Narratives: Stories. Could take the form of a novel, picture book, poem, play, song etc..

Onomatopoeia: the formation of a word from a sound associated with what is named (e.g. *cuckoo*, *sizzle*, bang, pop).

Simile: a figure of speech involving the comparison of one thing with another thing of a different kind, used to make a description more emphatic or vivid (e.g. *as brave as a lion*).

Maths

- Read write (in numerals and words) and order numbers to at least 1000
- Count on or back in tens or hundreds from any two- or three-digit number.
- Recognise the place value of each digit in a 4-digit number (ones, tens, hundreds, thousands)
- Add and subtract numbers mentally, including a 3-digit number and ones, tens and hundreds
- Add and subtract two- and three-digit numbers using standard column method, using estimation and inverse operations to check answers.
- Know and use the 3X, 4X, 8X tables, and count in multiples of 50 and 100
- Calculate at minimum a 2-digit x 1-digit number
- Solve problems, including missing number problems, involving multiplication and division and recognise that division is the inverse of multiplication.
- Add and subtract fractions with common denominators.
- Compare and order simple fractions ($\frac{1}{2}$ $\frac{1}{4}$ $\frac{1}{3}$).
- Recognise equivalent fractions by using a range of methods (Ex: fraction wall, simplifying)
- In a money word problem, add and subtract money using decimals (pounds and pence) and calculate the given change.
- Measure, compare and calculate measures using standard units (cm m l kg g).
- Use units of time and understand the relationships between them (months days: hours minutes and seconds).
- Read the time on a 12-hour digital clock and to the nearest minute on an analogue clock including Roman Numerals.
- Measure the perimeter of certain 2D shapes and identify horizontal and vertical lines as well as pairs of perpendicular and parallel lines.
- Identify whether angles are greater or less than a right angle.
- Draw 2-D shapes and make 3-D shapes using modelling materials; recognise 3-D shapes in different orientations and describe them
- Read scales and axis that are numbered or partially numbered.
- Interpret and present data using bar charts, pictograms and tables and solve problems.

English - Writing

- Use punctuation consistently (capital letters, full-stops, commas, question marks and exclamation marks and begin to use inverted commas for direct speech
- To place the possessive apostrophe accurately in words with regular plurals [e.g. girls', boys'].
- Identify possible improvements to grammar and vocabulary
- Use a range of conjunctions (including: when, if, because, although) to write extended sentences with more than one clause.
- Vary the length of sentences within a single piece of writing.
- Show consistently accurate choices in verb tenses and to use the past perfect tense in contrast to the simple past tense
- Spell and use homophones correctly e.g. their, there and they're.
- Know and use contractions consistently (doesn't, wasn't, shouldn't, don't, won't)
- To proof read and edit writing, making changes to grammar and vocabulary, and using a dictionary to check spelling and definition of words
- To use topic sentences in non fiction writing to begin paragraphs
- In narratives, develop details of characters, settings and plots
- In non-fiction, begin to organise writing using paragraphs to organise ideas into 'themes' and use (added here instead) devices such as bullet points, subheadings and headings.
- Be able to use a range of features in their writing confidently that include adverbs, similes and onomatopoeia.
- Handwrite fluently in a joined style and present their work neatly.
- Be able to adapt a narrative to different styles of writing (Ex: newspaper articles, play scripts and diary entries)
- Rewrite their own version of a story from a particular genre using a similar plot and features.