Year 3 Information for Parents

Parents asked for more information regarding how we assess the children and what the terms Emerging, expected and exceeding mean for each year group.

Emerging— **Yet to be secure** in the end of year expectations.

Expected—Secure in **the majority** of the end of year expectations.

Exceeding—Secure in **all the end of year expectations** and is able to use and apply their knowledge and skills confidently.

Each child is assessed in terms of how well (emerging, expected or exceeding) they have achieved in **all of the objectives** for each subject.

Paddling
(emerging)

Snorkelling
(expected)

Diving
(exceeding)

Year 3 Reading End Points

Word reading:

- Read further exception words, noting the unusual correspondences between spelling and sound, and where these occur in the word

• Apply their growing knowledge of root words, prefixes and suffixes to read aloud and understand the meaning of new words they meet

Comprehension:

• Read a range of fiction, poetry, plays and non-fiction texts

• Re-tell stories orally

• Identify main ideas drawn and summarise these

• Comment on the way characters relate to one another

• Know which words are essential in a sentence to retain meaning

• Draw inferences such as inferring characters' feelings, thoughts and motives from their actions

• Recognise how commas are used to give more meaning

• Recognise: plurals, pronouns and how they are used, collective nouns and adverbs

• Can explain the difference that adjectives and verbs make to a sentence

• Use dictionaries to check meanings, showing understanding through intonation and action

•Prepare poems and plays to perform

Year 3 Writing End Points

Purpose and Impact

- I can write 2 to 3 story sentences on one idea
- I can write 2 to 3 non-fiction sentences on one idea
- I can express my viewpoint e.g. I believe…
- I can include the main features of a story/text type
- I can ensure my writing makes sense

Structure and Shape

- I can create flow by using pronouns, linking phrases and referencing points already made
- I can group ideas together and sometimes create paragraphs
- I can use headings and sub-headings
- I can use openings in stories and non-fiction e.g. *'Early one morning…', 'Whales are the largest creatures…'*
- I can use closings in stories and non-fiction e.g. *Eventually…, Ultimately…*

Sentence Structure

- I can use one word in isolation to grab the reader's attention e.g. *Stop!*
- I can add increasing detail into descriptions e.g. precise verbs, descriptive noun phrases
- I can use prepositions that indicate position in a place or an environment e.g. *in, on, behind, under*

Tense

- I can use present perfect verbs e.g. *He has gone to the shops.*

Conjunctions/Complex Sentences

- I can use a widening range of conjunctions e.g. *while, so, although*

Writer's Techniques

- I can use repetition of key words for impact e.g. *He stopped. Stopped, really still.*
- I can use 'like' to build a simile e.g. *Her eyes were like deep pools.*

Vocabulary

- I can choose words because they create effect
- I can use some Year 3 ambitious words in my writing

Adverbs/Adverbial Phrases

- I can use adverbs/adverbial phrases that indicate position in time e.g. *next, soon, later that day, as dusk fell*
- I can use adverbs/adverbial phrases that build a relationship or cause e.g. *therefore, as a result*

Punctuation

- I can begin to use inverted commas to punctuate direct speech
- I can begin to include other direct speech punctuation e.g. comma, capital letter

Spelling

- I can use prefixes accurately to build nouns e.g. *anticlimax*
- I can use 'an' and 'a' correctly before a word beginning with a consonant or vowel
- I can experiment using more complicated words from a common word e.g. *dissolve*

Handwriting

- I can use diagonal and horizontal stokes to join letters that are next to each other
- I can recognise which letters are best left unjoined
- I can form my letters clearly and with quality

Year 3 Maths End Points

Number and Place Value	Number – Addition & Subtraction
count from 0 in multiples of 4, 8, 50 and 100; **find 10 or 100 more or less than a given number;** **recognise the place value of each digit in a three-digit number (hundreds, tens, ones);** compare and order numbers up to 1000; identify, represent and estimate numbers using different representations; read and write numbers up to 1000 in numerals and in words; solve number problems and practical problems involving these ideas.	**add and subtract numbers mentally, including:** **a three-digit number and ones;** **a three-digit number and tens;** **a three-digit number and hundreds;** add and subtract numbers with up to three digits, using formal written methods of columnar addition and subtraction; estimate the answer to a calculation and use inverse operations to check answers; solve problems, including missing number problems, using number facts, place value, and more complex addition and subtraction.
Number - Multiplication and Division	**Number – Fractions**
recall and use multiplication and division facts for the 3, 4 and 8 multiplication tables; **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;** 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.	**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;** **recognise, find and write fractions of a discrete set of objects: unit fractions and non-unit fractions with small denominators;** **recognise and use fractions as numbers: unit fractions and non-unit fractions with small denominators;** recognise and show, using diagrams, equivalent fractions with small denominators; add and subtract fractions with the same denominator within one whole (e.g. $^5/_7 + {}^1/_7 = {}^6/_7$); compare and order unit fractions, and fractions with the same denominators; solve problems that involve all of the above.

Measurement
measure, compare, add and subtract: lengths (m/cm/mm); mass (kg/g); volume/capacity (l/ml); measure the perimeter of simple 2-D shapes; **add and subtract amounts of money to give change, using both £ and p in practical contexts;** **tell and write the time from an analogue clock, including using Roman numerals from I to XII, and 12-hour and 24-hour clocks;** 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, a.m./p.m., morning, afternoon, noon and midnight; know the number of seconds in a minute and the number of days in each month, year and leap year; compare durations of events (for example to calculate the time taken by particular events or tasks).

Geometry – Properties of shapes	Statistics
draw 2-D shapes and make 3-D shapes using modelling materials; recognise 3-D shapes in different orientations and describe them; recognise angles as a property of shape or a description of a turn; **identify right angles, recognise that two right angles make a half-turn, three make three quarters of a turn and four a complete turn; identify whether angles are greater than or less than a right angle;** identify horizontal and vertical lines and pairs of perpendicular and parallel lines.	**interpret and present data using bar charts, pictograms and tables;** 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.

Year 3 Science End Points

Approaches to enquiry I will be able to ask my own questions about what I observe and make some decisions about which types of scientific enquiry are likely to be the best ways of answering them.

- I can observe changes over time
- I can notice patterns
- I can group and classify things

Asking Questions - I will be able to ask relevant questions

- I can recognise questions that can be investigated scientifically and those that cannot

Planning - I will be able to use different types of scientific enquiries to answer questions.

- I can identify different ways to answer a question

I will set up simple practical enquiries, comparative and fair tests

- I can decide what observations to make
- I can decide what measurements to take
- I can recognise when a simple fair test is necessary
- I can, with help, decide what variables to measure

Collecting data - I will be able to make systematic and careful observations where appropriate, take accurate measurements using standard units, using a range of equipment, including thermometers and data loggers

- I can use a range of equipment including data loggers to collect data using standard measures
- I can carry out simple tests to sort and classify materials according to properties or behaviour

I will be able to gather data in a variety of ways to help in answering questions.

- I can gather data to answer questions from a variety of sources including: first hand observation, practical activity and data collected by others

Presenting data - I will be able to record data in a variety of ways to help in answering questions

- I can make notes
- I can record data in tables

I will be able to classify in a variety of ways to help in answering questions

- I can use Venn diagrams to classify
- I can use simple keys to identify and classify

I will be able to present data in a variety of ways to help in answering questions

- I can produce drawings and labelled diagrams
- I can produce bar charts, bar line graphs, simple scatter graphs and tables using ICT where appropriate