

St Clement's Catholic Primary School



End of Year Age Related Expectations Year 3

This booklet provides information on the end of year expectations for children in our school. The 2014 National Curriculum (NC) outlines these expectations as being the minimum requirements a child should meet each year.

The objectives are the basis on which teachers plan lessons and are further developed so that all children can access learning and be challenged as appropriate; all children will be working at different levels within the objectives so adjustments are made as necessary.

The expectations of the 2014 NC are that all children should be working within their Age Related Expectations (AREs) and that higher ability children should be working towards 'mastery' within those same AREs.

As the NC now has no levels, we will be trialling a similar approach as to that taken with the Early Years Foundation Stage since 2013 - this involves teachers using relevant assessment criteria (linked to the AREs) to decide on a 'best fit' judgement:

Beginning
Developing
Embedded
Mastery

At the beginning of a new academic year all children are considered to be at the 'beginning' stage within that particular year group's expectations. As some objectives will not be taught until later in an academic year, we are not fully able to make a 'best fit' judgement until the end of the academic year but will, of course, track individual pupils on their progress towards these AREs.

At the end of an academic year, a small proportion of children may be assessed as being at the 'beginning' or 'mastery' stage of a particular year's AREs.

MATHEMATICS

Number:

- I can compare and order numbers to 1000 and read and write numbers to 1000 in numerals and words.
- I can count from 0 in multiples of 4, 8, 50 and 100.
- I can recognise the value of each digit in a 3-digit number.
- I understand and can count in tenths, and find the fractional value of a given set.
- I can add and subtract fractions with a common denominator.
- I can derive and recall multiplication facts for 3, 4 and 8x tables.
- I can add and subtract mentally combinations of 1-digit and 2-digit numbers.
- I can add and subtract numbers with up to 3-digits using formal written methods.
- I can write and calculate mathematical statements for multiplication and division using the 2x, 3x, 4x, 5x, 8x and 10x tables.
- I can calculate 2-digit x 1-digit.
- I can solve number problems using one and two step problems.

Measurement, Geometry and Statistics:

- I can identify right angles and can compare other angles stating whether they are greater or smaller than a right angle.
- I can identify horizontal and vertical lines and pairs of perpendicular and parallel lines.
- I can tell the time to the nearest minute and use specific vocabulary, including seconds, am & pm.
- I can measure, compare, add and subtract using common metric measures.
- I can solve one and two step problems using information presented in scaled bar charts, pictograms and tables.

READING

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 attempt pronunciation of unfamiliar words drawing on prior knowledge of similar looking words.

Comprehension:

- I 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.
- I can draw inferences such as inferring a character's feelings, thoughts and motives from their actions.
- I can use a dictionary to check the meaning of unfamiliar words.
- I can identify the main point 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.

WRITING

Spelling:

- I can spell words with additional prefixes and suffixes and understand how to add them to root words.
- I 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 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 longer words.

Handwriting:

- I use the diagonal and horizontal strokes that are needed to join letters. • I understand which letters should be left unjoined.

Composition:

- I can discuss models of writing, noting its structure, grammatical features and use of vocabulary.
- I can compose sentences using a wider range of structures.
- I can write a narrative with a clear structure, setting, characters and plot.
- I can write non-narrative using simple organisational devices such as headings and sub-headings.
- I can suggest improvements to my own writing and that of others.
- I can make improvements to grammar, vocabulary and punctuation.
- I use a range of sentences with more than one clause by using a range of conjunctions.
- I use the perfect form of verbs to mark the relationship of time and cause.
- I can proof-read to check for errors in spelling and punctuation.

Sentence structure:

- I can express time, place and cause by using conjunctions, adverbs and prepositions.

Punctuation:

- I can use inverted commas to punctuate direct speech.