

## Year 3 Reading Key Objectives

1	Read aloud and understand words based on knowledge of root words, prefixes & suffixes e.g. fair and unfair, walk and walking
2	Use dictionaries to check the meanings of words
3	Retrieve and record information from non-fiction texts
4	Identify how different texts are structured and presented
5	Recognise different forms of poetry
6	Check a text makes sense by re-reading
7	Summarise the main ideas from their reading
8	Draw conclusions about feeling, thoughts and motives
9	Predict what might happen next from details stated when reading a piece of text
10	Listen to and discuss the content and style of a wide range of fiction, poetry, plays and non-fiction
11	Perform plays and poetry aloud
12	Retell some fairy tales or traditional tales orally



## Year 3 Writing Key Objectives

1.	Apply phonic knowledge to spell common words from Y3/4 list (see booklet)
2.	Use a dictionary to check a spelling
3.	Understand the difference between plural and possessive '-s' e.g. 'It was Sarah's pencil' and 'where are the pencils?'
4.	Use the possessive apostrophe accurately e.g. I'm, we'll, he'd, she's
5.	Use inverted commas to show direct speech (“ and ”)
6.	Use a range of conjunctions to extend sentences with more than one clause e.g. I went to the shops <u>after</u> I had been swimming.
7.	Use conjunctions, adverbs and prepositions to express time, cause and place (see grammar and punctuation section of booklet)
8.	Use expanded noun phrases e.g. The cold, dark castle
9.	Organise paragraphs around a theme
10.	Develop detail of characters, settings and plot in narratives
11.	Use simple organisational devices in non-fiction e.g. heading and sub-headings in a report
12.	Proofread own work for sense
13.	Understand the features of writing speech e.g. the use of inverted commas
14.	Be able to think aloud, explore and collect ideas, draft and re-read to check meaning is clear
15.	Write for a range of purposes and audiences across the curriculum in a variety of genres (e.g. letter writing, stories, reports)



# Year 3 Maths Key Objectives

1.	Count in multiples of 4, 8, 50 and 100
2.	Compare and order numbers up to 1000
3.	Add and subtract numbers mentally, including 3 digit numbers add/subtract 1 digit number (e.g. $345 - 8 =$ )
4.	Add and subtract, using standard column method, numbers with up to 3 digits
5.	To recall and use multiplication and division facts for the $3\times$ , $4\times$ and $8\times$ tables
6.	Count up and down in tenths
7.	Recognise the value of each digit in a three digit number (hundreds, tens and units)
8.	Understand that tenths are objects or quantities divided into ten equal parts
9.	Recognise and show equivalent fractions e.g. $\frac{1}{2} = \frac{2}{4}$
10.	Find and write fractions of a set of objects e.g. $\frac{1}{3}$ of a box of 21 pencils is 7 pencils
11.	Add and subtract fractions with common denominators e.g. $\frac{5}{7} + \frac{1}{7} = \frac{6}{7}$
12.	Measure, compare and calculate measures using standard units e.g. cm, m, g, kg, l and ml
13.	Add and subtract money, including giving change, in pounds and pence
14.	Tell and write the time from an analogue clock and digit clock to the nearest minute
15.	Identify horizontal, vertical, parallel and perpendicular lines in shapes
16.	Identify whether angles are greater or less than a right angle
17.	Identify right angles as a quarter of a turn, 2 right angles as a half turn, 3 right angles as a $\frac{3}{4}$ turn and 4 right angles as a whole turn



# Year 3 Spelling

Statutory requirements	Rules and guidance (non-statutory)	Example words (non-statutory)
The /ɪ/ sound spelt y elsewhere than at the end of words	These words should be learnt as needed.	myth, gym, Egypt, pyramid, mystery
The /ʌ/ sound spelt ou	These words should be learnt as needed.	young, touch, double, trouble, country
Words with endings sounding like /ʒə/ or /tʃə/	The ending sounding like /ʒə/ is always spelt <b>-sure</b> . The ending sounding like /tʃə/ is often spelt <b>-ture</b> , but check that the word is not a root word ending in <b>(t)ch</b> with an <b>er</b> ending – e.g. <i>teacher, catcher, richer, stretcher</i> .	measure, treasure, pleasure, enclosure creature, furniture, picture, nature, adventure
Words with the /k/ sound spelt ch (Greek in origin)		scheme, chorus, chemist, echo, character
Words ending with the /g/ sound spelt –gue and the /k/ sound spelt –que (French in origin)		league, tongue, antique, unique
Words with the /s/ sound spelt sc (Latin in origin)	In the Latin words from which these words come, the Romans probably pronounced the <b>c</b> and the <b>k</b> as two sounds rather than one – /s/ /k/.	science, scene, discipline, fascinate, crescent
Words with the /eɪ/ sound spelt ei, eigh, or ey		vein, weigh, eight, neighbour, they, obey



# Year 3 Grammar & Punctuation

## Sentence Structure

- |   |  |
|---|--|
| 1 | Expressing time, place and cause using conjunctions [for example, <b>when, before, after, while, so, because</b> ], adverbs [for example, <b>then, next, soon, therefore</b> ], or prepositions [for example, <b>before, after, during, in, because of</b> ] |
|---|--|

## Text Structure

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|---|--|
| 1 | Introduction to paragraphs as a way to group related material  |
| 2 | Headings and sub-headings to aid presentation  |
| 3 | Use of the present perfect form of verbs instead of the simple past [for example, 'he has gone out to play' contrasted with 'he went out to play'] |

## Punctuation

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|---|--|
| 1 | Introduction to inverted commas to punctuate direct speech (“ and ”) |
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## Terminology for Pupils

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|---|---|
| 1 | preposition conjunction, word family, prefix, clause, subordinate clause, direct speech, consonant, consonant letter vowel, vowel letter, inverted commas (or 'speech marks') |
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## Word List- years 3 and 4

accident(ally)	early	knowledge	purpose
actual(ly)	earth	learn	quarter
address	eight/eighth	length	question
answer	enough	library	recent
appear	exercise	material	regular
arrive	experience	medicine	reign
believe	experiment	mention	remember
bicycle	extreme	minute	sentence
breath	famous	natural	separate
breathe	favourite	naughty	special
build	February	notice	straight
busy/business	forward(s)	occasion(ally)	strange
calendar	fruit	often	strength
caught	grammar	opposite	suppose
centre	group	ordinary	surprise
century	guard	particular	therefore
certain	guide	peculiar	though/although
circle	heard	perhaps	thought
complete	heart	popular	through
consider	height	position	various
continue	history	possess(ion)	weight
decide	imagine	possible	woman/women
describe	increase	potatoes	
different	important	pressure	
difficult	interest	probably	
disappear	island	promise	

Highlighted words will be taught in Year 3 and those that are not highlighted will be taught in Year 4.

