



Year 3

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

Composition

- ◆ I can group related material together to form simple paragraphs.
- ◆ I can write a non-narrative using simple organisational features such as headings and sub-headings.
- ◆ I can use a topic sentence to open paragraphs.
- ◆ I can vary my sentence starters. I can write a narrative with clear structure, setting, characters and plot.
- ◆ I can annotate plans with key language/words/phrases.
- ◆ I can self-assess the effectiveness of my writing.
- ◆ I can assess writing with peers and suggest improvements.
- ◆ I can proof-read to check for errors in spelling and punctuation.

Vocabulary & Grammar

- ◆ I can use conjunctions, adverbs and prepositions.
- ◆ I can develop my verb choices for use in dialogue and with characters.
- ◆ I can use nouns or pronouns for clarity and cohesion, avoiding repetition.
- ◆ I can use the perfect form of verbs.
- ◆ I can use a wide range of sentence structures.
- ◆ I can use a range of sentences with more than one clause by using a wider range of conjunctions.

WRITING

Punctuation

- ◆ I can use capital letters, full stops, question marks and exclamation marks mostly correctly.
- ◆ I can begin to use inverted commas to punctuate direct speech. I can use a colon to introduce a list.
- ◆ I can begin to use the possessive apostrophe with singular and plural nouns.
- ◆ I can use commas with adverbial phrases.

Spelling

- ◆ I can recognise and spell homophones
- ◆ I can identify the root in longer words.
- ◆ I can spell words with additional prefixes and suffixes and understand how to add them to root words.
- ◆ I can spell words correctly which are in a family.
- ◆ I can spell half of the words from the Year 3/4 word list.
- ◆ I can use the first two or three letters of a word to check its spelling in a dictionary.
- ◆ I can begin to use the possessive apostrophe when spelling plural words.

Handwriting & Presentation

- ◆ I can increase the legibility, consistency and quality of my handwriting.

SPELLING—Y1/2 WORDS

the
a
do
to
today
of
said
says
your
they
be
he
me
she
we
no
come
some
one
once
ask
friend
school
put
are
were
was
is
his
has
I
you
go
so
by

here
there
where
love
push
pull
full
house
our
door
poor
find
mind
floor
because
kind
behind
whole
any
child
wild
most
both
children
climb
only
old
many
clothes
cold
gold
hold
told
every
great

steak
busy
people
pretty
beautiful
after
fast
last
past
father
class
water
again
grass
pass
plant
path
bath
hour
move
prove
half
money
improve
sugar
could
would
sure
eye
should
who
Mr
Mrs
parents
Christmas

SPELLING—YR 3/4 WORDS

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

MATHEMATICS

Number, place value, approximation and estimation/rounding

- ◆ I can count from 0 in multiples of 4
- ◆ I can count from 0 in multiples of 8,
- ◆ I can count from 0 in multiples of 50
- ◆ I can count from 0 in multiples of 100.
- ◆ I can compare and order numbers up to 1,000.
- ◆ I can read and write numbers to 1,000 in numerals and words.
- ◆ I can find 10 more or less than a given number.
- ◆ I can find 100 more or less than a given number.
- ◆ I can recognise the place value of each digit in a 3-digit number.
- ◆ I can identify, represent and estimate numbers using different representations.
- ◆ I can solve number problems and practical problems using above.

Calculations

- ◆ I can add and subtract mentally a 3-digit number and ones
- ◆ I can add and subtract mentally a 3-digit number and tens
- ◆ I can add and subtract mentally a 3-digit number and hundreds
- ◆ I can add numbers with up to three digits, using formal written methods of columnar addition
- ◆ I can subtract numbers with up to three digits, using formal written methods of columnar subtraction.
- ◆ I can estimate the answer to a calculation and use inverse operation to check answers.
- ◆ I can solve problems, including missing number problems, using number facts, place value, and more complex addition & subtraction.
- ◆ I can recall and use multiplication and division facts for the 3 x tables.
- ◆ I can recall and use multiplication and division facts for the 4 x tables.
- ◆ I can recall and use multiplication and division facts for the 8x tables.
- ◆ I can write and calculate mathematical statements for multiplication and division using the multiplication tables, including for 2-digit numbers, using mental and progressing to formal written methods.
- ◆ I can solve problems, including missing number problems, involving multiplication and division, including integer scaling problems and correspondence problems in which n objects are connected to m objects.

MATHEMATICS

Fractions, decimals and percentages

- ◆ I can count up and down in tenths.
- ◆ I recognise that tenths arise from dividing an object into 10 equal parts and in dividing 1-digit numbers or quantities by 10.
- ◆ I recognise and can find and write fractions of a discrete set of objects: unit fractions and non-unit fractions with small
- ◆ denominators.
- ◆ I can compare and order unit fractions and fractions with the same denominators.
- ◆ I can add and subtract fractions with the same denominator within one whole.
- ◆ I can solve problems involving the above.

- ◆ I can compare lengths using m, cm & mm.
- ◆ I can compare mass using kg & g.
- ◆ I can compare volume/capacity using l & ml.
- ◆ I can measure lengths using m, cm & mm.
- ◆ I can measure mass using kg & g.
- ◆ I can measure volume/capacity using l & ml.
- ◆ I can add and subtract lengths using m, cm & mm.
- ◆ I can add and subtract mass using kg & g.
- ◆ I can add and subtract volume/capacity using l & ml.
- ◆ I can tell and write the time from an analogue clock (12 hour clock).
- ◆ I can tell and write the time from an analogue clock (24 hour clock).
- ◆ I can tell and write the time from an analogue clock (Roman numerals).
- ◆ I can estimate and read time with increasing accuracy to the nearest minute.
- ◆ I can record and compare time in terms of seconds, minutes and hours.
- ◆ I can use the following vocabulary: o'clock, am, pm, morning, afternoon, noon & midnight.
- ◆ I know the number of seconds in a minute.
- ◆ I know the number of days in each month, year and leap year.
- ◆ I can compare the duration of events.
- ◆ I can measure the perimeter of simple 2D shapes.
- ◆ I can add and subtract amounts of money to give change, using both £ and p in a practical context.

MATHEMATICS

Geometry – properties of shapes

- ◆ I can identify horizontal, vertical lines and pairs of perpendicular and parallel lines.
- ◆ I can draw 2D shapes.
- ◆ I can make 3D shapes using modelling materials. I
- ◆ recognise 3D shapes in different orientations and describe them.
- ◆ I recognise that angles are a property of shape or a description of a turn.
- ◆ I can identify right angles.
- ◆ I recognise that two right angles make a half-turn & three make a three quarter turn.
- ◆ I can identify whether angles are greater than or less than a right angle.

Statistics

- ◆ I can interpret and present data using bar charts, pictograms and tables.
- ◆ I can solve one-step and two-step questions using information presented in scaled bar charts, pictograms and tables.

SPEAKING

- ◆ I can sequence and communicate ideas in an organised and logical way, always using complete sentences.
- ◆ I vary the amount of detail and choice of vocabulary, depending on the purpose and the audience.
- ◆ I take a full part in paired and group discussions.
- ◆ I show that I know when Standard English is required and I am beginning to use it.
- ◆ I can retell a story using narrative language and add relevant detail.
- ◆ I can show that I have listened carefully because I make relevant comments.
- ◆ I can present ideas or information to an audience.
- ◆ I recognise that meaning can be expressed in different ways, depending on the context.
- ◆ I can perform poems from memory adapting expression and tone as appropriate.

A copy of the full national curriculum can be found at :-

<https://www.gov.uk/government/collections/national-curriculum>