

## Year 3 Reading Overview

Apply his/her growing knowledge of root words, prefixes and suffixes (etymology and morphology) both to read aloud and to understand the meaning of new words he/she meets, to include: dis-, mis-, in-, il-, im-, ir-, -ly; (English Appendix 1). (Word Reading)
Read further exception words, noting the unusual correspondences between spelling and sound, and where these occur in the word (linked to spelling English Appendix 1). (Word Reading)
Maintain positive attitudes to reading and understanding of what he/she reads by listening to and discussing a wide range of fiction, poetry, plays and non-fiction. (Comprehension)
Maintain positive attitudes to reading and understanding of what he/she reads by reading books that are structured in different ways. (Comprehension)
Maintain positive attitudes to reading and understanding of what he/she reads by increasing his/her familiarity with a wide range of books, including fairy stories, myths and legends, and retell some of these orally. (Comprehension)
Maintain positive attitudes to reading and understanding of what he/she reads by identifying themes in books. (Comprehension)
Maintain positive attitudes to reading and understanding of what he/she reads by reading aloud poems and perform play scripts. (Comprehension)
Maintain positive attitudes to reading and understanding of what he/she reads by discussing words that capture the reader's interest and imagination. (Comprehension)
Understand what he/she reads independently by checking that the text makes sense to him/her, discussing his/her understanding of words. (Comprehension)
Understand what he/she reads independently by asking questions to improve his/her understanding of a text. (Comprehension)
Understand what he/she reads independently by drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence. (Comprehension)
Understand what he/she reads independently by predicting what might happen from details stated. (Comprehension)
Understand what he/she reads independently by identifying main ideas drawn from within one paragraph and summarise these. (Comprehension)
Understand what he/she reads independently by identifying how language, structure, and presentation contribute to meaning to include paragraphs, headings, sub-headings, inverted commas to punctuate speech. (Comprehension)
Retrieve and record information from non-fiction. (Comprehension)
Participate in reasoned discussion about books, poems and other material that are read to him/her and those he/she can read for himself/herself, taking turns and listening to what others say. (Comprehension)
Use the prefixes un-, dis-, mis-, re-, pre-. (Spelling)
Add suffixes beginning with vowel letters to words of more than one syllable e.g. forgetting, preferred, gardening, limited. (Spelling)
Use the suffix -ly. (Spelling)
Spell words with endings sounding like 'zh' and 'ch' e.g. treasure, measure, picture, nature. (Spelling)
Spell words with endings which sound like 'zhun' e.g. division, decision. (Spelling)
Spell homophones brake/break, fair/fare, grate/great, groan/grown, here/hear, heel/heal/he'll, mail/male, main/mane, meat/meet, peace/piece, plain/plane. (Spelling)
Spell words that are often misspelt (English Appendix 1). (Spelling)
Spell words containing the 'i' sound spelt 'y' elsewhere than at the end of words e.g. myth, gym. (Spelling)
Spell words containing the 'u' sound spelt 'ou' e.g. young, touch, double. (Spelling)
Spell words with the 'k' sound spelt 'ch' e.g. scheme, school, echo. (Spelling)
Spell words with the 'sh' sound spelt 'ch' e.g. chef, machine. (Spelling)
Spell words with the 'ay' sound spelt 'ei', 'eigh' or 'ey' e.g. eight, they. (Spelling)
Use the first two or three letters of a word to check its spelling in a dictionary. (Spelling)

# Year 3 Writing Overview

Increasingly use the diagonal and horizontal strokes that are needed to join letters and begin to understand which letters, when adjacent to one another, are best left unjoined. (Handwriting)
Increase the legibility, consistency and quality of his/her handwriting e.g. by beginning to ensure that the downstrokes of letters are parallel and equidistant; that lines of writing are spaced sufficiently so that the ascenders and descenders of letters do not touch. (Handwriting)
Plan his/her writing by discussing writing similar to that which he/she is planning to write in order to understand and learn from its structure and vocabulary. (Composition)
Plan his/her writing by discussing and recording ideas within a given structure. (Composition)
Draft and write by composing and rehearse sentences orally, building a varied and rich vocabulary and using sentences structures from (English Appendix 2). (Composition)
Draft and write by organising writing into paragraphs as a way of grouping related material. (Composition)
Draft and write in narratives, creating settings, characters and plot. (Composition)
Draft and write non-narrative material, using headings and sub-headings to organise texts. (Composition)
Evaluate and edit by assessing the effectiveness of his/her own writing. (Composition)
Evaluate and edit by proposing changes to grammar and vocabulary linked to the use of a/an, conjunctions, adverbs and prepositions. (Composition)
Proof-read for spelling errors and for punctuation - including capital letters and full stops, question marks, exclamation marks, commas for lists and apostrophes mostly correctly. (Composition)
Read his/her own writing aloud, to a group or the whole class, using appropriate intonation and controlling the tone and volume so that the meaning is clear. (Composition)
Form nouns using a range of prefixes e.g. super-, anti-, auto-. (Vocabulary, Grammar and Punctuation)
Use the forms a or an according to whether the next word begins with a consonant or a vowel e.g. a rock, an open box. (Vocabulary, Grammar and Punctuation)
Identify Word families based on common root words e.g. solve, solution, solver, dissolve, insoluble. (Vocabulary, Grammar and Punctuation)
Express time, place and cause using co-ordinating and subordinating conjunctions e.g. when, before, after, while, so, because, adverbs e.g. then, next, soon, therefore, or prepositions e.g. before, after, during, in, because of. (Vocabulary, Grammar and Punctuation)
Begin to use paragraphs as a way to group related material. (Vocabulary, Grammar and Punctuation)
Use headings and sub-headings to aid presentation. (Vocabulary, Grammar and Punctuation)
Use the present perfect form of verbs instead of the simple past e.g. He has gone out to play contrasted with He went out to play. (Vocabulary, Grammar and Punctuation)
Begin to use inverted commas to punctuate direct speech. (Vocabulary, Grammar and Punctuation)
Understand the following terminology: preposition, conjunction; word family, prefix; clause, subordinate clause; direct speech; consonant, consonant letter, vowel, vowel letter; and inverted commas (or 'speech marks'). (Vocabulary, Grammar and Punctuation)
Write from memory simple sentences, dictated by the teacher, that include words and punctuation taught so far. (Spelling)

## Year 3 Maths Overview

Count from 0 in multiples of 4, 8, 50 and 100; find 10 or 100 more or less than a given number. (Number and Place Value)
Recognise the place value of each digit in a three-digit number (hundreds, tens, ones). (Number and Place Value)
Compare and order numbers up to 1000. (Number and Place Value)
Identify, represent and estimate numbers using different representations. (Number and Place Value)
Read and write numbers up to 1000 in numerals. (Number and Place Value)
Read and write numbers up to 1000 in words. (Number and Place Value)
Solve number problems and practical problems involving these ideas. (Number and Place Value)
Add and subtract numbers mentally, including a three-digit number and ones. (Addition and Subtraction)
Add numbers with up to three digits using the formal method of columnar addition. (Addition and Subtraction)
Add and subtract numbers mentally, including a three-digit number and tens. (Addition and Subtraction)
Subtract numbers with up to three digits using the formal method of columnar subtraction. (Addition and Subtraction)
Add and subtract numbers mentally, including a three-digit number and hundreds. (Addition and Subtraction)
Estimate the answer to a calculation and use inverse operations to check answers. (Addition and Subtraction)
Solve problems, including missing number problems, using number facts, place value, and more complex addition and subtraction. (Addition and Subtraction)
Recall and use multiplication and division facts for the 3, 4 and 8 multiplication tables. (Multiplication and Division)
Write and calculate mathematical statements for multiplication and division using the multiplication tables that he/she knows, including for two-digit numbers times one-digit numbers, using mental and progressing to formal written methods. (Multiplication and Division)
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. (Multiplication and Division)
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. (Fractions)
Recognise, find and write fractions of a discrete set of objects: unit fractions and non-unit fractions with small denominators. (Fractions)
Recognise and use fractions as numbers: unit fractions and non-unit fractions with small denominators. (Fractions)
Recognise and show, using diagrams, equivalent fractions with small denominators. (Fractions)
Add fractions with the same denominator within one whole e.g. $\frac{5}{7} + \frac{1}{7} = \frac{6}{7}$ . (Fractions)
Subtract fractions with the same denominator within one whole e.g. $\frac{6}{7} - \frac{1}{7} = \frac{5}{7}$ . (Fractions)
Compare and order unit fractions, and fractions with the same denominators. (Fractions)
Solve fraction problems. (Fractions)

# Year 3 Maths Overview

Measure, compare, add and subtract: lengths (m/cm/mm); mass (kg/g); volume/capacity (l/ml). (Measurement)
Measure the perimeter of simple 2-D shapes. (Measurement)
Add and subtract amounts of money to give change, using both £ and p in practical contexts. (Measurement)
Tell the time from an analogue clock, including using Roman numerals from I to XII, and 12-hour and 24-hour clocks. (Measurement)
Write the time using an analogue clock, including using Roman numerals from I to XII, and 12-hour and 24-hour clocks. (Measurement)
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. (Measurement)
Know the number of seconds in a minute and the number of days in each month, year and leap year. (Measurement)
Compare durations of events e.g. to calculate the time taken by particular events or tasks. (Measurement)
Draw 2-D shapes and make 3-D shapes using modelling materials; recognise 3-D shapes in different orientations and describe them. (Properties of Shape)
Recognise angles as a property of shape or a description of a turn. (Properties of Shape)
Identify right angles and identify whether other angles are greater or less than a right angle. (Properties of Shape)
Recognise that two right angles make a half turn, three make three quarters of a turn and four a complete turn. (Properties of Shape)
Identify horizontal and vertical lines and pairs of perpendicular and parallel lines. (Properties of Shape)
Interpret and present data using bar charts, pictograms and tables. (Statistics)
Solve one-step and two-step questions e.g. 'How many more?' and 'How many fewer?' using information presented in scaled bar charts and pictograms and tables. (Statistics)