



# Y3 Skills : Reading



Page 1

- Read exception words, noting the unusual correspondence between spelling and sound and pronounce unfamiliar words by drawing on prior knowledge.

Apply growing knowledge of root words, prefixes and suffixes to read aloud and understand the meaning of unfamiliar words.

*E.g. active / inactive.*

*E.g. Sub\* under, use to define Subheading/Submerge.*

Identifying a range of prefixes and how these change the meaning of nouns.

*E.g. Super, anti, auto.*

Recognise inverted commas and how they are used to give more meaning when reading a text.

*E.g. character's emotions and varies voice when reading aloud.*

Identify pronouns, adverbs, collective nouns and plurals when reading.

*E.g. Adverbs: James soon started eating quickly for fear of being late.*

*E.g. Pronoun: She, him, his, this...*

*E.g. Plurals: mice/mouse, Sheep...*

*E.g. Collective nouns: army, gang, flock...*

Make book recommendations and give reasons for their choice.

Discuss the different structure and compare facts in non-fiction books.

Understand that narrative books are structured in different ways.

*E.g. Quest stories and stories with a dilemma.*

Can identify myths and legends and discuss key features.

Use dictionaries to check the meaning of words they have read.

Identify themes and conventions in a wide range of books, including those from other cultures and traditions.

*E.g. Good over evil, wise and foolish, villains and heroes, bullying.*

Prepare poems and plays to read aloud, showing understanding through intonation, tone, volume and action.

Comment on the way characters relate to one another.

Can identify the main idea of a text and know which words are essential in a sentence to retain meaning.

Draw inferences, such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence.

*E.g. How did Little Red Riding Hood feel about her Grandma?*



# Y3 Skills : Reading



Page 2

Asking and answering questions about the text.

Distinguish between statements of fact and opinion.

Retrieve, record and present information from non-fiction texts.

Participate in discussions, challenging others' ideas courteously, actively listening and responding to others.





# Y3 Skills : Writing



Spell words with additional prefixes and suffixes and understand how to add them to root words.

*Eg. form nouns using Super, anti, auto.*

Increase legibility, consistency and quality of handwriting.

*Eg. down strokes of letters are parallel and equidistant, lines of writing are spaced sufficiently so that ascenders and descenders don't touch, understand which letters are best left unjoined.*

Draft and write by creating settings, characters and plot in narratives and by using organisational devices such as headings and sub-headings in non-narrative.

Organise paragraphs around a theme.

Increase their use of a rich vocabulary and varied sentence structure by expressing time, place and cause using conjunctions (*e.g. when, before, after, while, so*), adverbs (*e.g. then, next, soon, therefore*) or prepositions (*e.g. before, after, during, in, because*).

Spell words that are often misspelt, including homophones (See Appendix 1 : Year 3/4)

*Eg. rain/reign/rein.*

Use possessive apostrophe to mark singular and plural possession, including regular and irregular plurals.

*Eg. girl's names, girls' names, children's.*

Use of the forms a or an according to whether the next word begins with a consonant or a vowel.

*Eg. a rock, an open box.*

Introduction to inverted commas to punctuate direct speech.

Use and understand the grammatical terminology in Appendix 2: adverb, preposition, conjunction, word family, prefix, clause, subordinate clause, direct speech, consonant, consonant letter vowel, inverted commas.

Use of the present perfect form of verbs instead of the simple past.

*Eg. "He has gone out to play" contrasted with "He went out to play".*





# Y3 Skills : Maths



Page 1

Read, write, compare and order numbers up to 1000 in numerals and words. Recognise the place value of each digit in a three-digit number.

*Eg. Accurately position 3-digit numbers on a number line, with and without interval markings.*

Add and subtract up to three-digit numbers mentally and using formal written methods of column addition and subtraction (including amounts of money to give change, using both £ and p in practical contexts).

*Eg.*

|       |       |       |       |
|-------|-------|-------|-------|
| +     | £2.80 | -     | £9.68 |
|       | £2.30 |       | £3.43 |
| <hr/> |       | <hr/> |       |
| <hr/> |       | <hr/> |       |

Solve problems (including estimating and checking using the inverse) involving: missing number problems, fractions, place value, addition, subtraction, multiplication, division, positive integer scaling problems and correspondence problems in which  $n$  objects are connected to  $m$  objects.

*Eg.*

9 ● 7 ● 3 ● 5 = 8

Recall and use multiplication and division facts for the 2, 3, 4, 5, 8 and 10 multiplication tables. Use this knowledge to write mathematical statements for multiplication and division, including for two-digit numbers times one-digit numbers.

*Eg.*

$$8 \times 9 = 72$$

$$9 \times 8 = 72$$

$$72 \div 9 = 8$$

$$72 \div 8 = 9$$

$$3 \times 2 = 6$$

$$30 \times 2 = 60$$

$$60 \div 3 = 20$$

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.

*Eg.*

*1/10 can be written as 0.1*

*10 tenths is equivalent to 1*

*7cm piece of string cut into 10 equal parts will be 10 pieces that are 0.7cm.*



# Y3 Skills : Maths



Page 2

Compare, order, add and subtract fractions with the same denominator. Recognise, find and use:

- fractions of a discrete set of objects, unit fractions and non-unit fractions with small denominators
  - fractions as numbers
  - equivalent fractions with small denominators.

*E.g.*

*$\frac{5}{8} = \frac{1}{8}$  of a pizza.*

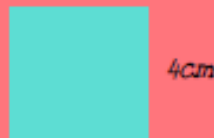
*Find  $\frac{1}{2}$  of an hour in minutes.*

*Demonstrate why these fractions are equivalent:  $\frac{1}{2}$ ,  $\frac{2}{4}$ ,  $\frac{4}{8}$ .*

Measure, compare, add and subtract lengths (m/cm/mm), mass (kg/g), volume/capacity (l/ml) and perimeter of 2D shapes.

*E.g. The flour weighs 1kg 25g and the sugar weighs 600g. How much heavier is the flour than the sugar?*

*E.g. What is the perimeter of this shape?*



Tell and write the time from an analogue (including roman numerals), 12-hour and 24-hour clock. Use time related vocabulary such as o'clock, am/pm, midnight, morning, noon, afternoon, evening. Know the number of seconds in a minute, days in a month/year/leap year. Compare durations of events (e.g. calculate time taken by particular events).

*E.g. Order these times: 1 hour and 20 minutes, 85 minutes, quarter of an hour,  $\frac{1}{2}$  an hour, 2 hours, 35 minutes.*

*The TV show started at 1:30pm and lasted for 35 minutes, what time did it finish?*

Draw, recognise and describe 2D and 3D shapes in different orientations.

*E.g. Draw a right angled triangle with its longest side 1cm.*

Identify right angles, recognise that two right angles make a half-turn, three make three quarters of a turn and four complete a turn. Identify whether angles are greater than or less than a right angle.

*E.g. Which of these are  $>$ ,  $=$  or  $<$  than a right-angle?*



Interpret, present data and solve one-step and two-step problems using bar charts, pictograms and tables.

*E.g. How many more pupils prefer cola to milk?*

*E.g. How much did the temperature vary between the warmest and the coolest day?*