

YEAR 3**What will my child be doing in Year 3?**

At the age of 7 and 8 your child will be in Year 3.

Your child will have finished working at Key Stage 1, have completed their SATS and will start Key Stage 2. Year 3 is the first of 4 years where your child will be working at Key Stage 2. At the end of Key Stage 2 your child should have reached a particular level of skills, knowledge and understanding.

Schools use targets to check each child's progress so they can adapt their teaching to best serve the child.

Some children will not progress as quickly as others or have special educational needs. Parents and carers have a key role in the educational development of their child. It is important to communicate with your child's teacher, take an interest in what your child is learning at school and praise your child when they have done well.

YEAR 3 NUMERACY TARGETS**The Primary Years**

- By the end of Year 3, most children should be able to;
- Read and write numbers up to 1000 and put them in order. Know what each digit is worth.
- Count on or back in tens or hundreds from any number under 1000, eg 462, 472, 482...or 462, 562, 662
- Know by heart addition and subtraction facts to 20, eg $4+16=20$, $12-8=4$
- Work out in their heads sums such as $56+29$, and $97-51$
- Know by heart the 2, 5 and 10 times tables
- Do simple divisions, such as 27 divided by 5
- Find simple fractions, such as $\frac{1}{2}$, $\frac{1}{3}$, $\frac{1}{4}$, $\frac{1}{5}$, $\frac{1}{10}$, of shapes and numbers
- Tell the time to the nearest 5 minutes
- Use £.p. eg know that £2.04 is £2 and 4p
- Solve simple number problems and explain how to work them out
- Recognise right angles and lines of symmetry in simple shapes
- Explain a simple graph

YEAR 3 LITERACY TARGETS

There are several areas that make up the various aspects of literacy for Year 3. Literacy is a massive subject area and is obviously of extreme importance in your child's development. Do bear in mind these are only guides to expectations.

By Year 3 there is less focus on Word recognition and a move towards emphasis on language comprehension. *It is accepted that there are two dimensions of reading - word recognition processes and language comprehension processes - are both necessary to achieve fluent reading.* However, the balance between word recognition and language comprehension should change as children acquire secure and automatic decoding skills.

1. Speaking
2. Listening and responding
3. Group discussion, interaction
4. Drama
5. Word structure, spelling
6. Understand and interpret texts
7. Engage with, respond to texts
8. Creating and shaping texts
9. Text structure and organisation
10. Sentence structure, punctuation
11. Presentation

The Primary Years

1. Speaking

- Choose and prepare poems or stories for performance, identifying appropriate expression, tone, volume and use of voices and other sounds
- Explain process or present information, ensuring that items are clearly sequenced, relevant details are included and accounts are ended effectively
- Sustain conversation, explain or give reasons for their views or choices
- Develop and use specific vocabulary in different contexts

YEAR 3 LITERACY TARGETS**2. Listening responding**

- Follow up others' points and show whether they agree or disagree in whole-class discussion
- Identify the presentational features used to communicate the main points in a broadcast
- Identify key sections of an informative broadcast, noting how the language used signals changes or transitions in focus

3. Group discussion, interaction

- Use talk to organise roles and action
- Actively include and respond to all members of the group
- Use the language of possibility to investigate and reflect on feelings, behaviour or relationships

The Primary Years

4. Drama

- Present events and characters through dialogue to engage the interest of an audience
- Use some drama strategies to explore stories or issues
- Identify and discuss qualities of others' performances, including gesture, action and costume

5. Word structure, spelling

- Spell high and medium frequency words
- Recognise a range of prefixes and suffixes, understanding how they modify meaning and spelling, and how they assist in decoding long complex words
- Spell unfamiliar words using known conventions including grapheme-phoneme correspondences and morphological rules

YEAR 3 LITERACY TARGETS

6. Understand and interpret texts

- Identify and make notes of the main points of section(s) of text
- Infer characters' feelings in fiction and consequences in logical explanations
- Identify how different texts are organised, including reference texts, magazines and leaflets, on paper and on screen
- Use syntax, context and word structure to build their store of vocabulary as they read for meaning
- Explore how different texts appeal to readers using varied sentence structures and descriptive language

7. Engage with, respond to texts

- Share and compare reasons for reading preferences, extending the range of books read
- Empathise with characters and debate moral dilemmas portrayed in texts
- Identify features that writers use to provoke readers' reactions

8. Creating and shaping texts

- Make decisions about form and purpose, identify success criteria and use them to evaluate their writing
- Use beginning, middle and end to write narratives in which events are sequenced logically and conflicts resolved
- Write non-narrative texts using structures of different text-types
- Select and use a range of technical and descriptive vocabulary
- Use layout, format graphics and illustrations for different purposes

YEAR 3 LITERACY TARGETS

9. Text structure and organisation

- Signal sequence, place and time to give coherence
- Group related material into paragraphs

10. Sentence structure, punctuation

- Show relationships of time, reason and cause through subordination and connectives
- Compose sentences using adjectives, verbs and nouns for precision, clarity and impact
- Clarify meaning through the use of exclamation marks and speech marks

11. Presentation

- Write with consistency in the size and proportion of letters and spacing within and between words, using the correct formation of handwriting joins
- Develop accuracy and speed when using keyboard skills to type, edit and re-draft