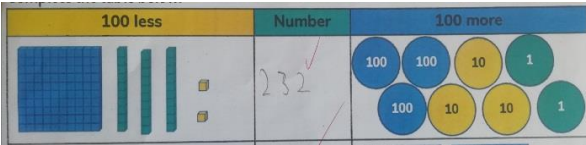
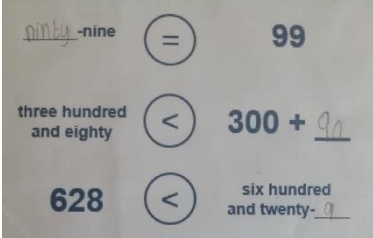


Checklist for a child reaching the Expected Standard at the end of Year 3.

Reading	Writing (Spag)	Maths												
<p>Word Reading</p> <ul style="list-style-type: none"> Read a range of fiction, poetry, plays, and non-fiction texts. Use phonic skills to read unfamiliar or challenging words. Apply knowledge of root words, prefixes and suffixes to read aloud and to understand the meaning of unfamiliar words e.g. <i>uses knowledge of 'forget' to read and understand forgotten, forgetful, unforgettable, forgetfulness.</i> Read further exception words, noting the unusual correspondences between spelling and sound e.g. <i>guide, heart, naughty.</i> Pronounce unfamiliar words drawing on prior knowledge of similar looking words. <p>Comprehension</p> <ul style="list-style-type: none"> Discuss a text stating what they like and dislike about what they have read. Read aloud and independently, taking turns and listening to others. Identify language features e.g. types of words and how they capture the readers' attention. Explain how non-fiction books are structured in different ways and can use them effectively. 	<p>Word</p> <ul style="list-style-type: none"> Form nouns using prefixes and suffixes e.g. <i>supermarket, anticlockwise / reader, achievement.</i> Use of the suffixes <i>-er, -est</i> (e.g. <i>longer, shorter</i>) in adjectives and the use of <i>-ly</i> to turn adjectives into adverbs e.g. <i>quiet → quietly.</i> Use <i>a</i> or <i>an</i> according to whether the next word begins with a consonant or a vowel e.g. <i>an elephant, a house</i> <p>Sentence</p> <ul style="list-style-type: none"> Express time, place and cause using conjunctions e.g. <i>after, finally, where, so, because</i> Write a range of sentence types which are grammatically accurate e.g. commands, questions and statements. Use a range of adverbs (e.g. <i>gently, slowly</i>) and prepositions (e.g. <i>beneath, above</i>) in writing. <p>Text</p> <ul style="list-style-type: none"> Discuss plans and develop ideas before writing. Describe characters, settings and plot, with some interesting details. 	<p>Number and place value:</p> <ul style="list-style-type: none"> Count from 0 in multiples of 4, 8, 50 and 100. Find 10 or 100 more or less than a given number.  <ul style="list-style-type: none"> Recognise the place value of each digit in a three-digit number (hundreds, tens, ones). <table border="1" style="margin-left: auto; margin-right: auto;"> <thead> <tr> <th style="text-align: center;">Hundreds</th> <th style="text-align: center;">Tens</th> <th style="text-align: center;">Ones</th> </tr> </thead> <tbody> <tr> <td style="text-align: center;"></td> <td style="text-align: center;"></td> <td style="text-align: center;"></td> </tr> <tr> <td style="text-align: center; font-size: 2em;">3</td> <td style="text-align: center; font-size: 2em;">2</td> <td style="text-align: center; font-size: 2em;">8</td> </tr> <tr> <td style="text-align: center; font-size: 0.8em;">300</td> <td style="text-align: center; font-size: 0.8em;">20</td> <td style="text-align: center; font-size: 0.8em;">8</td> </tr> </tbody> </table> <ul style="list-style-type: none"> Compare and order numbers up to 1000.  <ul style="list-style-type: none"> Read and write numbers up to 1000 in numerals and in words. Solve number problems and practical problems involving the above. 	Hundreds	Tens	Ones				3	2	8	300	20	8
Hundreds	Tens	Ones												
3	2	8												
300	20	8												

Checklist for a child reaching the Expected Standard at the end of Year 3.

- Use non-fiction texts to retrieve information.
- Explain some of the different types of fiction books (genres), such as adventure and fantasy.
- Ask relevant questions to get a better understanding of a text.
- Predict what might happen based on details the child has read, as well as books they've read before.
- Draw inferences such as inferring a characters' feelings, thoughts and motives from their actions.
- Use a dictionary to check the meaning of unfamiliar words.
- Identify the main point of a text.
- Identify ideas from more than one paragraph and summarise what has happened.
- Explain how structure and presentation contribute to the meaning of texts.
- Make connections with other texts.

- Use paragraphs, headings and sub-headings to organise writing.
- Correct choice and consistent use of present tense and past tense throughout writing.
- Can use the present perfect form of verbs instead of the simple past e.g. *e.g. Tom has learnt, We have eaten.*

Punctuation

- Use sentence punctuation with accuracy, including capital letters, full stops, question marks, exclamation marks and commas to separate items in lists.
- Uses apostrophes for contraction (e.g. *didn't, couldn't*) and possession (e.g. *Emma's bag*)
- Use inverted commas to punctuate direct speech *mostly correctly* e.g. *John shouted, "I miss school!"*

Handwriting

- Handwriting is legible with almost all lower case letters, capital letters and digits accurately formed and of the correct size, orientation and relationship to one another.

Addition and Subtraction

- Add and subtract numbers with up to 3 digits using column addition and column subtraction.

Column addition:

	H	T	O
	1	3	7
+	2	3	4
	3	7	1

Column subtraction:

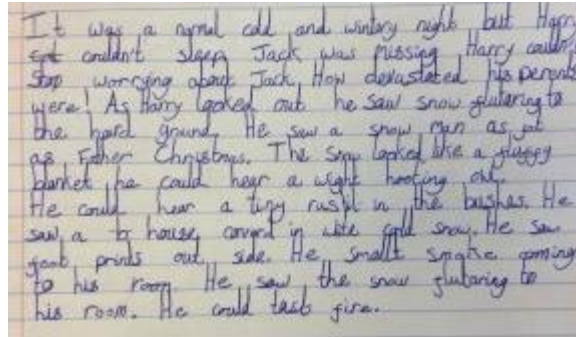
	H	T	O
	6	4	8
-	3	4	7
	3	0	9

Multiplication and Division

- Recall and use multiplication and division facts for the 3, 4 and 8 times tables.

Checklist for a child reaching the Expected Standard at the end of Year 3.

- Words are often appropriately and consistently spaced in relation to the size of the letters.
- Some diagonal and horizontal strokes are used to join letters.



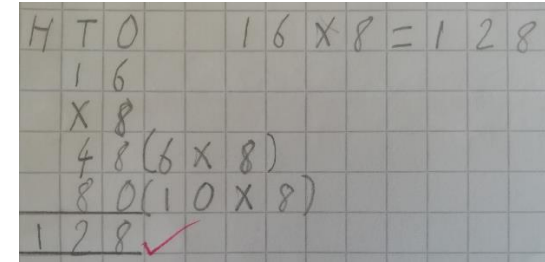
Spelling

- Applies phonological knowledge from Years 1 and 2 to accurately spell many regular words accurately.

★ Phonics Sound Chart ★ Word Ends

all ball	and hand	ay hay	ch lunch
dge fridge	ee tree	ell shell	ew screw
ick brick	ight night	ing king	ock clock
ong strong	ow snow	ow cow	oy toy
uck duck	st nest	tch watch	y sky

- Multiply two-digit numbers by a one digit number using expanded method.




Fractions

- Recognise and write decimal equivalents of any number of tenths

$$1/10 = 0.1$$

- Find fractions of amounts

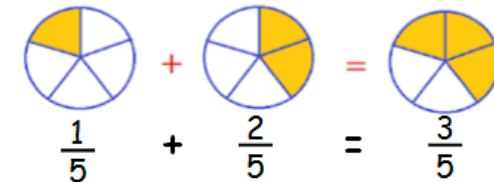
Find $\frac{2}{5}$ of Joe's marbles. 

I have divided the marbles into 5 equal groups.

There are 4 marbles in each group.

$\frac{2}{5}$ of Joe's marbles is 8 marbles.

- Recognise and identify equivalent fractions
- Add and subtract fractions with the same denominator



Checklist for a child reaching the Expected Standard at the end of Year 3.

- Spells common exception words from year 1 and 2 accurately and some from year 3.

Year 1 and 2 Common Exception Words

Year 1

the they one
a be once
do he ask
to me friend
today she school
of we put
said no push
says go pull
are so full
were by house
was my our
is here
his there
has where
I love
you come
your some

Year 2

door gold plant clothes
floor hold path busy
poor told bath people
because every hour water
find great move again
kind break prove half
mind steak improve money
behind pretty sure Mr
child beautiful sugar Mrs
children after eye parents
wild fast could Christmas
climb last should everybody
most past would even
only father who
both class whole
old grass any
cold pass many

- Uses the spelling rules for Years 1 and 2 as well as some of the spelling rules for Year 3 accurately.