

# Maths

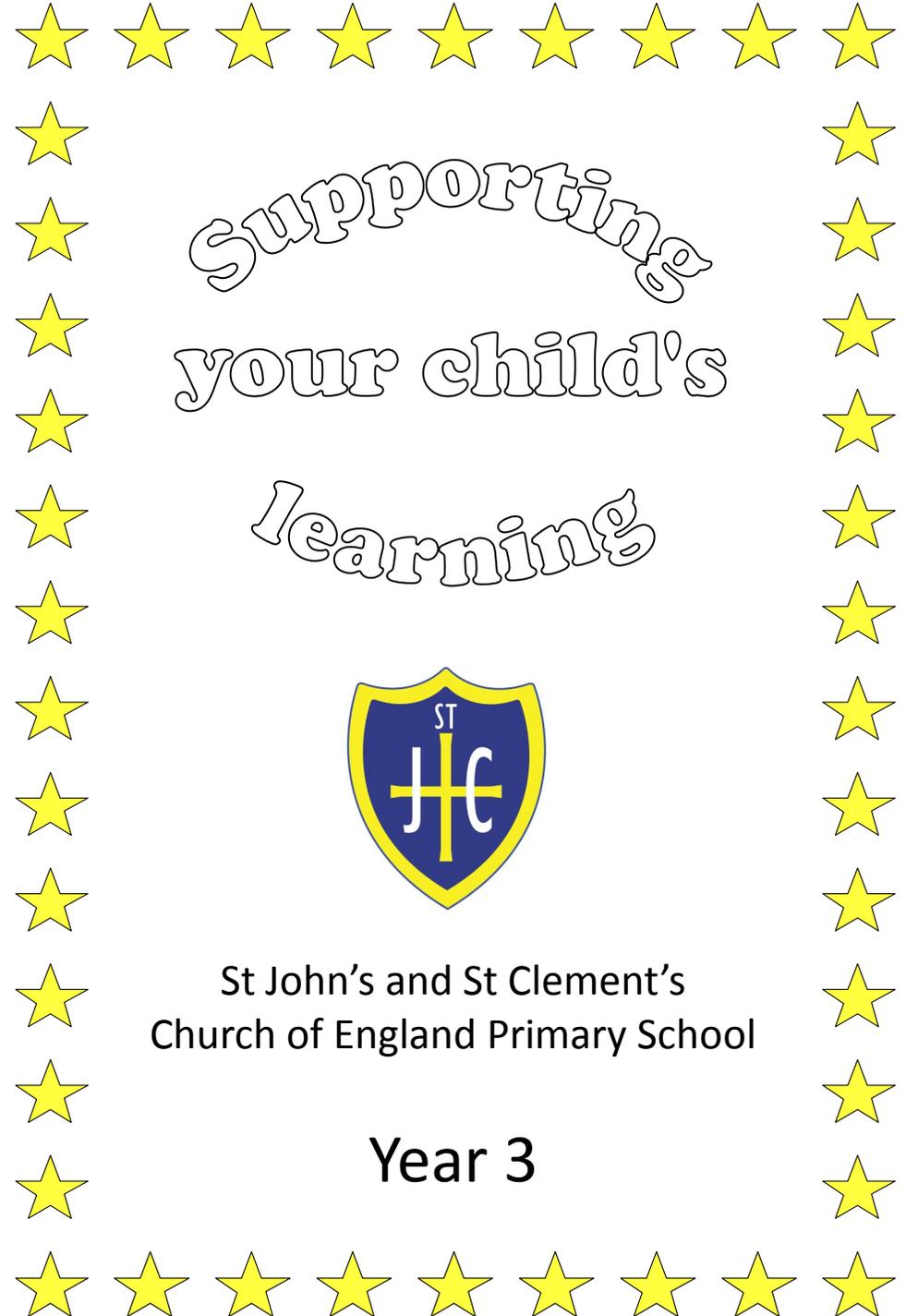
By the end of the year, Year 3 children should be able to;

- Read and write numbers to 1,000 in numerals and words
- Count from 0 in multiples of 4, 8, 50 and 100 to 10th/12th multiple
- Say/identify the number that is ten or one hundred more or less than a given number within 1,000
- Order and compare numbers up to 1,000
- Recognise the place value of each digit in a three-digit number to 1,000
- Mentally add a three-digit number and ones; tens; hundreds within 1000, including the use of jottings such as a number line
- Mentally subtract from a three-digit number ones; tens; hundreds within 1000, including the use of jottings such as a number line
- Recall and use multiplication facts for the 3, 4 and 8 times tables up to the 12th multiple
- Recall and use division facts for the 3, 4 and 8 times tables up to the 12th multiple
- Count up and down in tenths confidently and recognise that tenths arise from dividing an object into 10 equal parts using practical resources and diagrams
- Recognise and show, using diagrams, a range of simple equivalent fractions with small denominators such as  $1/3 = 2/6$ ,  $4/8 = 1/2$
- Add and subtract fractions with the same denominator within one whole
- Measure, compare, add and subtract: lengths (m/cm/mm); mass (kg/g); volume/capacity (l/ml) including mixed units of measurement
- Add and subtract amounts of money, in practical contexts, including giving change



In order to develop into a **confident mathematician**, your child should also be focusing on;

- Solving one-step and two-step word problems involving addition / subtraction
- Solving number problems, including missing number problems, and puzzles



Dear Parents and Carers,

We hope you will find this leaflet helpful. It aims to provide some guidelines for what your child should be achieving by the end of the academic year.

Should you have any specific questions or comments, please do not hesitate to speak to your child's class teacher.

# Reading

**Encourage your child** to read a wide range of text from story books to comics, magazines to recipe books, newspaper and leaflets. They may read on electronic devices if this motivates them!

Listening to books on CD, while following the book, is a way to encourage them to try more challenging texts.

**By the end of the year**, Year 3 children should be able to;



- Recognise some common suffixes and root words and uses this knowledge to read new words.
- Recognise and effortlessly decode words of two or more syllables and words with common suffixes and root words
- When reading aloud, sound out unfamiliar words accurately without undue hesitation, and read age related texts with confidence and fluency.
- Demonstrate a positive attitude towards a variety of different reading material
- Offer some predictions about what might happen next based on what has been read
- Understand new words by making links to known vocabulary
- Through discussion, recognise when the author has used a word for impact



- Show that they are familiar with a wide range of fiction and non-fiction

If your child is a **confident and able reader**, they will be able to;

- Effortlessly decode words in age appropriate texts
- Read fluently for a sustained amount of time

# Writing

**Encourage your child** to complete a range of writing at home, from stories and poems to instructions, shopping lists, descriptions and information writing. Allow them to use a wide range of pens, pencils and paper to develop their creativity in writing.

**By the end of the year**, Year 3 children should be able to;

- Plan extended writing by discussing and recording ideas with increasing independence and start to use planning models
- Produce a variety of extended written pieces, narrative, non-fiction and poetry
- Begin to use some ambitious vocabulary, e.g. interesting verbs (tip-toed instead of walked)
- Re-read their own writing and edit it, making appropriate revisions and corrections.
- Read aloud their own writing, to a group or the whole class and starts to use appropriate intonation so that the meaning is clear.
- Sometimes use verbs as adjectives to specify, e.g. the sobbing child.
- With some support, express time, place and cause using 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*.
- Usually use simple paragraphs or 'sections' as a way to group related material
- Use a range of punctuation mostly correctly, including full stops, commas to separate items in lists, exclamation and question marks and apostrophes for contractions and singular possession in nouns.
- Uses inverted commas to punctuate direct speech



If your child is a **confident and able writer**, they should

- Develop a writer's voice and uses an increasing range of vocabulary, starting to select some words for effect.
- Write willingly and for pleasure.