



Year 3 Writing Learning Musts

By the end of the year I must be able to...

Spelling

- I can spell most words from the Year 3 and 4 Common Exception Word list (See Appendix 1)
- I can write from memory simple sentences, dictated by the teacher, that include words and punctuation I already know.

Handwriting

- I can use more of the diagonal and horizontal strokes I need to join letters and know which letters, when they are next to one another, are best left un-joined (See Appendix 2)
- I can write so that most of my letters are easy to read, all the same way up and the same size. My writing is spaced properly so that my letters don't overlap.

Composition

- I can draft and write descriptive work that creates settings, characters and plots.
- I can proof-read my work by reading aloud and putting in full stops. I can also add commas, question marks, exclamation marks and speech marks where needed.
- I can write from memory simple sentences, dictated by the teacher, that include words and punctuation I already know.

Vocabulary, Grammar and Punctuation

- I can understand when to use 'a' or 'an' in front of a word.
- I can talk about time, place and cause using these words: when, while, so, because, then, next, soon, therefore, before, after, during, in, because of.
- I can use headings and sub-headings.
- I can use the correct tense (See Appendix 3)
- I can use speech marks (inverted commas) correctly.
- I can use the appropriate Vocabulary, Connectives, Openers and Punctuation (See Appendix 4)





Year 3 Reading Learning Musts

By the end of the year I must be able to...

Word reading

- I can read and blend all sounds I have been taught and recognise alternative sounds for letters or groups of letters.
- I can read most words quickly and accurately without needing to sound and blend words I have seen before.
- I can read aloud books within my reading level, without making many errors and sounding out new words without long pauses.
- I can re-read books, sounding out new words correctly to improve my speed and confidence.

Comprehension

- I can enjoy and understand books by listening to, and talking about and expressing my views on poems, stories and non-fiction texts that I can't read myself.
- I can enjoy reading and discussing the order of events in books and how items of information are related.
- I can enjoy reading by knowing a wider range of stories, fairy stories and traditional tales and I can retell them to others.
- I can spot if a word has been read wrongly by following the sense of the text.
- I can ask and answer simple questions about the books or stories I am reading.
- I can take part in a group talk about what we have listened to. I take turns and listen to what others have to say.





Year 3 Maths Learning Musts

By the end of the year I must be able to...

Number and place value

- I can count from 0 in multiples of 4, 8, 50 and 100 and can find 10 or 100 more or less than a given number.
- I can recognise the place value of each digit of a number with hundreds, tens and units.
- I can solve number and word problems.

Addition and subtraction

- I can add and subtract numbers in my head, including a three digit number and ones.
- I can add and subtract numbers in my head, including a three digit number and tens.
- I can add and subtract numbers in my head, including a three digit number and hundreds.

Multiplication and division

- I can recall and use multiplication and division facts for the 3, 4 and 8 times tables.
- I can calculate multiplication and division problems, both mentally and in writing, using the times tables, including two digit numbers times one digit numbers.

Fractions

- I can count up and down in tenths, and know that tenths are made by dividing an object into 10 equal parts and dividing one-digit numbers or quantities by 10.
- I can write and find fractions for a set of data and can recognise fractions with small denominators.
- I can identify and show equivalent fractions.

Measurement

- I can measure, compare, add and subtract: lengths (m/cm/mm); mass (kg/g); volume and capacity (l/ml).
- I can add and subtract money, giving change and using pounds and pence. I can do this with real coins and notes.
- I can tell the time on a clock face. I can do this if it uses Roman numerals from I to XII, and I can use 12-hour or 24-hour clocks.

Properties of shape

- I can spot right angles. I know that two right angles make a half-turn, three make three quarters of a turn and four make a full turn. I can spot when angles are greater or less than a right angle.

Statistics

- I can interpret and present data using bar charts, pictograms and tables.



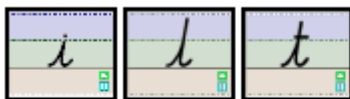
Appendix 1

Year 3 and 4 Common Exception Words

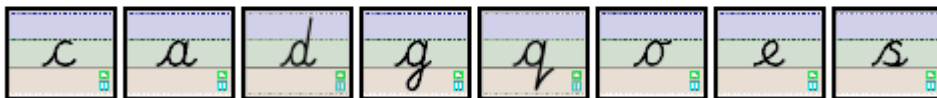
Aa	breath	continue	exercise	guard	Kk	naughty	position	recent	Tt
accident	build	Dd	experience	guide	Knowledge	notice	possess	regular	therefore
accidentally	busy	decide	extreme	Hh	Ll	Oo	possession	reign	though
actual	business	describe	Ff	heard	learn	occasion	possible	remember	thought
actually	Cc	different	famous	heart	length	occasionally	potatoes	Ss	through
address	calendar	difficult	favourite	height	library	often	pressure	sentence	Vv
although	caught	disappear	February	history	Mm	opposite	probably	separate	various
answer	centre	Ee	forward	Ii	material	ordinary	promise	special	Ww
appear	century	early	forwards	imagine	medicine	Pp	purpose	straight	weight
arrive	certain	earth	fruit	increase	mention	particular	Qq	strange	woman
Bb	circle	eight	Gg	important	minute	peculiar	quarter	strength	women
believe	complete	eighth	grammar	interest	Nn	perhaps	question	suppose	
bicycle	consider	enough	group	island	natural	popular	Rr	surprise	

Appendix 2:

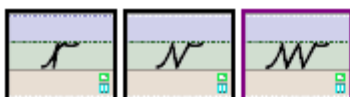
Handwriting straight line continuous cursive letters



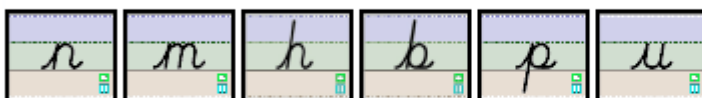
Handwriting curves to start continuous cursive letters



Handwriting top exit continuous cursive letters



Handwriting tunnel continuous cursive letters



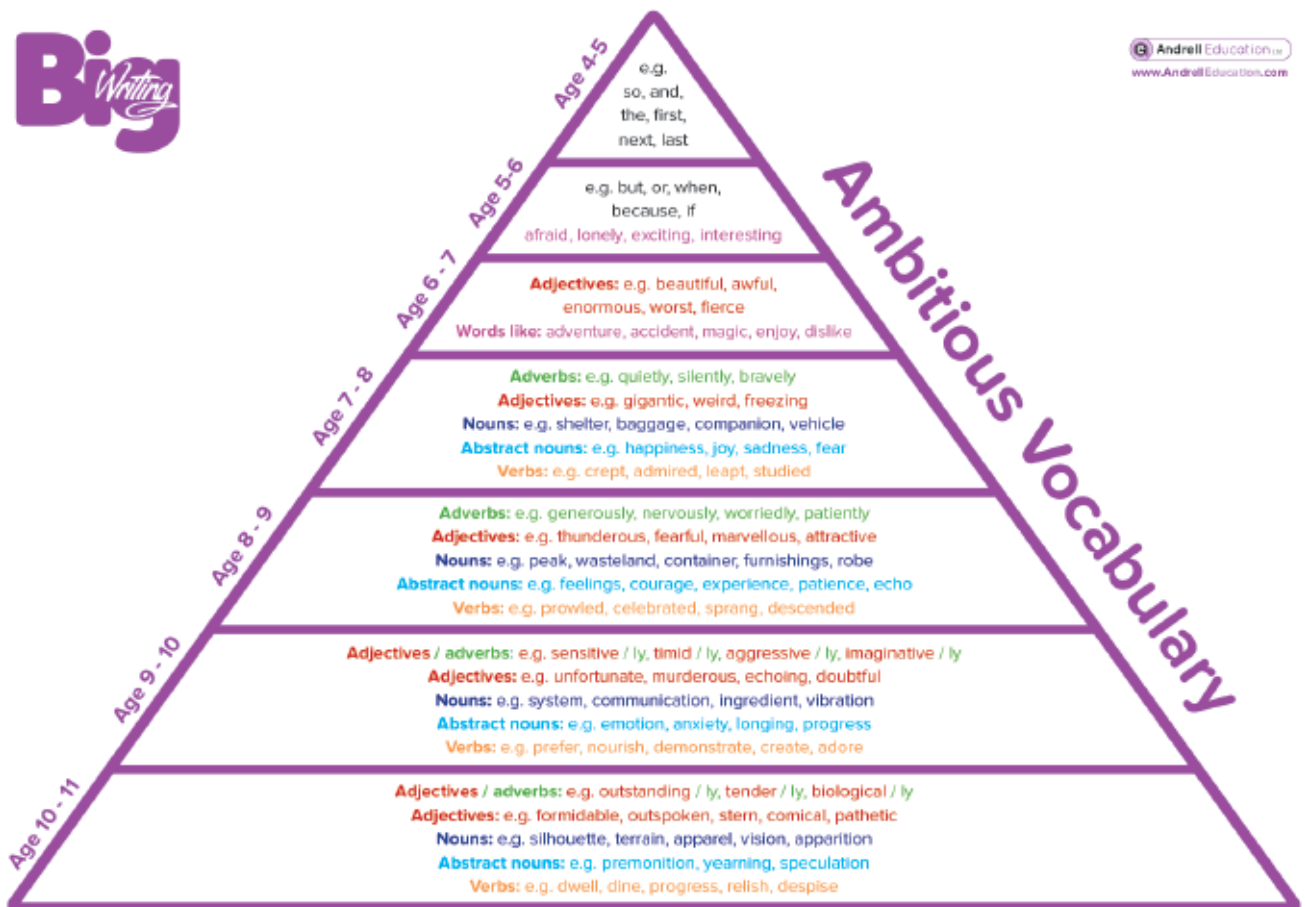
Handwriting hooks, loops & line continuous cursive letters

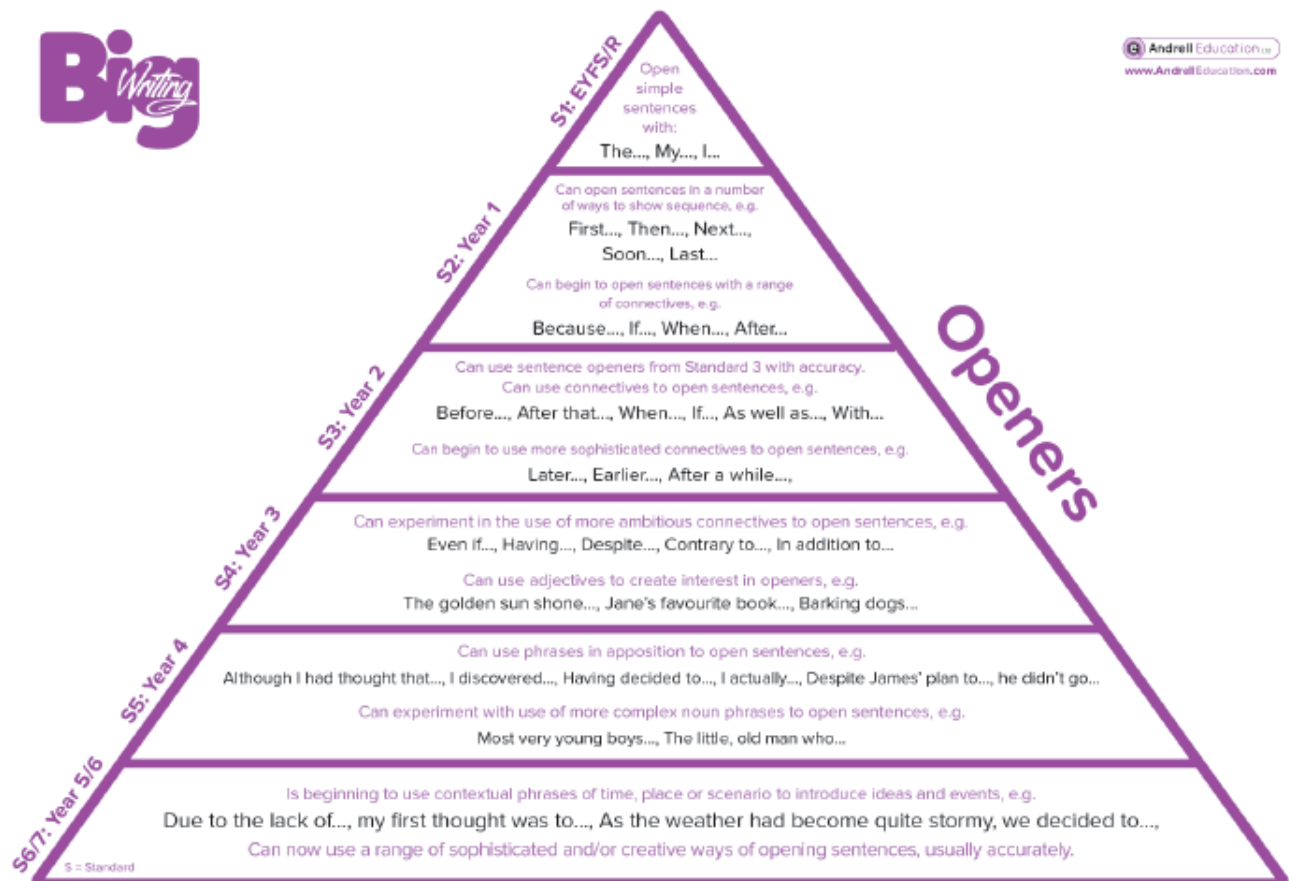
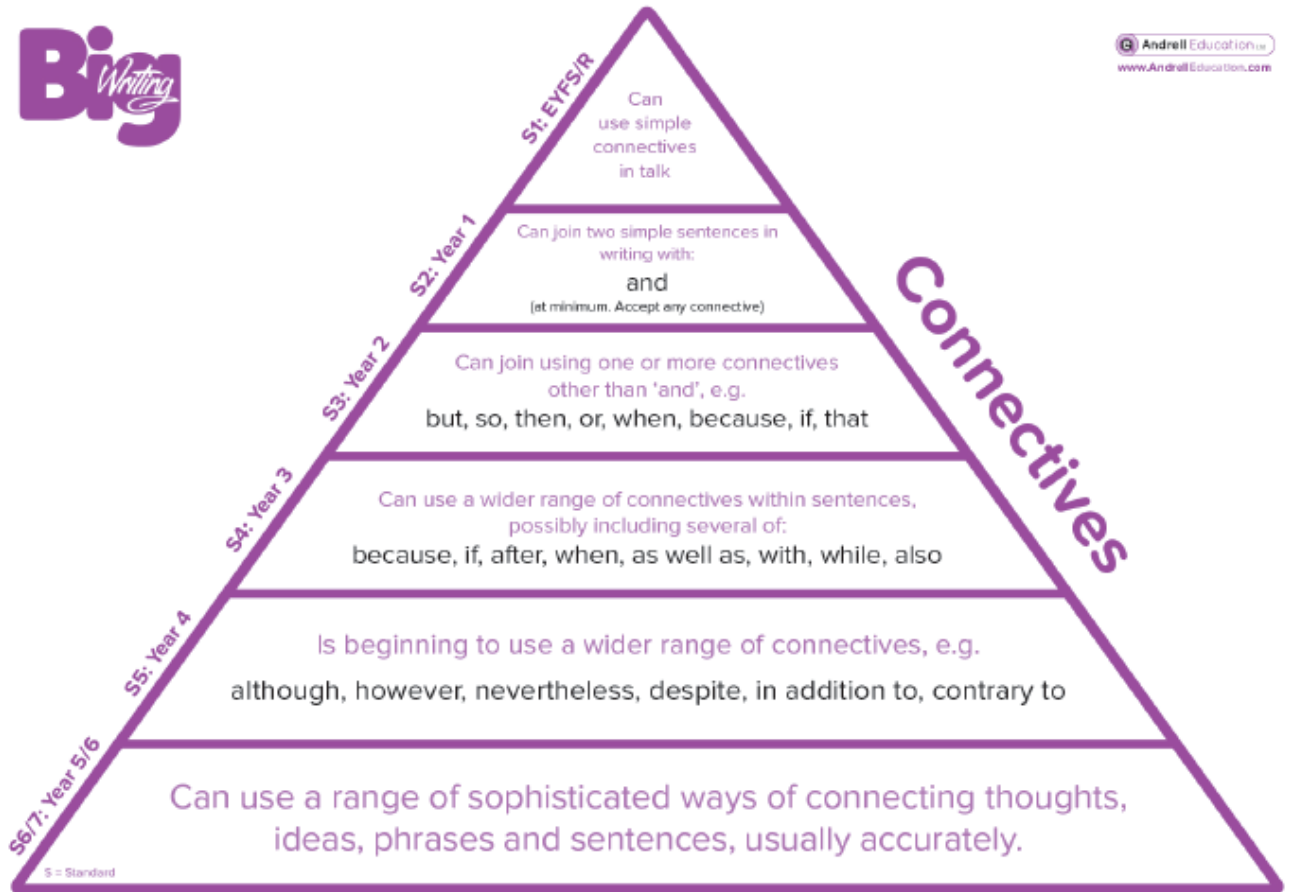


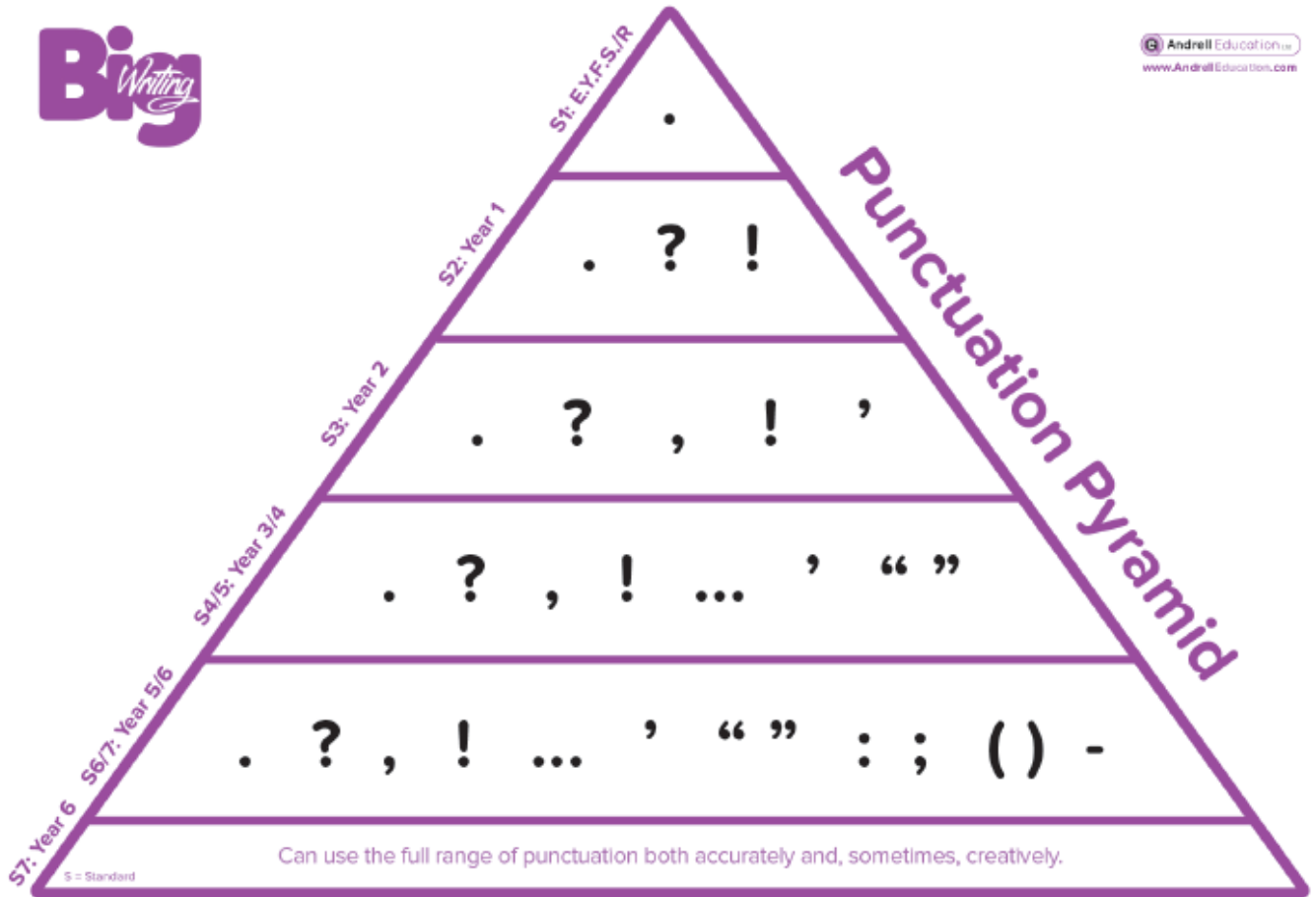
Appendix 3:

Term	Function	Examples
Future (simple)	For an action which will happen in the future. Usually uses 'will' and then the verb .	They will live in London. He will walk home. I will eat dinner.
Past simple	For an action which was completed in the past . Usually uses verbs with the -ed suffix	They lived in London. He walked home. I ate dinner. (Irregular verb)
Present (Simple)	For something that is happening now or generally happens frequently or regularly. Can describe habits or something that is generally true	They live in London. (True) He walks home. (Happening now) I eat dinner. (Frequent habit) I visit Gran every Christmas. (Regular habit)
Perfect	The perfect tense is used for actions that started in the past and have either been completed or are continuing into the present. Present perfect: Use the present form of 'to have' and the past form of the main verb, (usually an 'ed' ending). Past perfect: Use the past form of 'to have' and the past form of the main verb, (usually an 'ed' ending).	Present perfect: I have walked. She has gone. (Irregular main verb) They have eaten. (Irregular main verb) Past perfect: I had walked. She had gone. (Irregular verb) They had eaten. (Irregular verb)

Appendix 4:







Can use the full range of punctuation both accurately and, sometimes, creatively.

S = Standard