Year 3

Reading, Writing and Mathematics Objectives

These objectives, taken from the 2014 National Curriculum, have been re-written by staff in child friendly language and in 'I can' format.

As with the National Curriculum, the objectives for reading and writing are the same for Year 3 and 4.

Reading Targets	
Word	I can use my existing knowledge of root words, prefixes and suffixes to help with reading aloud and understanding the meaning of new words.
Word	I am aware that some words sound different to how they are spelt.
Comprehension	I have understood an increasingly wide range of texts I have read (fiction, poetry, plays, and non-fiction texts).
Comprehension	I can explain how non-fiction books are structured in different ways and can use them effectively.
Comprehension	I can use a dictionary to check the meaning of unfamiliar words.
Comprehension	I can talk about different types of stories I have read.
Comprehension	I can identify different themes and conventions in a wide range of books I have read.
Comprehension	I can perform poems and play scripts, showing understanding through intonation, tone, volume and action.
Comprehension	I can discuss words and phrases that capture my imagination.
Comprehension	I can recognise different types of poetry (e.g. free verse, narrative poetry).
Comprehension	I check what I am reading makes sense by talking about it.
Comprehension	I ask relevant questions to help me better understand a book.
Comprehension	I use evidence from the text to make inferences (e.g. inferring characters' feelings, thoughts and motives from their actions).
Comprehension	I can predict what might happen based on the details I have read.
Comprehension	I can tell what the main ideas in a book are from reading several paragraphs.
Comprehension	I can explain how structure and presentation add to the meaning of texts.
Comprehension	I can use non-fiction texts to retrieve information.
Comprehension	I can take turns when discussing books I have read, or had read to me and listen to what others have to say.

Writing Targets	
Spelling	I can spell words with prefixes and suffixes and can use them in my writing.
Spelling	I recognise and spell homophones.
Spelling	I can spell the commonly mis-spelt words from the Y3/4 word list.
Spelling	I can use the first two or three letters of a word to check its spelling in a dictionary.
Spelling	I can write simple sentences from memory that have been dictated to me, using the correct punctuation.
Handwriting	In handwriting, I know which letters are appropriate to join.
Handwriting	I use the diagonal and horizontal strokes that are needed to join letters.
Handwriting	My handwriting is legible and consistent; (e.g. down strokes of letters are parallel; lines are spaced well so that ascenders and descenders of letters do not touch.)
Composition	I plan my writing by looking at similar texts I have written before - discussing the structure, vocabulary and grammar.
Composition	I am able to use ideas to plan my writing.
Composition	I am using an increasing range of sentence structures and richer vocabulary in my writing, including dialogue.
Composition	I can draft my work into paragraphs.
Composition	I can write a narrative with a clear structure, setting, characters and plot.
Composition	I can produce non-narrative writing using simple organisational devices such as headings and sub-headings.
Composition	I can edit my own work and that of others and add improvements to the texts.
Composition	I can make improvements to grammar, vocabulary and punctuation (e.g ensuring accurate use of pronouns).
Composition	I can proof-read to check for errors in spelling and punctuation.
Composition	I can read my writing out to an audience in an interesting and clear manner.
Grammar	I can write sentences which contain more than one clause, by using a wider range of conjunctions, such as when, if, because and although.
Grammar	I understand how to use the present perfect form of verbs (e.g. I have been to France) which contrast to the past tense (e.g. I went to France) in my writing.
Grammar	I can use the grammar rules set out in the Year 3 grammar list.
Grammar	I can use conjunctions, adverbs and prepositions to express time and cause in my writing.
Grammar	I can add prefixes to form new words, (e.g. super-, anti- or auto-) to words I already know.
Grammar	I know when to use 'a' or 'an' depending on what the next word begins with.
Grammar	I know about word families (e.g. solve, solution, solver, dissolve, insoluble) and this helps me work out the meaning of all the words in the word family.
Grammar	I group related ideas I write about into paragraphs.
Grammar	I use headings and sub-headings to structure and present my work.
Grammar	I know that inverted commas are used to open and close what someone is saying in a text.

Maths Targets	
Number and Place Value	I can count in 4s, 8s, 50s and 100s.
Number and Place Value	I can find 10 or 100 more or less than a given number.
Number and Place Value	I know what each digit means in Hundred Tens and Unit numbers such as 438.
Number and Place Value	I can compare and order numbers up to 1000.
Number and Place Value	I can identify and estimate numbers in different units such as length (mm and m) and weight (g and kg).
Number and Place Value	I read and write numbers up to 1000 in digits and in words.
Number and Place Value	I can solve number problems, working with numbers up to 1000 and in different units of measurement.
Operations	I can add and subtract numbers in my head, including questions such as 543-7.
Operations	I can add and subtract numbers in my head, including questions such as 543-70.
Operations	I can add and subtract numbers in my head, including questions such as 543-400.
Operations	I can use written methods to add or subtract three-digit numbers.
Operations	I can estimate the answer to a question before I work it out and then use inverse operations to check the answer when I have finished.
Operations	I solve problems such as missing numbers (e.g. 542 - ? = 141) using my knowledge of number facts and methods of addition and subtraction.
Operations	I know my 3, 4 and 8 times tables and the related division facts.
Operations	I can answer multiplication and division questions such as 16 x 5 (TU x U) or 45 divided by 9.
Operations	I can solve more complex problems and missing number questions involving multiplication and division.
Fractions	I can count up and down in tenths.
Fractions	I know that tenths can be found by dividing an object or shape into ten equal parts or by dividing numbers by 10.
Fractions	I can find a fraction (e.g. 2/5 or 3/4) of a set of objects.
Fractions	I know how to find fractions of a number or shape (e.g. 3/5, 1/4 or 4/6).
Fractions	I can show that some fractions have the same value (e.g. 1/2, 3/6 and 5/10 or 1/3 and 3/9).
Fractions	I can add and subtract fractions with the same denominator (e.g. 5/7 + 1/7 = 6/7).
Fractions	I can compare and order unit fractions, and fractions with the same denominators.
Fractions	I solve problems that finding, ordering or comparing fractions.
Measure	I can measure and compare in these units: lengths (m/cm/mm), weight (kg/g) and capacity (l/ml).
Measure	I can measure the perimeter of a 2-D shape such as a square or triangle.
Measure	I can work on money problems, adding and subtracting amounts of money and working out how much change is left. I use both £ and p in my problems.
Measure	I can tell and write the time from a clock with numbers or Roman numerals or using 12 and 24 hour clocks.
Measure	I can tell the time accurately to the nearest minute.
Measure	I can measure and record time passing in seconds, minutes and hours.
Measure	I know and use vocabulary such as o'clock, a.m./p.m., morning, afternoon, noon and midnight in my maths work.

Measure	I know the number of seconds in a minute and the number of days in each month, year and leap year.
Measure	I can calculate how long an event or task took to complete.
Geometry	I can draw 2-D shapes and make 3-D shapes using modelling materials.
Geometry	I recognise and can describe 3-D shapes even when they have been turned about in different ways.
Geometry	I know an angle is used to measure how far something turns. An angle is also the point in a 2-D shape.
Geometry	I know what a right angle is and I know that two make a half-turn, three make three quarters of a turn and four make a complete turn.
Geometry	I can tell whether an angle is greater than or less than a right angle.
Geometry	I know when a line is horizontal or vertical or when two lines are perpendicular or parallel.
Statistics	I can answer questions about bar charts, pictograms and tables and make my own of each.
Statistics	I can answer maths problems (e.g. 'How many more?' and 'How many fewer?') by finding the information in bar charts, pictograms and tables.