



*Year Three
End of Year
Expectations*



THE BRITISH SCHOOL
OF BEIJING, SHUNYI
A NORD ANGLIA EDUCATION SCHOOL

Message from the Head of Primary

The information you will find documented in this booklet forms the expectations against which your child will be assessed for reading, writing and maths. We have shared them with you so you are fully aware of what the 'End of Year Expectations' are for your child.

The following four point band will be used to judge the extent to which your child has met each expectation throughout the year.

Beginning

- Introduced but not yet fully developed
- Significant scaffolding needed
- Beginning to develop skills and knowledge
- Working with support
- Frequent misunderstandings

Developing

- Improving knowledge, skills and understanding
- Signs of consolidation some of the time
- Can apply with scaffolding
- Misunderstanding may be present
- Needs practice and reinforcement
- Becoming more confident

Secure

- Embedded and working independently
- Confident in concepts
- Concepts used and retained correctly the majority of the time in subjects and in context

Exceeding

- Goes beyond expectations and has advanced understanding of the skills and concepts taught
- Applies skills and concepts confidently, coherently and independently in familiar and unfamiliar situations
- Accurate, sophisticated and precise

SPEAKING AND LISTENING EXPECTATIONS

Children will be able to...

- Use a growing vocabulary when explaining ideas adding some detail
- Speak audibly and clearly to a large group e.g. an assembly
- Identify points of interest when listening to fiction and non-fiction texts
- Start to be aware of formal and informal language
- Orally perform fiction and non-fiction texts through Talk/Drama for Writing
- Begin to comment in more detail on the performance of others
- Consistently listen carefully and respond appropriately with relevant questions

READING EXPECTATIONS

Children will be able to...

Decoding and Reading Aloud

- Apply phonic knowledge and skills consistently to decode age appropriate texts fluently and accurately
- Begin to confidently recognise and decode alternative sounds for graphemes, words of two or more syllables, words with common suffixes and most common exception words, based on what has been taught
- Begin to use textual cues to adapt tone, volume and intonation when reading aloud
- Recite and know by heart a range of texts using Talk for Writing techniques

Comprehension

- Make links within and between texts
- Sometimes use direct references to the text to explain ideas which are inferred or deduced
- Begin to identify writer's view point
- Develop understanding of texts that are read to them by asking and answering appropriate questions

Structure and Language

- Identify simple choices of language, form and structure in fiction and non-fiction texts

WRITING EXPECTATIONS

Children will be able to...

Planning

- Discussing and capture ideas
- Compose and rehearse sentences through a variety of activities, including Talk/Drama for Writing, developing a lively and interesting style
- Capture ideas using planning formats (e.g. story map, boxing up)

Drafting

- Structure and organise work clearly (e.g. beginning, middle, end; letter structure; dialogue structure) and begin to use paragraphs
- In narratives, develop and extend ideas in logically sequenced sentences to create settings, characters and plots
- In non-narrative material, use and develop the style for specific genres and begin to use simple organisational devices e.g. headings and sub-headings.
- Begin to use nouns, pronouns and tenses accurately and consistently throughout
- Use interesting and ambitious words (adjectives, adverbs and connectives)
- Begin to use a variety of sentences to interest the reader, e.g. speech, questions or opening with an adjective
- Extend sentences using a wider range of connectives, e.g. when, because, if, after a while
- Use most basic punctuation accurately, e.g. full stop, capital letter, question mark, exclamation mark

EDITING – SPELLING, PUNCTUATION AND GRAMMAR

- Evaluate their writing according to purpose, the effectiveness of word choice, grammar and punctuation
- Make simple additions, corrections and revisions; often without prompting
- Can spell high frequency words, phonetically accurate words and common exception words to Phase 6
- Can spell phonetically regular polysyllabic words and make phonetically plausible attempts at unknown irregular words

HANDWRITING

- Write in a usually joined, legible style: showing accuracy and consistent letter formation in alignment with age/year group related expectations

MATHS EXPECTATIONS

Children will be able to...

Number and Place Value

- Show understanding of place value in numbers up to 1000; compare, order, read and write in numerals and words.
- Count from any given number in multiples of 10 and 100.

Number - Addition, Subtraction, Multiplication and Division

- Count from any given number in multiples of 10 and 100
- Add and subtract numbers with two digits mentally
- Add and subtract numbers with three digits mentally or using written methods where appropriate
- Able to use an appropriate strategy to check calculations - inverse operation, estimation and context
- Solve problems involving addition and subtraction
- Know by heart multiplication facts for the 2, 3, 4, 5, 9 and 10 times tables
- Know by heart division facts for the 2, 3, 4, 5, 9 and 10 times tables
- Multiply TU by U using mental methods (partitioning)
- Solve problems involving multiplication and division, missing number and scaling problems

Number - Fractions

- Recognise, find and write fractions of a discrete set of objects: unit fractions with small denominators
- Compare, order, add and subtract fractions with the same denominator within one whole
- Recognise and show using diagrams equivalent fractions with small denominators
- Count up and down in halves, quarters and tenths
- Begin to use decimal notation, in contexts such as money
- Solve problems involving fractions

Measurement

- Tell and write the time from an analogue clock to the nearest minute
- Tell and write the time from 12 hour clock and 24 hour clocks
- Use time vocabulary, e.g. am/pm, noon, midnight. Know number of days in month, year, leap year; seconds in a minute
- Measure perimeter of simple 2D shapes
- Use standard metric units of length, capacity and mass (selecting appropriate unit of measurement)
- Add and subtract amounts of money to give change in practical contexts

Geometry - Properties of Shapes / Position and Direction

- Understand angle as a measurement of turn, recognise right angles in turns and identify whether angles are less than or greater than a right angle
- Classify 2D shapes in various ways using mathematical properties such as reflective symmetry and sets of parallel lines
- Classify 3D shapes in various ways using mathematical properties

Statistics

- Gather information and present data in simple lists, tables, block graphs, bar charts and pictograms, where the symbol represents a group of units
- Extract and interpret information presented in various formats including simple tables and lists, Venn diagrams and Carroll diagrams