



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

# Year Three End of Year Expectations

## Message from the Principal

The information you will find documented in this booklet forms the expectations that your child will be assessed against 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 how far 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

### Meeting

- 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

Teachers will share your child's progress with you at Parent Consultations and at the 'Primary Progress Report Meeting', which will take place in the middle of the academic year.

The End of Year Report will state the overall bands that your child has achieved.

# READING EXPECTATIONS

## Decoding and Sight Reading

- Apply phonic knowledge to read most words accurately.
- Read words with common suffixes and prefixes.
- Read aloud longer texts with increasing fluency, using punctuation as a guide.

## Comprehension

- Discuss and give opinions on a range of fiction, non-fiction, plays and poetry.
- Read texts that are structured in different ways, with independent use of contents, index pages and glossaries.
- Use dictionaries to check for meaning.
- Use context to help infer the meaning of a word.
- Use intonation, tone, volume and action when performing or reading aloud.
- Discuss why a writer has used particular words and phrases.
- Retrieve relevant information in response to literal questions.
- Make simple inferences with reference to the text.
- Make predictions and give reasons.
- Comment on similarities and differences in language, structure and style of different texts.

# WRITING EXPECTATIONS

## Spelling

- Understand and use the rules for adding common prefixes (mis-, dis-, bi-, re-) and suffixes (-ly, -er, -ed, -en, -ing, -ary, -al, -sure, -ture).
- Recognise and spell homophones and near-homophones.
- Understand how word families are related in form and meaning (e.g. solve, solution, solver, insoluble).
- Begin to use the possessive apostrophe in words with regular plurals to indicate the number of people it belongs to (girls' vs girl's).

## Handwriting and Presentation

- Use legible, cursive writing with accurately sized and positioned letters.

## Composition

- Plan independent writing based upon the structure, vocabulary and grammar of modelled examples from similar texts.
- Make notes of ideas using planning frames and/or discuss ideas verbally.
- Compose and build up sentences orally, progressively using an increasingly varied range of rich vocabulary and sentence structures.
- Begin paragraphing by grouping related ideas together.
- In narratives, create settings, characters and plot.
- In non-fiction, begin to use simple organisational devices (e.g. headings and sub-headings).
- Proof-read to identify spelling and punctuation errors.
- Suggest how grammar and vocabulary can be changed, to improve the effectiveness of my and others' writing.
- Read my writing aloud, using appropriate tone, volume and intonation so the meaning is clear.

## Vocabulary, Grammar and Punctuation

- Use conjunctions to extend sentences to more than one clause (when, if, because, although), including a main and subordinate clause.
- Use conjunctions (e.g. before, after, while, so, while, because), adverbs (e.g. then, next, soon, therefore) and prepositions (e.g. before, after, during, in, under, on) to express time, cause and place.
- Use accurate punctuation including full stops, capital letters, question marks and exclamation marks.
- Use the correct form of a or an according to whether the next word begins with a consonant or a vowel.
- Punctuate direct speech using inverted commas with increasing accuracy.
- Use the present perfect form of verbs instead of the simple past (e.g. He has gone rather than he went).
- Understand and use grammatical Year 3 terms when discussing writing.

# MATHS EXPECTATIONS

## 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 and Subtraction

- Use mental recall of addition and subtraction facts to 20 in solving problems involving larger numbers.
- 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.

## Number - Multiplication and Division

- 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 equivalent fractions with small denominators using diagrams.
- 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.