



Year 3



Curriculum Objectives



READING

Objective	Child Speak Target	Greater Depth Target
<p>Beginning to read further exception words, noting the unusual correspondences between spelling and sound, and where these occur in the word.</p> <p>↳ GD objective: Beginning to read a greater number of exception words, noting the unusual correspondences between spelling and sound, and where these occur in the word.</p>	<p><i>I am aware that some words sound different to how they are spelt.</i></p>	<p><i>I know a greater number of words that sound different to how they are spelt.</i></p>
<p>Develop positive attitudes to reading and understanding of what they read by listening to and discussing a range of fiction, poetry, plays, non-fiction and reference books or textbooks.</p> <p>↳ GD objective: Develop positive attitudes to reading and understanding of what they read by listening to and evaluating a range of fiction, poetry, plays, non-fiction and reference books or textbooks.</p>	<p><i>I have understood a range of texts I have read.</i></p>	<p><i>I can evaluate a range of texts I have read.</i></p>
<p>Develop positive attitudes to reading and understanding of what they read by beginning to use dictionaries to check the meaning of words that they have read.</p> <p>↳ GD objective: Develop positive attitudes to reading and understanding of what they read by beginning to use dictionaries more confidently to check the meaning of words that they have read and use them in their own work.</p>	<p><i>I use a dictionary to check the meaning of words.</i></p>	<p><i>I use a dictionary more confidently to check the meaning of words and am beginning to use them in my own work.</i></p>
<p>Develop positive attitudes to reading and understanding of what they read by identifying themes and conventions in a range of books.</p> <p>↳ GD objective: Develop positive attitudes to reading and understanding of what they read by identifying and evaluating themes and conventions in a range of books.</p>	<p><i>I can identify some themes in a range of books I read.</i></p>	<p><i>I can identify and evaluate some themes in a range of books I read.</i></p>
<p>Understand what they read, in books they can read independently, by drawing simple inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence.</p> <p>↳ GD objective: Understand what they read, in books they can read independently, by drawing simple inferences such as inferring characters' key feelings, thoughts and motives from their actions, and justifying inferences with a range of evidence.</p>	<p><i>I know a character does certain things because of how the character is feeling or what has happened to them in the story.</i></p>	<p><i>I know a character does certain things because of how the character is feeling or what has happened to them in the story and use evidence to support my ideas.</i></p>

Objective	Child Speak Target	Greater Depth Target
Understand what they read, in books they can read independently, by beginning to predict what might happen from details stated and implied [based on content, simple themes or text types]. ↳ GD objective: Understand what they read, in books they can read independently, by beginning to more accurately predict what might happen from key details stated and implied [based on content, simple themes or text types].	<i>I can predict events in stories from what has happened up to now.</i>	<i>I can predict events in stories more accurately from what has happened up to now.</i>
Retrieve and record simple information from non-fiction. ↳ GD objective: Retrieve and record simple information from non-fiction unaided.	<i>I can use non-fiction books to find information.</i>	<i>I can use non-fiction books to find information without adult help.</i>

WRITING

Objective	Child Speak Target	Greater Depth Target
Use some prefixes and suffixes and understand how to add them (English Appendix 1). ↳ GD objective: Use a range of prefixes and suffixes and understand how to add them independently (English Appendix 1).	<i>I use some prefixes and suffixes and understand how to use them in my writing.</i>	<i>I know and use more prefixes and suffixes and understand how to use them in my writing.</i>
Spell some homophones. ↳ GD objective: Spell some homophones confidently, using them in context in their work.	<i>I can spell some homophones.</i>	<i>I can spell some homophone confidently and use them in context in my work.</i>
Spell some words that are often misspelt (English Appendix 1). ↳ GD objective: Spell a range of words that are often misspelt (English Appendix 1), using them in their writing.	<i>I am able to spell some words that are often misspelt.</i>	<i>I am able to spell a range of words that are often misspelt; correctly in my writing.</i>
Beginning to place the possessive apostrophe accurately in words with regular plurals [for example, girls', boys'] and in words with irregular plurals [for example, children's]. ↳ GD objective: Beginning to place the possessive apostrophe accurately in words with regular plurals [for example: girls', boys'] and in words with irregular plurals [for example: children's] and use it regularly in their writing.	<i>I know how to use the possessive apostrophe in some plurals.</i>	<i>I know how to use the possessive apostrophe in some plurals and use it in my writing.</i>

Objective	Child Speak Target	Greater Depth Target
<p>Use the first two letters of a word to check its spelling in a dictionary.</p> <p>↳ GD objective: Use the first two letters of a word to check its spelling in a dictionary as part of their own routine.</p>	<p><i>When using a dictionary, I am able to use the first two letters of a word to check its meaning.</i></p>	<p><i>When using a dictionary, I am able to use the first two letters of a word to check its meaning independently.</i></p>
<p>Write from memory simple sentences, dictated by the teacher, that include words and punctuation taught so far.</p> <p>↳ GD objective: Write accurately from memory simple sentences, dictated by the teacher, that include words and punctuation taught so far.</p>	<p><i>I can write simple sentences that have been read to me, using the correct punctuation.</i></p>	<p><i>I can correctly write sentences that have been read to me, using accurate punctuation.</i></p>
<p>Beginning to use the diagonal and horizontal strokes that are needed to join letters and understand which letters, when adjacent to one another, are best left unjoined.</p> <p>↳ GD objective: Beginning to use the diagonal and horizontal strokes more fluently that are needed to join letters and understand which letters, when adjacent to one another, are best left unjoined in longer pieces of writing.</p>	<p><i>I am beginning to join my letters when writing.</i></p>	<p><i>I am beginning to join my letters more fluently when writing longer pieces.</i></p>
<p>Beginning to increase the legibility, consistency and quality of their handwriting [for example, by ensuring that the downstrokes of letters are parallel and equidistant; that lines of writing are spaced sufficiently so that the ascenders and descenders of letters do not touch].</p> <p>↳ GD objective: Beginning to increase the legibility, consistency and quality of their handwriting [for example: by ensuring that the downstrokes of letters are parallel and equidistant; that lines of writing are spaced sufficiently so that the ascenders and descenders of letters do not touch] over sustained pieces of writing.</p>	<p><i>I am beginning to join my handwriting and my letters are all the same height and the correct distance apart from each other.</i></p>	<p><i>I am beginning to join my handwriting and my letters are all the same height and the correct distance apart from each other during sustained pieces of writing.</i></p>
<p>Plan their writing by beginning to discuss writing similar to that which they are planning to write in order to understand and learn from its structure, vocabulary and grammar.</p> <p>↳ GD objective: Plan their writing by beginning to discuss and evaluate writing similar to that which they are planning to write in order to understand and learn from its structure, vocabulary and grammar.</p>	<p><i>I plan my writing by looking at similar texts written before.</i></p>	<p><i>I plan my writing by evaluating similar texts written before.</i></p>
<p>Plan their writing by beginning to discuss and record ideas.</p> <p>↳ GD objective: Plan their writing by beginning to discuss and record ideas as part of their own routine across a range of styles.</p>	<p><i>I am able to make notes about what I will write about.</i></p>	<p><i>I am able to make notes independently about what I will write about across a range of styles.</i></p>

Objective	Child Speak Target	Greater Depth Target
<p>Draft and write by composing and rehearsing simple sentence structures orally (including dialogue), progressively building a varied and rich vocabulary and an increasing range of sentence structures (English Appendix 2).</p> <p>↳ GD objective: Draft and write by autonomously composing and rehearsing simple sentence structures orally (including dialogue), progressively building a varied and rich vocabulary and an increasing range of sentence structures (English Appendix 2).</p>	<i>I use different sentence structures and some better vocabulary in my writing.</i>	<i>I use different sentence structures independently and the most effective vocabulary in my writing.</i>
<p>Draft and write by organising simple paragraphs around a theme.</p> <p>↳ GD objective: Draft and write by confidently organising structured, simple paragraphs around a theme across a range of styles.</p>	<i>I can draft my work into short paragraphs.</i>	<i>I can confidently draft my work into short paragraphs across a range of styles.</i>
<p>Draft and write by creating simple settings, characters and a basic plot in narratives.</p> <p>↳ GD objective: Draft and write by autonomously creating simple settings, characters and a basic plot in narratives.</p>	<i>I can organise my writing using settings, characters and plot.</i>	<i>I can independently organise my writing using settings, characters and plot.</i>
<p>Draft and write by beginning to use simple organisational devices in non-narrative material [for example, headings and sub-headings].</p> <p>↳ GD objective: Draft and write by beginning to autonomously use simple organisational devices in non-narrative material [for example: headings and sub-headings] across a range of styles.</p>	<i>I can organise my writing by using headings.</i>	<i>I can organise my writing by using headings independently across a range of styles.</i>
<p>Evaluate and edit by beginning to assess the effectiveness of their own and others' writing and suggesting improvements.</p> <p>↳ GD objective: Evaluate and edit by beginning to analyse and evaluate the effectiveness of their own and others' writing and suggesting improvements.</p>	<i>I can edit my own work to add some improvements to the texts.</i>	<i>I can edit my own work to add some improvements to the texts as a result of evaluating my own and others' work.</i>
<p>Evaluate and edit by beginning to propose changes to grammar and vocabulary to improve consistency, including the accurate use of pronouns in sentences.</p> <p>↳ GD objective: Evaluate and edit by beginning to propose effective changes to grammar and vocabulary to improve consistency, including the accurate use of pronouns in sentences independently</p>	<i>I can edit written work to improve the use of vocabulary.</i>	<i>I can edit written work independently to improve it, choosing much more effective vocabulary.</i>
<p>Proof-read for some spelling and punctuation errors.</p> <p>↳ GD objective: As part of their own routine, proof-read for some spelling and punctuation errors.</p>	<i>When I finish a piece of work I will read it through to correct some spelling and punctuation errors.</i>	<i>When I finish a piece of work I have a routine of reading it through thoroughly to correct some spelling and punctuation errors.</i>

Objective	Child Speak Target	Greater Depth Target
<p>Read aloud their own writing, to a group or the whole class, using increasing intonation and control of tone and volume so that the meaning is clear.</p> <p>↳ GD objective: Read aloud their own writing to a range of audiences using increasing intonation and control of tone and volume so that the meaning is distinct and clear.</p>	<p><i>I can read my writing out to an audience in a clear manner.</i></p>	<p><i>I can read my writing out more confidently to a range of audiences in a clear manner.</i></p>
<p>Develop their understanding of the concepts set out in English Appendix 2 by extending the range of sentences with more than one clause by using a wider range of conjunctions, including when, if, because, although.</p> <p>↳ GD objective: Develop their understanding of the concepts set out in English Appendix 2 by extending the range of sentences with more than one clause by independently using an increasing range of appropriate conjunctions.</p>	<p><i>I can write sentences which contain more than one clause, by using a wider range of conjunctions, such as when, if, because and although.</i></p>	<p><i>I can independently write sentences which contain more than one clause, by using a wider range of appropriate conjunctions.</i></p>
<p>Develop their understanding of the concepts set out in English Appendix 2 by using the present perfect form of verbs in contrast to the past tense.</p> <p>↳ GD objective: Develop their understanding of the concepts set out in English Appendix 2 by independently using the present perfect form of verbs in contrast to the past tense.</p>	<p><i>I understand how to use the present perfect form of verbs which contrast to the past tense in my writing.</i></p>	<p><i>I understand and can use the present perfect form of verbs independently, which contrast to the past tense in my writing.</i></p>
<p>Use and understand the grammatical terminology in Year 3 grammar accurately and appropriately when discussing their writing and reading.</p> <p>↳ GD objective: Independently apply and understand the grammatical terminology in Year 3 grammar accurately and appropriately when discussing their writing and reading.</p>	<p><i>I can use the grammar rules set out in my grammar list.</i></p>	<p><i>I can apply the grammar rules set out in my grammar list independently.</i></p>
<p>Develop their understanding of the concepts set out in English Appendix 2 by using conjunctions, adverbs and prepositions to express time and cause.</p> <p>↳ GD objective: Develop and apply their understanding of the concepts set out in English Appendix 2 by confidently using conjunctions, adverbs and prepositions to accurately express time and cause in a range of contexts.</p>	<p><i>I can use conjunctions, adverbs and prepositions to express time and cause in my writing.</i></p>	<p><i>I can confidently use conjunctions, adverbs and prepositions to accurately express time and cause in my writing.</i></p>
<p>Use grammatical terminology for Year 3 understanding the formation of nouns using a range of prefixes [for example super-, anti-, auto-]</p> <p>↳ GD objective: Use and apply grammatical terminology for Year 3 understanding the formation of nouns using and applying a range of prefixes [for example super-, anti-, auto-] in a range of contexts.</p>	<p><i>I can add prefixes to form new words, such as adding super-, anti- or auto- to words I already know.</i></p>	<p><i>I can apply prefixes to form new words, such as adding super-, anti- or auto- to words I already know.</i></p>

Objective	Child Speak Target	Greater Depth Target
<p>Use grammatical terminology for Year 3 understanding the use of the forms a or an according to whether the next word begins with a consonant or a vowel [for example, a rock, an open box].</p> <p>↳ GD objective: Use and apply grammatical terminology for Year 3 understanding the use of the forms a or an confidently according to whether the next word begins with a consonant or a vowel [for example: a rock, an open box].</p>	<p><i>I know when to use 'a' or 'an' depending on what the next word begins with.</i></p>	<p><i>I know when to use 'a' or 'an' confidently depending on what the next word begins with.</i></p>
<p>Use grammatical terminology for Year 3 understanding word families based on common words, showing how words are related in form and meaning [for example, solve, solution, solver, dissolve, insoluble].</p> <p>↳ GD objective: Use and apply grammatical terminology for Year 3 understanding word families based on common words, confidently showing how words are related in form and meaning [for example: solve, solution, solver, dissolve, insoluble].</p>	<p><i>I know some words belong to word families (such as solve, solution, solver, dissolve, insoluble) and this helps me work out the meaning of all the words in the word family.</i></p>	<p><i>I know a wide range of words which belong to different word families (such as solve, solution, solver, dissolve, insoluble) and this helps me work out the meaning of all the words in the word family.</i></p>
<p>Use grammatical terminology for Year 3 understanding paragraphs as a way to group related material.</p> <p>↳ GD objective: Use and apply grammatical terminology for Year 3 understanding and using paragraphs as a way to group related material; explaining the need to start a new paragraph.</p>	<p><i>I group ideas I write about into paragraphs.</i></p>	<p><i>I group ideas I write about into paragraphs and can explain why I decided to start a new paragraph.</i></p>
<p>Use grammatical terminology for Year 3 using headings and sub-headings to aid presentation.</p> <p>↳ GD objective: Use and apply grammatical terminology for Year 3 independently using headings and sub-headings to aid presentation in a range of contexts.</p>	<p><i>I use headings and sub-headings to structure and present my work.</i></p>	<p><i>I use headings and sub-headings independently to structure and present my work across a range of genres.</i></p>
<p>Use grammatical terminology for Year 3 beginning to use inverted commas to punctuate direct speech.</p> <p>↳ GD objective: Use and apply grammatical terminology for Year 3 confidently and mostly accurately using inverted commas to punctuate direct speech.</p>	<p><i>I know that inverted commas are used to open and close what someone is saying in a text.</i></p>	<p><i>I know that inverted commas are used to open and close what someone is saying in a text and I use it confidently in my writing.</i></p>

MATHS

Objective	Child Speak Target	Greater Depth Target
Count from 0 in multiples of 4, 8, 50 and 100. ↳ GD objective: Confidently count from 0 in multiples of 4, 8, 50 and 100.	<i>I can count from 0 in steps of 4, 8, 50 and 100.</i>	<i>I can count confidently from 0 in steps of 4, 8, 50 and 100.</i>
Recognise the place value of each digit in a three-digit number (hundreds, tens, ones). ↳ GD objective: Recognise the place value of each digit in a three-digit number (hundreds, tens, ones) and use this to solve mental calculations.	<i>I know what each digit means in three-digit numbers such as 204.</i>	<i>I know what each digit means in three-digit numbers such as 204 and I can use this to solve mental calculations.</i>
Compare and order numbers up to 1000. ↳ GD objective: Compare and order numbers up to 1000 and apply this to real-life situations.	<i>I can compare and order numbers up to 1000.</i>	<i>I can compare and order numbers up to 1000 and apply this to real-life situations.</i>
Add and subtract numbers mentally, including three-digit number and ones. ↳ GD objective: Rapidly add and subtract numbers mentally, including three-digit number and ones.	<i>I can add and subtract numbers in my head, including questions such as $432 - 7$.</i>	<i>I can rapidly add and subtract numbers in my head, including questions such as $762 - 7$.</i>
Add and subtract numbers mentally, including three-digit number and tens. ↳ GD objective: Rapidly add and subtract numbers mentally, including three-digit number and tens.	<i>I can add and subtract numbers in my head, including questions such as $432 - 70$.</i>	<i>I can add and subtract numbers in my head, including questions such as $402 - 70$ rapidly.</i>
Add and subtract numbers mentally, including three-digit number and hundreds. ↳ GD objective: Add and subtract numbers mentally, including three-digit number and hundreds in different contexts.	<i>I can add and subtract numbers in my head, including questions such as $432 - 300$.</i>	<i>I can add and subtract numbers in my head, including questions such as $732 - 300$ in different contexts.</i>
Add and subtract numbers with up to three digits, using formal written methods of columnar addition and subtraction. ↳ GD objective: Independently add and subtract numbers with up to three digits, using formal written methods of columnar addition and subtraction.	<i>I can use written methods to add or subtract two three-digit numbers.</i>	<i>I can use written methods to add or subtract two three-digit numbers independently.</i>
Recall and use multiplication and division facts for the 3, 4 and 8 multiplication tables. ↳ GD objective: Rapidly recall and use multiplication and division facts for the 3, 4 and 8 multiplication tables.	<i>I know my 3, 4 and 8 times tables.</i>	<i>I can use my 3, 4 and 8 times tables quickly to solve problems.</i>

Objective	Child Speak Target	Greater Depth Target
<p>Write and calculate mathematical statements for multiplication and division using the multiplication tables that they know, including for two-digit numbers times one-digit numbers, using mental and progressing to formal written methods.</p> <p>↳ GD objective: Solve problems by writing and calculating mathematical statements for multiplication and division using the multiplication tables that they know, including for two-digit numbers times one-digit numbers, using mental and progressing to formal written methods.</p>	<p><i>I can answer multiplication and division questions such as 16×5 or 45 divided by 9.</i></p>	<p><i>I can answer a range of problems involving multiplication and division.</i></p>
<p>Recognise that tenths arise from dividing an object into 10 equal parts and in dividing one-digit numbers or quantities by 10.</p> <p>↳ GD objective: Calculate and solve problems involving tenths.</p>	<p><i>I know that tenths can be found by dividing an object or shape into ten equal parts or by dividing numbers by 10.</i></p>	<p><i>I can calculate and solve problems involving tenths.</i></p>
<p>Recognise, find and write fractions of a discrete set of objects: unit fractions and non-unit fractions with small denominators.</p> <p>↳ GD objective: Recognise, find and write fractions of amounts and use this in different subjects.</p>	<p><i>I can find a fraction (such as $2/5$ or $3/4$) of a set of objects.</i></p>	<p><i>I can find a fraction (such as $2/7$ or $3/8$) of amounts and use this in other subjects.</i></p>
<p>Recognise and show, using diagrams, equivalent fractions with small denominators.</p> <p>↳ GD objective: Recognise, compare and show, using diagrams, equivalent fractions with larger denominators.</p>	<p><i>I can show that some fractions have the same value - such as $1/2$, $3/6$ and $5/10$ or $1/3$ and $3/9$.</i></p>	<p><i>I can show and compare many different fractions that mean the same.</i></p>
<p>Add and subtract fractions with the same denominator within one whole [for example, $5/7 + 1/7 = 6/7$].</p> <p>↳ GD objective: Add and subtract fractions with the same denominator within one whole [for example, $5/12 + 1/12 = 6/12$] and use this practically in different subjects.</p>	<p><i>I can add and subtract fractions with the same denominator [for example, $5/7 + 1/7 = 6/7$].</i></p>	<p><i>I can add and subtract fractions with the same denominator [for example, $5/12 + 1/12 = 6/12$] and use this in practically in other subjects.</i></p>
<p>Compare and order unit fractions, and fractions with the same denominators.</p> <p>↳ GD objective: Compare and order unit fractions, and fractions with the same denominators saying which is largest and smallest.</p>	<p><i>I can compare and order unit fractions, and fractions with the same denominators.</i></p>	<p><i>I can compare and order unit fractions, and fractions with the same denominators saying which is largest or smallest.</i></p>
<p>Measure, compare, add and subtract: lengths (m,cm,mm); mass (kg,g); volume, capacity (l,ml).</p> <p>↳ GD objective: Measure, compare, add and subtract: lengths (m,cm,mm); mass (kg,g); volume/capacity (l,ml) and use this to solve practical problems.</p>	<p><i>I can measure and compare in these units: lengths (m,cm,mm), weight (kg,g) and capacity (l,ml).</i></p>	<p><i>I can measure and compare in these units: lengths (m,cm,mm); weight (kg,g) and capacity (l,ml) and use this to solve practical problems.</i></p>

Objective	Child Speak Target	Greater Depth Target
<p>Measure the perimeter of simple 2-D shapes.</p> <p>↳ GD objective: Measure the perimeter of 2-D shapes including larger or finer measurements.</p>	<p><i>I can measure the perimeter of a 2-D shape such as a square or triangle.</i></p>	<p><i>I can measure the perimeter of larger scale 2-D shapes using the correct units of measurements.</i></p>
<p>Add and subtract amounts of money to give change, using both £ and p in practical contexts.</p> <p>↳ GD objective: Add and subtract larger amounts of money to give change, using both £ and p in practical contexts.</p>	<p><i>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.</i></p>	<p><i>I can work on more difficult money problems, adding and subtracting amounts of money and working out how much change is left. I use both £ and p in my problems.</i></p>
<p>Tell and write the time from an analogue clock, including using Roman numerals from I to XII, and 12-hour and 24-hour clocks.</p> <p>↳ GD objective: Tell and write the time from an analogue clock, including using Roman numerals from I to XII, and 12-hour and 24-hour clocks and use this to solve problems.</p>	<p><i>I can tell and write the time from a clock with numbers or Roman numerals or using 12 and 24 hour clocks.</i></p>	<p><i>I can tell and write the time from a clock with numbers or Roman numerals or using 12 and 24 hour clocks and use this to solve problems.</i></p>
<p>Estimate and read time with increasing accuracy to the nearest minute.</p> <p>↳ GD objective: Independently estimate and read time with near accuracy to the nearest minute and use this to measure real-life events.</p>	<p><i>I can tell the time accurately to the nearest minute.</i></p>	<p><i>I can tell the time accurately without help to the nearest minute and use this to measure real-life events.</i></p>
<p>Identify right angles, recognise that two right angles make a half-turn, three make three quarters of a turn and four a complete turn.</p> <p>↳ GD objective: Solve problems by identifying right angles, recognise that two right angles make a half-turn, three make three quarters of a turn and four a complete turn.</p>	<p><i>I know what a right angle is and I know that two right angles make a half-turn, three make three quarters of a turn and four right angles make a complete turn.</i></p>	<p><i>I know what a right angle is and I know that two right angles make a half-turn, three make three quarters of a turn and four right angles make a complete turn and can use this to solve problems</i></p>
<p>Identify whether angles are greater than or less than a right angle.</p> <p>↳ GD objective: Identify whether angles are greater than or less than a right angle even with small difference; order them from smallest to largest.</p>	<p><i>I can tell whether an angle is greater than or less than a right angle.</i></p>	<p><i>I can tell whether an angle is greater than or less than a right angle, and can order them from smallest to largest.</i></p>
<p>Interpret and present data using bar charts, pictograms and tables.</p> <p>↳ GD objective: Interpret and present data using bar charts, pictograms and tables across different subject areas.</p>	<p><i>I can answer questions about bar charts, pictograms and tables and make my own bar charts, pictograms and tables.</i></p>	<p><i>I can answer questions about bar charts, pictograms and tables and make my own bar charts, pictograms and tables in different subject areas.</i></p>