

## Year 3 Met (Age Related Expectations) Descriptors for Reading, Writing and Maths

<i>Reading</i>	<i>Writing</i>	<i>Maths</i>
<ul style="list-style-type: none"> <li>• Generally reads fluently, decoding most new words outside everyday spoken vocabulary.</li> <li>• Can read longer words with support and tests out different pronunciations.</li> <li>• Use dictionaries to check the meaning of words they have read.</li> <li>• Reading is seen as a pleasurable activity.</li> <li>• Reads accurately and at a speed that is sufficient for them to focus on understanding what they read rather than on decoding individual words.</li> <li>• Listens to and discusses a wide range of fiction, poetry, plays, non-fiction and reference books or textbooks – reading, re-reading and rehearsing a variety of texts.</li> <li>• Identifies conventions across familiar stories and recognises simple themes such as the triumph of good over evil or the use of magical devices in fairy stories and folk tales.</li> <li>• Retrieves and records information from non-fiction, using contents pages to locate information.</li> <li>• Predict what might happen from details stated and implied.</li> <li>• Draws simple inferences such as inferring characters' feelings.</li> </ul>	<ul style="list-style-type: none"> <li>• Writing effectively uses features of the given form, as appropriate to audience, purpose and context. Ideas from across their reading influence their writing.</li> <li>• In narratives, simple settings, characters are independently created along with a coherent plot.</li> <li>• Direct speech is used in a simple way.</li> <li>• In non-narratives, paragraphs are beginning to be used to group information and related material.</li> <li>• Sentences with more than one clause are increasingly evident, using a wider range of conjunctions (e.g. when, if, because, although).</li> <li>• Adverbs (e.g. then, next, soon, therefore), or prepositions (e.g. before, after, during, in, because of) enhance sentence meaning.</li> <li>• Where appropriate the present perfect form of verbs instead of the simple past is used accurately and consistently.</li> <li>• Common punctuation is almost always accurate, including some use of inverted commas to indicate direct speech.</li> <li>• Common exception words are spelt correctly and more complex spellings are phonetically plausible or linked to taught word families (e.g. solve, solution, solver, dissolve, insoluble).</li> <li>• The formation of nouns using a range of prefixes is usually correct (e.g. super-, anti-, auto-).</li> </ul>	<ul style="list-style-type: none"> <li>• Count from 0 in multiples of 4, 8, 50 and 100 (up and back).</li> <li>• Find 10 or 100 more or less than a given number mentally.</li> <li>• Recognise the place value of each digit in a 3 digit number (including with zero value).</li> <li>• Compare and order numbers up to 1000 (e.g. using number lines and &lt;&gt;). Read and write and spell numbers up to 1000 in numerals and in words. Identify, represent and estimate numbers using different representations (e.g. grouping, tallying etc.)</li> <li>• Add and subtract numbers mentally, including a 3-digit number and tens and 3- digit numbers and hundreds.</li> <li>• Add and subtract numbers with up to 3-digits, using formal written methods of columnar addition and subtraction.</li> <li>• Estimate the answer to a calculation and use inverse operations to check answers.</li> <li>• Solve problems, including missing number problems, using number facts, place value, and more complex addition and subtraction.</li> <li>• Recall and use multiplication and division facts for the 3, 4 and 8 multiplication tables.</li> <li>• Write and calculate mathematical statements for multiplication and division including for two-digit numbers times one-digit numbers.</li> <li>• Solve problems, including missing number problems, involving multiplication and division.</li> <li>• Solve positive integer scaling problems and correspondence problems in which n objects are connected to m objects.</li> </ul>

	<ul style="list-style-type: none"> <li>• Handwriting is legible with increasing consistency when joining.</li> <li>• Evaluation of the effectiveness of own and others' writing is used to suggest improvements to meaning, grammar and vocabulary.</li> </ul>	<ul style="list-style-type: none"> <li>• Know that a tenth arises from dividing an object into 10 equal parts and write this as <math>\frac{1}{10}</math>.</li> <li>• Recognise, find and write unit and non-unit fractions of a discrete set of objects.</li> <li>• Recognise and use unit and non-unit fractions with small denominators as numbers.</li> <li>• Recognise and show, equivalent fractions with small denominators.</li> <li>• Add and subtract fractions with the same denominator within one whole [for example, <math>\frac{5}{7} + \frac{1}{7} = \frac{6}{7}</math>].</li> </ul> <p>Compare and order (a range of) unit fractions, also non-unit fractions with the same denominators</p> <ul style="list-style-type: none"> <li>• Measure, compare, add and subtract: lengths (m/cm/mm); mass (kg/g); volume/capacity (l/ml).</li> <li>• Measure the perimeter of simple 2-D shapes.</li> <li>• Add and subtract amounts of money to give change, using both £ and p in practical contexts.</li> <li>• Tell and write the time from an analogue clock, including using Roman numerals from I to XII, and 12-hour and 24-hour clocks.</li> <li>• Estimate and read time with increasing accuracy to the nearest minute. Record and compare time in terms of seconds, minutes and hours (single unit only).</li> <li>• Use vocabulary such as o'clock, a.m./p.m., morning, afternoon, noon and midnight.</li> <li>• Know the number of seconds in a minute and the number of days in each month, year and leap year.</li> <li>• Compare durations of events [for example to calculate the time taken by particular events or tasks.</li> <li>• Draw 2-D shapes and make 3-D shapes using modelling materials; recognise 3-D shapes in different orientations and describe them.</li> </ul>
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