

Tracking Progress towards National and Higher Standards: Term by Term Expectations **READING** **Year 3**

Year 3 READING

Aspect	Autumn	Spring	Summer
Applying Phonics	<ul style="list-style-type: none"> • I know that phonics is one strategy to help me read unfamiliar words. • I know when phonic strategies will help me to read a word and when they will not. • I know what a root word is. • I understand how to use a root word to help me read unfamiliar words. • I use root words to help me read unfamiliar words. • I use root words to help me understand the meaning of unfamiliar words. • I know what prefixes and suffixes are. • I understand how prefixes and suffixes can change the meaning of a word. • Use prefixes and suffixes to read unfamiliar words. • Use prefixes and suffixes to understand the meaning of unfamiliar words. 	<ul style="list-style-type: none"> • I apply knowledge of root words, prefixes and suffixes to read aloud and to understand the meaning of unfamiliar words. • I know that some words may have a similar pronunciation but may be written differently. • I know that some of these are unusual. • I use knowledge of unusual phoneme/grapheme correspondences to help me read unfamiliar words. • I know that unfamiliar words can be read by using knowledge known similar words (analogy). 	<ul style="list-style-type: none"> • I use analogy drawing on the pronunciation of similar known words to read others.
Reading for	<ul style="list-style-type: none"> • I know that there are different 	<ul style="list-style-type: none"> • I understand that narratives can 	<ul style="list-style-type: none"> • I recognise the literary language

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Pleasure	<p>kinds of narrative stories.</p> <ul style="list-style-type: none"> • I understand that a sequence of events in a narrative is called the plot. • I can identify the plot in a narrative. • I use a dictionary to check or find the meaning of new words. • I know that there are different kinds of non-fiction books. • I know that non-fiction books are structured in different ways. • I know how to use a non-fiction book to find identified information. • I identify any words that are unfamiliar. 	<p>have differently structured plots.</p> <ul style="list-style-type: none"> • I can talk about the different plot structures in genres read. • I know that different kinds of narratives are written with different language. • I know that writers choose words and language to create an effect on the reader. • I can find effective words and language in reading that writers have used to create effects. • I discuss a range of narrative stories and their similarities and differences. • I can choose books for specific purposes. • I discuss the meaning of unfamiliar words identified. 	<p>typical of narrative genres read.</p> <ul style="list-style-type: none"> • I recognise words and language that show the setting of a book – historical, cultural or social. • I can explain why a writer makes choices about words and language used. • I can discuss meaning of specific or unusual words used by authors to create effects. • I can explain why a writer has chosen specific words and language. • I can record words and language from reading to use in my own writing. • I make connections between books written by the same author. • I re-tell some of stories written by the same author by heart.
Reading for Pleasure - Poetry	<ul style="list-style-type: none"> • I know that there are different forms of poetry. • I recognise and name different types of poems which have been introduced. • I know that words and language in poems create effects. 	<ul style="list-style-type: none"> • I can discuss the meaning of words and language in poems. • I understand that there can be more than one interpretation of a poem. • I understand that the meaning of poems can be enhanced through performance. • I watch performances of poems. 	<ul style="list-style-type: none"> • I discuss how the meaning is enhanced through performance. • I identify that intonation, tone, volume and action can be used to enhance meaning. • I prepare poems to read aloud and to perform, showing understanding through intonation, tone, volume and action.

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Reading Accurately, with fluency and with understanding	<ul style="list-style-type: none"> • I understand that any book read must be meaningful. • I check understanding in any book or text that I read. • I ask questions to ensure understanding of a text. • I know that there will be unfamiliar words in a text. • I know that texts have a main idea. • I identify the main idea of a text. • I know that the organisation and layout of a book helps me to understand it. • I know how to find key words or information in a non-fiction text. 	<ul style="list-style-type: none"> • I ask questions to deepen understanding of a text. • I use the context of unfamiliar words to explain their meaning. • I give a personal response to a text. • I use evidence from the text to support my response. • I use clues from the text to predict what might happen next. • I know that the main idea in a narrative may also have a message for the reader. • I know that the message in a book is called the theme. • I recognise that books may have similar themes. • I understand that the organisation and layout may be different according to the purpose of the book. • I can record key words or information found in a non-fiction text. 	<ul style="list-style-type: none"> • I check the meaning of any unfamiliar words through questioning, discussion or use of dictionaries. • I can explain my personal response. • I can listen to others' personal responses to a text. • I adapt own response in the light of others' responses. • I know that characters' actions can tell the reader about their thoughts, feelings and motives. • I infer characters' feelings, thoughts and motives from their actions. • I can explain how characters' actions can tell the reader about their thoughts, feelings and motives. • I give reasons for predicting what might happen next. • I identify the organisation and layout in books. • I can explain how the organisation and layout helps me to understand it.

Working at a HIGHER STANDARD (Greater Depth)

YEAR 3 READING

Phonics/ Words	Comprehension	Reading for Enjoyment
<ul style="list-style-type: none"> • When reading aloud, I take full account of the punctuation in the text. • I make a note of any new word I come across in my reading with the intention of using them in my own writing. • I read ahead to determine direction and meaning in a story. 	<ul style="list-style-type: none"> • I talk with confidence about stories I have read and can ask and answer questions related to these texts. • I am confident in predicting what may happen next and use the text I have read so far to help me predict. • My predictions about what happens next in texts I am reading are becoming more accurate. 	<ul style="list-style-type: none"> • I am an avid reader who find every opportunity to read additional texts other than what has been provided for me. • I am beginning to develop a preference for certain types of texts and authors. • I am keen to find out more about a poet whose poetry I have enjoyed.
<ul style="list-style-type: none"> • I note with increasing interest the way authors use a variety of techniques and strategies to develop characters and the relationship between them. • I am keen to find out more about the background setting of the text I am reading, e.g., historical period, social or cultural setting. • I recognise how authors can persuade and begin to use some of these skills in my own writing. • I seek unfamiliar text in my reading so that I can use new vocabulary in my writing. • I am beginning to recognise the characteristics of certain authors and add these to ideas in my own writing. 		

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WRITING

Year 3

Year 3 WRITING

Aspect	Autumn	Spring	Summer
Handwriting	<ul style="list-style-type: none"> I increase the legibility, consistency and quality of my handwriting. I understand which letters, when adjacent to one another, are best left unjoined. I use the diagonal and horizontal strokes that are needed to join letters. 		
Spelling	<ul style="list-style-type: none"> I use the first two or three letters of a word to check its spelling in a dictionary. 	<ul style="list-style-type: none"> I spell words with additional prefixes and suffixes and understand how to add them to root words. (<i>from nouns using super, anti, auto</i>) I spell correctly word families based on common words. (<i>solve, solution, solver</i>) I identify the root word in longer words. 	<ul style="list-style-type: none"> I recognise and spell additional homophones. (<i>he'll/heel/heal</i>) I make comparisons from a word already known to apply to an unfamiliar word. I spell some identified commonly misspelt words from the Year 3 and 4-word list.
Composition	<ul style="list-style-type: none"> I write a non-narrative using simple organisational devices such as headings and sub-headings. In narrative writing, I develop resolutions and endings. 	<ul style="list-style-type: none"> I make improvements by proposing changes to grammar and vocabulary to improve consistency. (<i>The accurate use of pronouns in sentences/ tenses</i>) I look at and discuss different models of writing, taking account of purpose and 	<ul style="list-style-type: none"> I identify structure; grammatical features and use of vocabulary in texts. I compose sentences using a wider range of structures linked to the grammar objectives. (<i>e.g. tenses – including present perfect/subordinate clauses/ co-ordinating conjunctions.</i>)

Year 3 WRITING

Aspect	Autumn	Spring	Summer
		<p>audience.</p> <ul style="list-style-type: none"> I plan my writing by discussing and recording ideas. (<i>timeline, flowchart, spider diagram, jottings</i>) I write a narrative with a clear structure, setting, characters and plot. I suggest improvement to my writing through assessing the writing with peers and through self-assessment. 	<ul style="list-style-type: none"> I begin to organise paragraphs around a theme. (<i>Supported by planning then moving to independence</i>)
Grammar	<ul style="list-style-type: none"> I use a range of sentences with more than one clause by using a wider range of conjunctions in my writing. (<i>when, if, because, although</i>) I recognise and use determiners 'a', 'an' and 'the' appropriately. (<i>an apple; a house; the yellow car</i>) 	<ul style="list-style-type: none"> I use the perfect form of verbs instead of the simple past. (<i>I have written it down so we can check what he said</i>) (<i>He has worked hard</i>) I understand the purpose of, and use, adverbs. I use conjunctions, adverbs and prepositions to express time and cause. (<i>the next thing, next, soon, so before, after, during, in, because of</i>) 	<ul style="list-style-type: none"> Word choices are adventurous and carefully selected to add detail and to engage the reader. Detail is added by the expansion of noun phrases before and after the noun and with use of adverbials.
Punctuation	<ul style="list-style-type: none"> I begin to use inverted commas for some direct speech punctuation. 	<ul style="list-style-type: none"> I use apostrophes for possession with increasing accuracy including plural possession. 	<ul style="list-style-type: none"> Commas are sometimes used to mark clause and phrases.

Working at a HIGHER STANDARD (Greater Depth)

YEAR 3 WRITING

Transcription	Composition	Grammar	Drafting, Editing and Proof Reading
<ul style="list-style-type: none"> • I often use commas to mark phrases and clauses. • I use spelling rules and patterns from Year 3/4 accurately, including exceptions to rules. • I use diagonal and horizontal strokes to join letters as appropriate. 	<ul style="list-style-type: none"> • The purpose and audience for my writing are established and sustained throughout the text. • In my non-narrative writing, simple devices including headings and sub-headings are selected independently to guide the reader. 	<ul style="list-style-type: none"> • I use simple, compound and complex sentences accurately and confidently to add to the flow of my writing. • My sentence openings are varied and chosen effectively. • I use conjunctions, adverbs and prepositions to sequence and to express place and cause confidently. • I choose my vocabulary deliberately to create effects, including the accurate use of technical or specific words. • I use adverbials and other added detail to build a picture for the reader. 	<ul style="list-style-type: none"> • I plan my writing independently. • I proof read my writing to check for inaccuracies in spelling, grammar and punctuation. • I make improvements and changes following discussion and reflection with growing confidence.

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MATHEMATICS

Year 3

Year 3 MATHEMATICS

Aspect	Autumn	Spring	Summer
Number and Place Value	<ul style="list-style-type: none"> I count from 0 in multiples of 4, 8, 50 and 100. I can find 10 or 100 more, or less, than a given number. I read and write numbers to 1,000 in numerals and words 	<ul style="list-style-type: none"> I compare and order numbers up to 1000. I recognise the place value of each digit in a 3-digit number. 	
Addition and Subtraction		<ul style="list-style-type: none"> I add and subtract numbers mentally, including: 3-digit number and ones; 3-digit numbers and tens; 3-digit numbers and hundreds. I add and subtract numbers with up to 3 digits, using formal written methods of columnar addition and subtraction. 	<ul style="list-style-type: none"> I estimate the answer to a calculation and use the inverse operations to check my answers. I count up and down in tenths; recognise that tenths arise from dividing and object into ten equal parts and in dividing numbers or quantities by 10. I add and subtract measures (length, weight and volume) with up to 3 digits, using formal written methods of columnar addition and subtraction. I solve word problems including missing number problems, number facts, place value and more complex addition and subtraction.
Multiplication and Division	<ul style="list-style-type: none"> I recall and use the multiplication and division facts for the 3, 4 and 8 tables. I write and calculate mathematical statements for 	<ul style="list-style-type: none"> I write and calculate mathematical statements for multiplication and division using known multiplication tables, including use of money and 	<ul style="list-style-type: none"> I practise formal methods of multiplication and division, including a high focus on reasoning

Year 3 MATHEMATICS

Aspect	Autumn	Spring	Summer
	<p>multiplication using known multiplication tables, including 2-digit x 1-digit, using mental and progressing to formal written methods.</p> <ul style="list-style-type: none"> I write and calculate mathematical statements for division using known multiplication tables, including 2-digit x 1-digit, using mental and progressing to formal written methods. 	length.	
Fraction		<ul style="list-style-type: none"> I recognise and show, using diagrams, equivalent fractions with small denominators. I recognise, find and write fractions of a discrete set of objects: unit fractions and non-unit fractions with small denominators. I compare and order unit fractions, and fractions with the same denominators. I add and subtract fractions with the same denominator within one whole. 	
Measures	<ul style="list-style-type: none"> I measure the perimeter of simple 2D shapes. I estimate and read time with 	<ul style="list-style-type: none"> I measure, compare, add and subtract: lengths (m/cm/mm); mass (kg/g); volume/ capacity 	<ul style="list-style-type: none"> I know the numbers of seconds in a minute and the number of days in each month, year and leap year.

Year 3 MATHEMATICS

Aspect	Autumn	Spring	Summer
	increasing accuracy to the nearest minute; tell and write the time from an analogue clock, including using Roman numerals from I to XII.	(l/ml). <ul style="list-style-type: none"> I read 12-hour and 24-hour clocks. I record and compare time in terms of seconds, minutes, hours. I use vocabulary such as o'clock, am/pm, morning, afternoon, noon and midnight. 	<ul style="list-style-type: none"> I compare durations of events, for example to calculate time taken by particular events or tasks.
Geometry	<ul style="list-style-type: none"> I make 3D shapes using modelling materials; recognise 3D shapes in different orientations; and describe them. 	<ul style="list-style-type: none"> I draw 2D shapes. I recognise angles are a property of shape or a description of a turn. I identify right angles, recognise that two right angles make a half-turn, three make three quarters and four a complete turn I identify whether angles are greater than or less than a right angle. 	<ul style="list-style-type: none"> I identify horizontal and vertical lines and pairs of perpendicular and parallel lines.
Statistics	<ul style="list-style-type: none"> I interpret and present data using: bar charts; pictograms and tables. 		<ul style="list-style-type: none"> I solve 1-step and 2-step questions such as 'How many more?' and 'How many fewer?' using information presented in scaled bar charts pictograms and other graphs.

Working at a HIGHER STANDARD (Greater Depth)

YEAR 3 MATHEMATICS

Number and Place Value	4 Operations (+, -, x, ÷)	Fractions	Measures	Geometry	Statistics
<ul style="list-style-type: none"> I am very confident and consistent when dealing with all Year 3 number objectives. I can explain to my peers how I have reached an answer and justify my reasoning. 	<ul style="list-style-type: none"> I return to a mathematical problem involving the four operations after a break and feel confident about coping with the problem. I can find missing digits within mathematical problems involving the four operations. 	<ul style="list-style-type: none"> I am able to link fractional values to numbers, eg, $\frac{3}{4}$ of 120 animals were cows, how many animals were not cows? 	<ul style="list-style-type: none"> I confidently apply my knowledge of number to solve problem with money and measures. I measure the perimeter of irregular shapes using the principles of measuring the perimeter of an oblong. 	<ul style="list-style-type: none"> I am able to apply my knowledge of parallel and perpendicular lines to solve mathematical problems. 	<ul style="list-style-type: none"> I know which mathematical operation may be required when setting out statistical evidence.
<ul style="list-style-type: none"> I provide a convincing argument for the methods or solutions I use or arrive at. I am confident to respond to 'What if?' questions. I confidently discuss mathematical work and begin to explain my thinking. I spot patterns in results and use these patterns to find other possibilities. When I have solved a problem, I am able to pose a similar problem for a partner. With support, I understand a general statement by finding particular examples that match it. I willingly reflect on others' explanations, methods or strategies and use this to improve my own understanding. 					