National Curriculum – English – **Reading**

Bold = Performance Descriptors which are **NON-NEGOTIABLES** and, other than in exceptional circumstances, deemed essential for a pupil to be assessed at that step

Year Group	**Year 3**		
Point	**19**	**21**	**23**
Assessment Milestone	**3E**	**3D**	**3S** ***Refer to non-statutory guidance for exemplification***
WORD READING	**1.Can read independently using a range of strategies appropriately, including decoding to establish meaning.** **2.Can read some Year 3/4 common exception words list (20 words plus approximately)**	**1.Can read approximately half of the Year 3/4 common exception words list (50 words plus)** **2.Can read aloud with expression and intonation, taking into account ?,!' for contractions; as well as inverted commas (" ") for dialogue.** 3.Prepare poems and play scripts to read aloud and to perform, showing understanding through intonation, tone, volume and action.	**1.Can read aloud with intonation and expression taking into account a higher standard punctuation including …( ) –** **2.Can read approximately half of the Year 3/4 common exception words list (50 words plus)** **3.Apply their growing knowledge of root words, prefixes and suffixes (as listed in English Appendix 1), both to read aloud and to understand the meaning of new words they meet.**
READING COMPREHENSION	**3.With support, use dictionaries to check the meaning of words that they have read.** **4.Understand the job of different punctuation marks (.?!,' " ")** **5.Summarise and explain the main points from a text, referring back to the text to support this.** **6.Can comment on the author's choice of the words and phrases** to create mood and build tension or paint a picture. 7.Identify the main features of a wider range of non-fiction text types (*e.g instructions, explanations*) **8.Is beginning to identify difference and similarities between fiction genres.** Can understand straightforward underlying themes and ideas in an appropriate level text. **9.Can make plausible predictions based on knowledge from the text and wider connections** (*e.g. books with similar theme, by the same author, or a personal connection the child makes)*	4.Listen to and discuss a wide range of fiction, poetry, plays, non-fiction and reference books or textbooks. **5.Use contents, indexes and subheadings to find information.** **6.Begin to predict what will happen and why events and actions have happened using evidence from the text** (*e.g. why a character behaves in a certain way*). **7.Compare texts with others by the same author.** **8.Can use clues from action, description and dialogue to establish meaning.** 9.Understands the purpose of a paragraph/chapter **10.Can identify the language features of some different text types** (*e.g. language used in a recount is different to that of language used in a set of instructions*) **11.Beginning to distinguish between fact and opinion in texts.** **12Can empathise with different characters' points of view in order to explain what characters are thinking/feeling and the way they act.**	**4.Predict what might happen from details stated and implied.** **5.Read texts that are structured in different ways for a range of purposes.** 6.Understand that different kinds of sentences can affect the meaning (short sentences for impact or to create pace) **7.Can use knowledge of the alphabet to locate words in a dictionary using first 2 or 3 letters.** **8.Is beginning to read between the lines to interpret meaning and/or explain what characters are thinking/feeling and their actions.** **9.Is able to quote directly from the text to support thoughts and discussions.** 10.Can locate information by skimming and scanning (*e.g to locate specific information or to form a general impression*) **11.Can use text making to support retrieval of information or ideas from texts** (*highlighting, underlining or making notes*). 12.Can discuss reasons for action and events based on evidence in the text. **13.Can discuss how characters are built from small details.** 14.Can recognise how a character is presented in different ways and respond to this, with reference to the text. **15.When prompted can justify and elaborate on opinions and predictions referring back to the text for evidence.**

National Curriculum – English – **Writing** **Bold** = **Performance Descriptors** which are **NON-NEGOTIABLE** and, other than in exceptional circumstances, deemed essential for a pupil to be assessed at that step
Bold and Underlined are essential but not end of KS performance descriptors

Year Group	**Year 3**		
Point	**19**	**21**	**23**
Assessment Milestone	**3E**	**3D**	**3S**
Composition: **Planning, Drafting, Evaluating and Proof Reading**	1.The drafting process is used to, compose and rehearse sentences orally. 2.Narrative planning creates plot. **3.Evaluation of the effectiveness of own and others' writing is used, sometimes through reading work aloud.** **4.Writing is proof-read for spelling and punctuation errors.**	1.The drafting process is used to, compose and rehearse sentences orally. 2.Narrative planning creates plot and characters. **3.Evaluation of the effectiveness of own and others' writing is used, sometimes through reading work aloud, to suggest improvements to vocabulary.** **4.Writing is proof-read for spelling and punctuation errors.**	**1.The drafting process is used to make some choices of vocabulary, through composing and rehearsing sentences orally.** **2.Narrative planning creates settings, characters and plot.** **3.Evaluation of the effectiveness of own and others' writing is used, sometimes through reading work aloud, to suggest improvements to grammar and vocabulary.** **4.Writing is proof-read for spelling and punctuation errors.**
Composition: **Structuring and Organising Text**	**5.The structure and organisation of writing is beginning to be informed by its audience, purpose and context through the appropriate use of:** **6.Paragraphs to group related ideas and information.** **7.Conjunctions, adverbs and prepositions to express time.** 8.Narrative and non-fiction writing is structured but this may not be balanced e.g. long beginnings and sudden endings.	**The structure and organisation of writing is beginning to be informed by its audience, purpose and context through the appropriate use of:** **5.Paragraphs to group related ideas and information.** **6.Conjunctions, adverbs and prepositions to express time or place.** 7.Adventurous word and language choices are made appropriate to the style and purpose of the text.	**The structure and organisation of writing is beginning to be informed by its audience, purpose and context through the appropriate use of:** **5.Paragraphs to group related ideas and information.** **6.Conjunctions, adverbs and prepositions to express time, place or cause.** **7.Writing attempts to engage the reader through detail or word choices.** **8.Writing shows a balance and an attempt to create pace in narrative writing.**
Composition: **Applying Vocabulary, Grammar and Punctuation**	**9.Almost always accurately uses full stops, capital letters, exclamation marks and question marks.** 10.Begins to show in their writing that they understand the difference between standard and non-standard English e.g. dialogue for characters. 11.Is beginning to use and understand the grammatical terminology in English Appendix 2 for Y3 when discussing their writing and reading.	**8.Almost always accurately uses full stops, capital letters, exclamation marks and question marks.** 9.Inverted commas are beginning to be used but not always accurately. 10.Shows in their writing that they understand the difference between standard and non-standard English e.g. dialogue for characters. 11.More confidently uses and understands the grammatical terminology in English Appendix 2 for Y3 when discussing their writing and reading.	**9.Almost always accurately uses full stops, capital letters, exclamation marks and question marks.** **10.Inverted commas are used more accurately** **11.Uses and understands the grammatical terminology in English Appendix 2 Y3 accurately and appropriately when discussing their writing and reading.**
Transcription **Spelling**	**12.Some of the common exception words from Y3/4 list are spelt increasingly accurately.** **13.Accurately spells word with the suffixes –ing, -er, ed, -en and -ation**	**12.Approx. ½ common exception words from Y3/4 list are spelt increasingly accurately.** 13.Accurately spells word with the prefixes un-, dis-, mis- and in- **14.Accurately spells word with the suffixes –ly**	**12.Approx. ½ common exception words from Y3/4 list are spelt accurately.** **13.Is able to write from memory simple sentences dictated by the teacher that include words included in Appendix. 1 and punctuation from above.** **14.Accurately spells word with the suffixes –sure, -ture and –sion**
Transcription **Handwriting**	14.Uses the diagonal and horizontal strokes that are needed to join letters and understands which letters are best left unjoined.		**15.Handwriting is legible and joined using the diagonal and horizontal strokes that are needed to join letters and understanding of which letters are best left unjoined is evident**
End of Yr Mastery	**All aspects of writing composition are embedded throughout longer pieces of writing for different purposes. Revisions in writing are often unprompted. In ambitious vocabulary there are only a few spelling errors and all aspects of handwriting are embedded**		

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National Curriculum – **Mathematics** **Bold** = **end of KS Performance Descriptors** which are, other than in exceptional circumstances, deemed essential for a pupil to be assessed at that step
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Year Group	**Year 3 (page 1 of 2)**		
Point	**19**	**21**	**23**
Assessment Milestone	**3E**	**3D**	**3S** *Refer to non-statutory guidance for exemplification*
Number and Place Value	1.begin to count from 0 in multiples of 50 and 100 2.find 10 or 100 more or less than a given number 3. **understand importance of 0 as a place holder in numbers up to 1000** 4.**recognise the place value of each digit in a three-digit number (hundreds, tens, ones)** 6.5.round numbers to the nearest 100 7.identify and represent numbers up to 1000 using different representations (using counters, jottings, pictures) 8.read and write numbers up to 1000 in numerals 9**partition 3 digit numbers into hundreds, tens and ones**	1.**count from 0 in multiples of 4, 8, 50 and 100** 2.**find 10 or 100 more or less than a given number** 3.compare and order numbers up to 1000, using >, < and = 4.dentify, represent and estimate numbers up to 1000 using different representations using counters, jottings, pictures) 5.read and write numbers up to 1000 in numerals and in words 6.**round numbers to nearest 10 or 100** 7.partition numbers in different ways e.g. 342 becomes 300 +20 +22 8.solve number problems and practical problems involving these ideas. 9read Roman numerals up to 12 10.name the value of any digit in whole numbers up to 999	1.**confidently count on in multiples of 2, 3, 4, 5, 8, 10, 50 and 100 (from any given starting number** 2.compare and order numbers beyond 1000, using >, < and = 3.identify, represent and estimate numbers using different representations including measures 4.confidently read and write numbers beyond 1000 in numerals and in words 5.**use partitioning up to 999 to solve problems** 6.solve number problems and practical problems involving these ideas and explain reasoning 7.read Roman numerals up to 20
Addition and Subtraction	10.**add or subtract two 2-digit numbers where answers may exceed 100 (mentally or with written methods)** 11.**use columnar method for + and – with 2-digit numbers, crossing tens boundaries** 12.use rounding to make estimates 13.begin to solve problems, using number facts, place value, and multiple step addition and subtraction. With numbers up to 100. 14.begin to solve missing number problems involving addition and subtraction with numbers bonds up to 100, which include balancing equations.	▪add and subtract numbers mentally, including: 11.a three-digit number and ones 12.a three-digit number and tens (multiples of 10) 13.a three-digit number and hundreds (multiples of 100) 14.**add and subtract numbers with up to three digits, using formal written methods of columnar addition and subtraction up to 999** 15.estimate the answer to a calculation 16. solve problems, using number facts, place value, and multiple step addition and subtraction. With numbers up to 100. 17.solve missing number problems involving addition and subtraction with numbers up to 100, which include balancing equations.	8.add and subtract numbers mentally, including: 4 digit numbers and ones (multiples of 10) 4 digit numbers and tens (multiples of 100) With different numbers of digits e.g. 3-digit +/- 2-digit (without crossing the 100s boundary) 9.**add and subtract numbers with up to three digits, using formal written methods of columnar addition and subtraction with answers exceeding 999** 10.estimate the answer to a calculation and use inverse operations to check answers 11.solve problems, using number facts, place value, and multiple step addition and subtraction. With numbers up to 100 explaining reasoning 12.solve missing number problems involving addition and subtraction, which include balancing equations numbers up to 100, explaining reasoning
Multiplication and Division	15.learn facts for 3 times tables and inverse 16.**learn multiplication facts up to 12x3** 17.derive facts for x4, x8 by doubling 18.solve mathematical statements for multiplication and division using known tables 19.solve missing number problems involving multiplication and division	18.recall and use multiplication and division facts for the 3, 4 and 8 times tables 19.begin to write and calculate mathematical statements for multiplication and division using the multiplication tables above, including for two-digit numbers times one-digit numbers, using mental methods and jottings 20.begin to write and calculate mathematical statements for multiplication and division using the multiplication tables above, including for two-digit numbers times one-digit numbers, using formal written methods 21.solve problems, including missing number problems, involving multiplication and division, including positive integer scaling problems	13.**know facts for 2,3,4,5,8,10 times tables up to x12** 30.write and calculate mathematical statements for multiplication and division using the multiplication tables above, including for two-digit numbers times one-digit numbers, using mental methods and jottings 14. write and calculate mathematical statements for multiplication and division using the multiplication tables above, including for two-digit numbers times one-digit numbers, using formal written methods 15.solve problems, including missing number problems, involving multiplication and division, including positive integer scaling problems and correspondence problems in which n objects are connected to m objects *(e.g. Suppose that there were children and rats and that they all have the usual number of legs, there will be legs in the town belonging to people and rats. But now, what if you were only told that there were legs belonging to people and rats but you did not know how many children/rats there were – work out what solutions exist)*

Problem Solving and Reasoning	**Pupils demonstrate mastery of the expectations of this year group by solving increasingly complex problems and reasoning mathematically, using the content above.**		
Year Group	**Year 3 (page 2 of 2)**		
Point	**19**	**21**	**23**
Assessment Milestone	**3E**	**3D**	**3S** ***Refer to non-statutory guidance for exemplification***
Fractions	20.place fractions on a number line 21.count up in tenths 22.**recognise, find and write fractions of a discrete set of objects: unit fractions with small denominators** 23.add fractions with the same denominator within one whole [for example, $^5/_7 + ^1/_7 = ^6/_7$] with appropriate fractions 24.solve problems that involve all of the above, with appropriate fractions	22.count up and down in tenths; recognise that tenths arise from dividing an object into 10 equal parts 23.**recognise, find and write fractions of a discrete set of objects: non-unit fractions with small denominators** 24.recognise and use fractions as numbers: unit fractions and non-unit fractions with small denominators 25.recognise and show, using diagrams, equivalent fractions with small denominators 26.**compare and order unit fractions, and fractions with the same denominators** 27.solve problems that involve all of the above, with appropriate fractions	16.count up and down in tenths; recognise that tenths arise from dividing an object into 10 equal parts and in dividing one-digit numbers or quantities by 10 17.**add and subtract fractions with the same denominator within one whole [for example, $^5/_7 + ^1/_7 = ^6/_7$] with appropriate fractions** 18.compare and order unit fractions, and fractions with the same denominators using <,> = 19.solve problems that involve all of the above, with appropriate fractions, including measures
Measurement	25.measure, compare: lengths (m/cm/mm); mass (kg/g); volume/capacity (l/ml) 26.tell and write the time from an analogue clock, including using Roman numerals from I to XII 27.estimate and read time with increasing accuracy to the nearest minute 28. read (and apply to problem solving) unlabelled divisions for measure - in 1s, 2s, 10s) 29.**know the number of seconds in a minute**	28.add and subtract: lengths (m/cm/mm); mass (kg/g); volume/capacity (l/ml) 29.**measure the perimeter of simple 2-D shapes** 30.**add and subtract amounts of money to give change, using both £ and p in practical contexts using appropriate amounts up to £5** 31.tell and write the time from an analogue clock, including using Roman numerals from I to XII, and 12-hour clock 32.estimate and read time with increasing accuracy to the nearest minute; record and compare time in terms of seconds, minutes and hours; use vocabulary such as o'clock, morning, afternoon, noon and midnight 33.compare durations of events [for example to calculate the time taken by particular events or tasks] 34. read (and apply to problem solving) labelled divisions for measure - in 1s, 2s, 5s, 10s, 100s) – and begin to do so for unlabelled divisions up to the same numbers	20.**measure, compare, add and subtract: lengths (m/cm/mm); mass (kg/g); volume/capacity (l/ml)** 21.add and subtract amounts of money to give change, using both £ and p in practical contexts 22.**tell and write the time from an analogue clock, including using 12-hour and 24-hour clocks** 23.estimate and read time with increasing accuracy to the nearest minute using vocabulary of am/pm 24.know the number of days in each month, year and leap year 25.read (and apply to problem solving) labelled and unlabelled divisions for measure - in 1s, 2s, 5s, 10s, 100s, and other multiples of 1000)
Properties of Shapes	30.**recognise and name prisms** 31.draw 2-D shapes and make 3-D shapes using modelling materials; recognise 3-D shapes in different orientations and describe them **32.dentify right angles (as a quarter turn)**	35.recognise angles as a property of shape or a description of a turn. 36.**identify right angles, recognise that two right angles make a half-turn, three make three quarters of a turn and four a complete turn.** 37.identify horizontal and vertical lines.	26.**identify vertical and horizontal lines of symmetry in common 2-D shapes.** 27.identify whether angles are greater than or less than a right angle. 28.**identify pairs of perpendicular and parallel lines.**
Position and Direction	33.know and use the terms 'North,' 'South,' 'East' and 'West.'	38.know and use the terms 'North,' 'North-East,' 'East,' 'South-East,' 'South,' 'South-West,' 'West' and 'North-West.'	29.**know and use all terms relating to compass directions** 30.be able to move between compass directions in half and quarter turns
Statistics	34.understand and use simple scales (e.g. divisions 2, 5 and 10)	39.interpret and present data using bar charts, pictograms and tables 40.solve **one-step** questions [for example, 'How many more?' and 'How many fewer?'] using information presented in scaled bar charts and pictograms and tables.	31.**solve two-step questions [for example, 'How many more?' and 'How many fewer?'] using information presented in scaled bar charts and pictograms and tables.**
Problem Solving and Reasoning	**Pupils demonstrate mastery of the expectations of this year group by solving increasingly complex problems and reasoning mathematically, using the content above.**		