Year 3 Writing

Beginning	Developing	Secure	Greater Depth

Independent writing effectively uses features of the given form and is appropriate to audience, purpose and context. Ideas from across their reading influence their writing. By adding detail, the writer brings settings and characters to life along with a coherent plot. Adverbs and prepositions enhance meaning and sentences are extended using a range of conjunctions. Paragraphs group related information in non-narratives. Spellings set out in Y3 Appendix 1 are mostly accurate, with spelling of more complex words being phonetically plausible. Punctuation in line with Y3 Appendix 2 is almost always accurate, including some use of inverted commas. Handwriting is legible, including when joining. The writer can evaluate writing and suggest improvements.

Beginning / Developing

- Writing demonstrates some features of the given form, as appropriate to audience, purpose and context, but often reflects scaffolding or support given.

- Plot, settings and characters from their own reading, or given structures are used as the basis of their own narrative writing.

- In non-narratives, related information is starting to be presented together when scaffolded.

- Writing uses a range of sentences with different structures & functions.
- Understanding of the function of adverbs and prepositions is developing, but not yet consistently used in their own writing.
- Tenses are chosen accurately and used consistently.
- Present perfect form is starting to be used when scaffolded (e.g. He has gone out to play vs. He went out to play).

- Common punctuation is mostly accurate (e.g. full stops, capital letters, questions marks, commas and apostrophes), however punctuation of direct speech is inconsistent.

- Spellings for Y1 & Y2 in Appendix 1 are usually accurate and more complex spellings are phonetically plausible.
- Spelling demonstrates some understanding of prefixes. Use 'a' or 'an' is accurate.

- Handwriting is legible and consistent in size and spacing with increasing attempts to join letters.

- Writing is self-checked for errors in spelling, grammar and punctuation and meaning.
- With support simple improvements to grammar and vocabulary in others' writing are suggested.

Secure

- In narratives, simple settings, characters are independently created along with a coherent plot.
- Direct speech is used in a simple way.

- In non-narratives, paragraphs are beginning to be used to group information and related material.

- Sentences with more than one clause are increasingly evident, using a wider range of conjunctions (e.g. when, if, because, although).
- Adverbs (e.g. then, next, soon, therefore), or prepositions (e.g. before, after, during, in, because of) enhance sentence meaning.
- Tense choice is accurate and maintained.
- Where appropriate the present perfect is used instead of the simple past.

- Common punctuation is almost always accurate.
- Some use of inverted commas is used indicate direct speech.

- Some grammar errors are self-corrected at the redrafting stage.

- Common exception words set out in Y3 Appendix 1 are spelt correctly
- More complex spellings are phonetically plausible or linked to taught word families (e.g. solve, solution, solver, dissolve, insoluble).
- The formation of nouns using a range of prefixes is usually correct (e.g. super–, anti–, auto–).

- Handwriting is legible with increasing consistency when joining.

- Evaluation of the effectiveness of own and others' writing is used to suggest improvements to meaning, grammar and vocabulary.

Greater Depth

- Writing demonstrates a deep understanding of a range of taught text types, with independent choices being made appropriate to form, audience, purpose and context.

- In narratives, plot, settings and characters are successfully created in more creative ways, supported well by character dialogue.

- In non-narratives, paragraphs are used effectively to group information and related material to aid cohesion.

- Some playing with grammar and devices beyond their PoS is evident.

- Writing demonstrates competent use of a range of sentence structures, including those with more than one clause.
- Writing shows conscious independent choices around adverbs and prepositions for particular effect.
- Writing maintains tense, with the writer independently switching tense where appropriate (e.g. flashback).

- Use of common punctuation is accurate, including correct punctuation of direct speech within a range of sentence structure (e.g. He said " ", " " John shouted)

- Spelling is mostly accurate, including that of more ambitious vocabulary choices.

- Handwriting is increasingly legible and consistent, including fluent joining.

- Evaluation of the effectiveness of their own and others' writing leads to suggested improvements as to content, grammar and vocabulary.
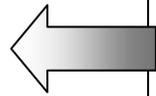
Composition	Grammar & Punctuation	Spelling	Handwriting

Year 3 Reading

| Beginning	Developing	Secure	Greater Depth

They read age related texts accurately and at a speed that is sufficient for them to focus on understanding rather than decoding individual words. They can read the further exception words set out in Y3 Appendix 1 and attempt to decode unfamiliar words. They can use a dictionary to check the meaning of unfamiliar words. Reading is seen as a pleasurable activity and they can demonstrate experience of a growing range of text types. They can retell known stories and perform poetry and play-scripts with some feeling. They understand what they have read and can make predictions and draw simple inferences. They are beginning to identify common themes across stories and spot common conventions used in different text types. They can retrieve information from non-fiction books.

- **Generally reads age appropriate texts (Y2/3) fluently, using phonic knowledge and skills consistently to decode quickly and accurately.**
- **Attempts longer unknown words.**

- **Self-corrects where the sense of the text is lost.**
- **Is beginning to use appropriate intonation when reading aloud.**

- **Demonstrates knowledge of a developing range of poetry, stories and non-fiction.**
- **Can identify key aspects of a text read and plays an active role when discussing texts.**
- **Shares favourite words and phrases.**

- **Discusses sequences of events in narratives and how information in a non-narrative text relates to one another.**
- **Recognises simple recurring literary language in stories and poetry.**

- **Recognises and understands the different structures of non-fiction books that have been introduced.**
- **With support can use a contents page.**

- **Asks and answers questions appropriately, including simple inference based on what is said and done.**
- **Can make predictions about what may happen next and at the end of the story based on what has been read so far.**

- **Generally reads fluently, decoding most new words outside everyday spoken vocabulary.**
- **Can read longer words with support and tests out different pronunciations.**
- **Can read the further exception words for Y3 as set out in Appendix 1.**
- **Can use a dictionary to check the meaning of words they have read.**

- **Reading is seen as a pleasurable activity.**
- **Reads accurately and at a speed that is sufficient to focus on understanding rather than decoding individual words.**

- **Can demonstrate experience of a wide range of fiction, poetry, plays, non-fiction and reference books or textbooks.**
- **Can retell a wider range of stories, fairy stories and traditional tales.**
- **Performs poetry and plays with appropriate intonation to make the meaning clear.**

- **Identifies common structures across similar text types (e.g. letters, newspapers)**
- **Recognises simple themes such as the triumph of good over evil or the use of magical devices in fairy stories and folk tales.**

- **Retrieves and records information from non-fiction, using contents pages to locate information.**

- **Predict what might happen from details stated and implied.**
- **Draws simple inferences such as inferring characters' feelings.**
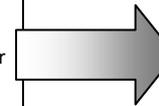
- **Reads with fluency more challenging texts (including those beyond their chronological age), selecting strategies to decode new words. Is beginning to clarify meaning of words through contextual cues.**

- **Reads independently both aloud and silently.**
- **When reading aloud there is some awareness of the audience (e.g. changes in dynamics, pace, voices).**

- **Demonstrates experience of a broader range of genres, authors and texts from different periods in time.**
- **Has developed preferences within a wider range of texts, genres and writers and can justify their preferences.**

- **Uses appropriate terminology when discussing texts (e.g. plot, character, setting).**
- **Can compare and contrast across texts, justifying identified similarities and differences.**

- **Shows an awareness of other organisational devices that will help to locate and retrieve information from non-fiction.**

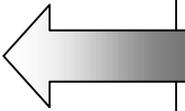- **Justifies inferences and deductions with evidence from the text.**

Word Reading   **Comprehension**

Year 3 Maths

Beginning	Developing	Secure	Greater Depth

Fluently uses 3 digit numbers in a range of contexts, including addition and subtraction problems. Knows the 2, 3, 4, 5, 8 and 10 multiplication tables uses these to solve problems in context. Fluently uses the formal written methods of addition and subtraction and can multiply TU X U mentally or using informal methods. Can compare and order fractions and add and subtract fractions with the same denominator within a whole. Accurately measures length, mass and volume using standard metric units and can measure the perimeter of 2-d shapes. Uses their knowledge of right angles, parallel and perpendicular lines when describing properties of shape. Can accurately interpret scaled bar charts, pictograms and tables in order to solve problems. Can explain their methods and give simple reasons for their thinking.

Beginning/Developing

- Count up in 4s, 10s, 50s, 100s from 0.
- Find 10 more and less than any given number mentally.
- Know how to partition 2-digit and 3-digit numbers.
- Order numbers up to 1000.
- Read numbers up to 1000 in numerals and words.
- Accurately estimate larger sets of objects.

- Add and subtract mentally 3-digit numbers and ones.
- Add and subtract 2-digit numbers in a range of real life contexts and role play.
- Use partitioning to support addition and subtraction.
- Recognise when an answer is sensible or not (e.g. 354+9=4321).
- Use inverse to check answers.

- Recall and use multiplication facts for the 3 and 4 multiplication tables.
- Know that multiplication is commutative and division is not.
- Solve problems involving multiplication and division.
- Recognise patterns in numbers based on multiples

- Know that a tenth arises from dividing an object into 10 equal parts and write this as $^1/_{10}$.
- Know the role of the numerator and denominators (with denominator being the divisor).
- Count up and down in taught fractions including tenths, including beyond 1.
- Place ½ values on a number line (e.g. placing 4 ½ between 4 & 5)
- Compare and order $^1/_3$s, ¼ s and ½ s..
- Know that fractions other than ½ have equivalent forms. Add and subtract using ½ s and ¼s.

Secure

- Count from 0 in multiples of 4, 8, 50 and 100 (up and back).
- Find 10 or 100 more or less than a given number mentally.
- Recognise the place value of each digit in a 3 digit number (including with zero value).
- Compare and order numbers up to 1000 (e.g. using number lines and <>).
- 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.)

- Add and subtract numbers mentally, including;
    - 3-digit number and ones
    - 3-digit number and tens
    - 3- digit numbers and hundreds.
- Add and subtract numbers with up to 3-digits, using formal written methods of columnar addition and subtraction.
- Estimate the answer to a calculation and use inverse operations to check answers.
- Solve problems, including missing number problems, using number facts, place value, and more complex addition and subtraction.

- Recall and use multiplication and division facts for the 3, 4 and 8 multiplication tables.
- Write and calculate mathematical statements for multiplication and division including for two-digit numbers times one-digit numbers.
- Solve problems, including missing number problems, involving multiplication and division.
- Solve positive integer scaling problems and correspondence problems in which n objects are connected to m objects.

- 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
- Recognise, find and write fractions of a discrete set of objects: unit fractions and non-unit fractions with small denominators
- Recognise and use fractions as numbers: unit fractions and non-unit fractions with small denominators
- Recognise and show, using diagrams, equivalent fractions with small denominators
- Add and subtract fractions with the same denominator within one whole
- Compare and order unit fractions, and fractions with the same denominators
- Solve problems that involve fractions and decimals

Greater Depth
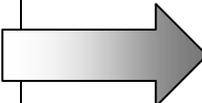
- Reason using knowledge of 4s, 8s, 50s and 100s (e.g. explain why 38 is not a multiple of 4).
- Explain how some tables can help you with others (e.g. 2s and 4s, 3s and 6s)
- Justify their method when adding and subtracting multiples of 10 and 100 (e.g. 20 or 400).
- Explain why the value of a digit changes when it moves columns.
- Compare and contrast a set of 3-digit numbers, reasoning about similarities and differences.
- Justify why their approach to solving place value and number facts problems was efficient.

- Experiment with mental methods to suit different contexts and use formal methods of addition and subtraction.
- Explain why the formal method is more efficient than the partitioning method.
- Explain the links within a family of calculations across all 4 operations.
- Explain how they approach problems with multiple solutions in an efficient and logical manner (e.g. Find two numbers whose total is 325.)

- Explain links between other multiples based on 2s, 3s, 4s and 8s (e.g. 40s, 6s, 16s).
- Generalise about commutativity to help solve problems involving unfamiliar multiplication and division facts (e.g. 40 x 3 = 4 x 10 x 3 = 4 x 3 x 10).
- Prove an hypothesis using scaling as evidence.

- Create problems involving tenths. Reason about the position of non-unit fractions on a number line.
- Generalise using numerators and denominators and equivalence across taught fractions.
- Create contextualised problems involving + and - with fractions.

Number   Calculation   Fractions   Measures   Geometry   Statistics

- Measure and compare using appropriate standard metric units to the nearest appropriate unit.
- Know that perimeter means to' measure around the outside'.
- Add and subtract using pence in practical contexts.
- Know there are 100p in £1.
- Know that time can be displayed in different ways.
- Know how many minutes in ½ hour, ¼ hour and ¾ hour.
- Accurately record time in minutes and hours.

- Use vocabulary such as o'clock, morning, afternoon.
- Know there are 60 seconds in a minute.
- Know what 'duration' means

- Describe the properties of common 2-D and 3-D shapes using accurate language, including angles and symmetry.

- Recognise angles as a description of a turn.
- Identify right angles around them in the real world.
- Compare whether angles are greater than or less than a right angle.
- Know what horizontal and vertical mean and can identify parallel lines in shapes.

- Know the difference between a bar chart and a block graph.

- Building on Y2, solve one-step questions using information presented in scaled bar charts and pictograms.

- Measure, compare, add and subtract: lengths (m/cm/mm); mass (kg/g); volume/capacity (l/ml).
- Measure the perimeter of simple 2-D shapes.
- Add and subtract amounts of money to give change, using both £ and p in practical contexts.

- Tell and write the time from an analogue clock, including using Roman numerals from I to XII, and 12-hour and 24-hour clocks.
- 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).
- Use vocabulary such as o'clock, a.m./p.m., morning, afternoon, noon and midnight.
- Know the number of seconds in a minute and the number of days in each month, year and leap year.
- Compare durations of events [for example to calculate the time taken by particular events or tasks.

- Draw 2-D shapes and make 3-D shapes using modelling materials; recognise 3-D shapes in different orientations and describe them.

- Recognise angles as a property of shape or a description of a turn.
- Identify right angles and recognise that two right angles make a half-turn, three make three quarters of a turn and four a complete turn.
- Identify whether angles are greater than or less than a right angle.
- Identify horizontal and vertical lines (in shapes). Identify pairs of perpendicular and parallel lines in shapes.

- Interpret and present data using bar charts, pictograms and tables.

- Solve one-step and two-step questions using information presented in scaled bar charts and pictograms and tables.

- Compare using mixed units of measure (e.g. 1kg and 200g).
- Measure the perimeter of shapes involving mixed units (e.g. cm and mm).
- Explain how the formal method is more efficient than converting between units of money.
- Calculate and explain differences in time involving a mix of 12 and 24 hour clocks.

- Estimate and read time with increasing accuracy on faces without minute markings.
- Record and compare time with mixed seconds, minutes and hours.
- Consistently use correct vocabulary across a range of time contexts.
- Explain wider time groupings (e.g. decade and century).
- Explain why different 3D shapes can cast the same shadow.

- Explain the differences between 2 shapes using the language of angles.
- Solve and create maze puzzles involving multiples of quarter turns.
- Distinguish between angles that are greater than or less than a right angle within complex patterns.
- Create shapes and patterns with a given number of vertical or horizontal sides.
- Explain why a pair of lines are parallel or perpendicular.

- Justify choices in presenting data.

- Prove or disprove given conjecture using information presented in scaled bar charts, pictograms or tables [for example, 'I think that July and August are the hottest months in all parts of the world because…..']

Number   Calculation   Fractions   Measures   Geometry   Statistics