



These are the Assessment Criteria for English and Maths that teachers at South View use for pupils in Year 3. They are based on end of year expectations and show what children should be able to do so that they have the foundations of learning for the next year group.

### **Being a speaker**

- sequence and communicate ideas in an organised and logical way, always using complete sentences.
- vary the amount of detail and choice of vocabulary, depending on the purpose and the audience.
- take a full part in paired and group discussions.
- know when Standard English is required and use it (beginning).
- retell a story using narrative language and add relevant detail.
- Listen carefully by making relevant comments.
- present ideas or information to an audience.
- recognise that meaning can be expressed in different ways, depending on the context.
- perform poems from memory adapting expression and tone as appropriate.

### **Being a Reader**

#### *Word reading*

- apply knowledge of root words, prefixes and suffixes to read aloud and to understand the meaning of unfamiliar words.
- read further exception words, noting the unusual correspondences between spelling and sound.
- attempt pronunciation of unfamiliar words drawing on prior knowledge of similar looking words.

#### *Comprehension*

- read a range of fiction, poetry, plays, and non-fiction texts.
- discuss the texts read.
- read aloud and independently, taking turns and listening to others.
- explain how non-fiction books are structured in different ways and can use them effectively.
- explain some of the different types of fiction books.
- ask relevant questions to get a better understanding of a text.
- predict what might happen based on details.
- draw inferences such as inferring a characters' feelings, thoughts and motives from their actions.
- use a dictionary to check the meaning of unfamiliar words.
- identify the main point of a text.
- explain how structure and presentation contribute to the meaning of texts.
- use non-fiction texts to retrieve information.

- prepare poems to read aloud and to perform, showing understanding through intonation, tone, volume and action.

## **Being a writer**

### *Transcription*

#### Spelling

- spell words with additional prefixes and suffixes and understand how to add them to root words.
- recognise and spell homophones.
- use the first two or three letters of a word to check its spelling in a dictionary.
- spell words correctly which are in a family.
- spell the commonly mis-spelt words from the Y3/4 word list.
- identify the root in longer words.

#### Handwriting

- use the diagonal and horizontal strokes that are needed to join letters.
- understand which letters should be left unjoined.

### *Composition*

- discuss models of writing, noting its structure, grammatical features and use of vocabulary.
- compose sentences using a wider range of structures.
- write a narrative with a clear structure, setting, characters and plot.
- write non-narrative using simple organisational devices such as headings and sub-headings.
- suggest improvements to own writing and that of others.
- make improvements to grammar, vocabulary and punctuation.
- use a range of sentences with more than one clause by using a range of conjunctions.
- use the perfect form of verbs to mark the relationship of time and cause.
- proof-read to check for errors in spelling and punctuation.

### *Grammar and punctuation*

#### Sentence structure

- I can express time, place and cause by using conjunctions, adverbs and prepositions.

#### Text structure

- I am starting to use paragraphs.
- I can use headings and sub headings.
- I can use the present perfect form of verbs instead of the simple past.

#### Punctuation

- I can use inverted commas to punctuate direct speech.

## **Being a mathematician**

### *Number, place value, approximation and estimation/rounding*

- count from 0 in multiples of 4, 8, 50 and 100.
- compare and order numbers up to 1,000.
- read and write numbers to 1,000 in numerals and words.
- find 10 or 100 more or less than a given number.
- recognise the place value of each digit in a 3-digit number.
- identify, represent and estimate numbers using different representations.
- solve number problems and practical problems using above.

### *Calculations*

- add and subtract mentally, including:
  - A 3-digit number and ones
  - A 3-digit number and tens
  - A 3-digit number and hundreds
- add and subtract numbers with up to three digits, using formal written methods of columnar addition and subtraction.
- estimate the answer to a calculation and use inverse operation 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 8x tables.
- write and calculate mathematical statements for multiplication and division using the multiplication tables, including for 2-digit numbers, using mental and progressing to formal written methods.
- solve problems, including missing number problems, involving multiplication and division, including integer scaling problems and correspondence problems in which  $n$  objects are connected to  $m$  objects.

### *Fractions, decimals and percentages*

- count up and down in tenths.
- recognise that tenths arise from dividing an object into 10 equal parts and in dividing 1-digit numbers or quantities by 10.
- recognise and can find and write fractions of a discrete set of objects: unit fractions and non-unit fractions with small denominators.
- compare and order unit fractions and fractions with the same denominators.
- add and subtract fractions with the same denominator within one whole.
- solve problems involving the above.

### *Measurement*

- compare lengths using m, cm & mm.
- compare mass using kg & g.
- compare volume/capacity using l & ml.
- measure lengths using m, cm & mm.
- measure mass using kg & g.
- measure volume/capacity using l & ml.
- add and subtract lengths using m, cm & mm.
- add and subtract mass using kg & g.
- add and subtract volume/capacity using l & ml.
- tell and write the time from an analogue clock (12 hour clock).
- tell and write the time from an analogue clock (24 hour clock).
- tell and write the time from an analogue clock (Roman numerals).
- estimate and read time with increasing accuracy to the nearest minute.
- record and compare time in terms of seconds, minutes and hours.
- use the following vocabulary: o'clock, am, pm, morning, afternoon, noon & midnight.
- know the number of seconds in a minute.
- know the number of days in each month, year and leap year.
- compare the duration of events.
- measure the perimeter of simple 2D shapes.
- add and subtract amounts of money to give change, using both £ and p in a practical context.

### *Geometry – properties of shapes*

- identify horizontal, vertical lines and pairs of perpendicular and parallel lines.
- draw 2D shapes.

- make 3D shapes using modelling materials.
- recognise 3D shapes in different orientations and describe them.
- recognise that angles are a property of shape or a description of a turn.
- identify right angles.
- recognise that two right angles make a half-turn & three make a three quarter turn.
- identify whether angles are greater than or less than a right angle.

#### *Statistics*

- interpret and present data using bar charts, pictograms and tables.
- solve one-step and two-step questions using information presented in scaled bar charts, pictograms and tables.