

## Assessing Reading: At the National Standard Year 3 Statements

### Year 3 Expectations: 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, and where these occur in the word
- Attempt pronunciation of unfamiliar words drawing on prior knowledge of similar looking words

### Year 3 Expectations: Reading Comprehension

- Experience and discuss a range of fiction, poetry, plays, non-fiction and reference books or textbooks
- Know that non-fiction books are structured in different ways and be able to use them effectively
- Begin to understand that narrative books are structured in different ways, for example, quest stories and stories with dilemmas
- Ask questions to improve understanding of a text
- Predict what might happen from details stated

### Year 3 Expectations: Reading Comprehension (continued)

- Draw inferences such as inferring characters' feelings, thoughts and motives from their actions
- Use dictionaries to check the meaning of unfamiliar words
- Identify main idea of a text
- Identify how structure, and presentation contribute to the meaning of texts
- Retrieve and record information from non-fiction
- Discuss books, poems and other works that are read aloud and independently, taking turns and listening to others' opinions
- Explain and discuss understanding of books, poems and other material, both those read aloud and those read independently
- Prepare poems to read aloud and to perform, showing understanding through intonation, tone, volume and action

## Assessing Writing: At the National Standard Year 3 Statements

### Year 3 Expectations: Transcription

- Spell words with additional prefixes and suffixes and understand how to add them to root words, for example – form nouns using super, anti, auto
- Recognise and spell additional homophones, for example – he'll, heel, heal
- Use the first two or three letters of a word to check its spelling in a dictionary
- Spell correctly word families based on common words, for example – solve, solution, solver
- Spell identified commonly misspelt words from Year 3 and 4 word list
- Make analogies from a word already known to apply to an unfamiliar word
- Identify the root in longer words
- Use the diagonal and horizontal strokes that are needed to join letters
- Understand which letters, when adjacent to one another, are best left unjoined
- Increase the legibility, consistency and quality of handwriting

### Year 3 Expectations: Composition

- Look at and discuss models of writing of the text type, purpose and audience to be written, noting: structure; grammatical features and use of vocabulary
- Compose sentences using a wider range of structures linked to the grammar objectives
- Write a narrative with a clear structure, setting, characters and plot
- Write a non-narrative using simple organisational devices such as headings and sub-headings
- Suggest improvement to writing through assessing writing with peers and self assessment
- Make improvements by proposing changes to grammar and vocabulary to improve consistency, e.g. the accurate use of pronouns in sentences
- Use a range of sentences with more than one clause by using a wider range of conjunctions, e.g. *when, if, because, although*
- Use the perfect form of verbs to mark relationships of time and cause
- Use conjunctions, adverbs and prepositions to express time and cause
- Proof-read to check for errors in spelling and punctuation errors

## Assessing Spoken Language: At the National Standard Year 3 Statements

### Year 3 Expectations: Spoken Language

- Sequence and communicate ideas in an organised and logical way in complete sentences as required
- Vary the amount of detail and choice of vocabulary dependent on the purpose and audience
  - Participate fully in paired and group discussions
  - Show understanding of the main points in a discussion
- Start to show awareness of how and when Standard English is used
  - Retell a story using narrative language and added relevant detail
- Show they have listened carefully through making relevant comments
  - Formally present ideas or information to an audience
- Recognise that meaning can be expressed in different ways dependent on the context
  - Perform poems from memory adapting expression and tone as appropriate

## Assessing Reading: Mastery of the National Standard: Year 3

### Year 3 Mastering Expectations: Reading

- Skim materials and note down different views and arguments
- Pause appropriately in response to punctuation and/or meaning
  - Justify predictions by referring to the story
- Begin to find meaning beyond the literal, e.g. the way impressions of people are conveyed through choice of detail and language
  - Read ahead to determine direction and meaning in a story
- Investigate what is known about the historical setting and events and their importance to the story
  - Deduce from the evidence in the text what characters are like
- Explore figurative language and the way it conveys meaning succinctly
  - Identify the way a writer sets out to persuade
- Explore the relationship between a poet and the subject of a poem

## Assessing Writing: Mastery of the National Standard: Year 3

### Year 3 Mastering Expectations: Writing

- Use adjectives and adverbs with confidence and attempt to think of different ones to use in different situations
  - Give careful thought to the planning of writing and re-read it as a matter of course
- Ensure that descriptions have just enough detail to help the reader gain a better understanding about the way the story is unfolding
  - Use words that have not been used before when describing events, characters and feelings
    - Use powerful verbs to show character or add impact
  - Vary sentences, adding phrases to make the meaning more precise
- Include descriptions of events and characters in a variety of styles and can sometimes contain humour
  - Describe characters and include feelings and emotions when needed
- Choose the most appropriate style of writing to suit the needs of the situations, eg: poems, lists, letters, reports
  - Check punctuation and use speech marks and apostrophes accurately

## Assessing Spoken Language: Mastery of the National Standard: Year 3

### Year 3 Mastering Expectations: Spoken Language

- Speak with good diction so that those at the rear of the audience can hear clearly what is said
  - Talk about personal feelings in relation to the way a story starts and ends
    - Ensure that persuasive talk provokes a strong response
- Listen to others responsively in discussion and link ideas clearly to what others have said, even when views are different
  - Make use of what is learnt from a discussion, presentation or broadcast
- Ensure the language and structure used when giving instructions are appropriate for the task
  - Give instruction with clear diction so that everything can be heard and understood
  - Adapt instructions to suit different audiences, for example, adults or younger children
    - Be happy to attempt different roles/ responsibilities according to what is needed
- Be happy to take a different viewpoint to influence feelings about a character or situation

## Assessment At the National Standard: Year 3

### Year 3 Expectations: Number

- Compare and order numbers to 1000 and read and write numbers to 1000 in numerals and words
- Count from 0 in multiples of 4, 8, 50 and 100
- Recognise the value of each digit in a 3-digit number
- Understand and count in tenths, and find the fractional value of a given set
- Add and subtract fractions with a common denominator
- Derive and recall multiplication facts for 3, 4 and 8x multiplication tables
- Add and subtract mentally combinations of 1-digit and 2-digit numbers
- Add and subtract numbers with up to 3-digits using formal written methods
- Write and calculate mathematical statements for multiplication and division; including 2-digit number with a 1-digit number (from multiplication tables they know, ie, 2, 3, 4, 5, 8 and 10)
- Solve number problems using one and two step operations

### Year 3 Expectations: Measurement, Geometry and Statistics

- Identify right angles; compare other angles to being greater or smaller than a right angle
- Identify horizontal and vertical lines and pairs of perpendicular and parallel lines
- Tell time to nearest minute and use specific vocabulary: seconds, am and pm
- Measure, compare, add and subtract using common metric measures
- Solve one-step and two step problems using information presented in scaled bar charts, pictograms and tables

## Mastery of the National Standard: Year 3

### Year 3 Exceeding Expectations

- Recognise the value of each digit in a 4-digit number and the value of a tenth

---

- Know all multiplication facts up to 10 x 10 and be able to instantaneously answer questions such as, how many 7s in 42?

---

- Add and subtract numbers with any number of digits using formal written methods

---

- Begin to have an understanding about negative numbers recognising they are smaller than zero

---

- Multiply and divide any 2-digit number by a single digit number and have an understanding of 'remainder'

---

- Can find fractional values (from  $\frac{1}{2}$  to  $\frac{1}{10}$ ) of amounts up to 1000

---

- Use knowledge of number to solve problems related to money, time and measures

---

- Know that the total internal angles of a triangle measure  $180^\circ$  and can measure each

---

- Can relate knowledge of time to problems related to timetables

---

- Measure, compare, add and subtract more complex problems using common metric measures set out in Kg,gms; Kl,litres; Km and metres, etc.