



## Year 3 Coverage for Reading

### Autumn Term 1 2016-2017



Areas of learning for children assessed as **working below** year group expectations for this point in the academic year.

- I am able to apply my phonic knowledge of an increasing number of alternate graphemes.
- I can read a growing range of familiar common exception words e.g. because, both, most, would, many.
- I can simply comment on the beginning, middle and end of a story and can attempt to retell, draw or write the sequence of events.
- I can comment on a character's actions.

Areas of learning for children assessed as **working at** year group expectations for this point in the academic year.

- I can read some exception words.
- I have been introduced to a range of authors that they might not choose themselves.
- I can summarise and explain the main points in a text.
- I can identify the main point or theme in a section of text.
- I can explain how and why main characters act in certain ways in a story.

Areas of learning for children assessed as **working above** year group expectations for this point in the academic year.

- I can read aloud using a range of strategies appropriately, including decoding, to establish meaning.
- I am beginning to use knowledge of the alphabet to locate information and meaning (dictionary/index).
- I can use clues in the text to work out a character's feelings, thoughts and motives.
- I can identify where language is used to create mood, build tension or 'paint a picture'.



## Year 3 Coverage for Writing

### Autumn Term 1 2016-2017



Areas of learning for children assessed as **working below** year group expectations for this point in the academic year.

- I can write most capital letters and digits of the correct size and orientation and relationship to one another and to lower case letters.
- I can segment spoken words into phonemes and represent these using graphemes spelling some correctly.
- I can write sentences that are sequenced to form a short narrative (real and fictional) after discussion with the teacher.
- With support, I can suggest and use appropriate adjectives to add information about a noun.
- I can demarcate some sentences with capital letters and full stops and with some use of question marks and exclamation marks.

Areas of learning for children assessed as **working at** year group expectations for this point in the academic year.

- I can usually write to suit a given purpose and can use some simple features with support.
- I can demarcate some sentences accurately, including capital letters, full stops, question marks and exclamation marks; commas to separate items in lists.
- I can write a range of sentence types which are sometimes grammatically accurate e.g. commands, questions, statements and exclamations.
- I can identify and use a range of adverbs and begin to identify prepositions.  
(Consolidate knowledge of word classes: noun, adjective, verb, adverb.)

Areas of learning for children assessed as **working above** year group expectations for this point in the academic year.

- I can create characters and settings in a simple way.
- With support, I am beginning to identify how ideas have been organised and grouped together within a section of writing.
- I can write a range of sentence types which are sometimes grammatically accurate e.g. commands, questions, statements and exclamations.
- I can identify and use a range of adverbs and begin to identify prepositions.  
(Consolidate knowledge of word classes: noun, adjective, verb, adverb.)



## Year 3 Coverage for Maths Autumn Term 1 2016-2017



Areas of learning for children assessed as **working below** year group expectations for this point in the academic year.

- I can partition numbers into tens and ones using practical apparatus and by writing number sentences.
- I can recall and use number bonds and related subtraction facts within 20 (e.g.  $18 = 9 + ?$  ;  $15 = 6 + ?$ ).
- The pupil can add and subtract a two digit number and ones and a two-digit numbers and tens where no regrouping is required (e.g.  $23 + 5$  ;  $46 + 20$ ) the can demonstrate their methods using concrete apparatus or pictorial representations.
- I can recognise and use the symbols for pounds (£) and pence (p).
- I am beginning to solve problems involving giving change from multiples of 10p using counting up methods.

Areas of learning for children assessed as **working at** year group expectations for this point in the academic year.

- I can find 10 and 100 more and less than a given number using concrete materials.
- I am beginning to recognise the place value of each digit in a 3-digit number
- I can add a three-digit number and ones (units) and a three digit number and tens.
- The pupil can add 2 two-digit numbers within 100 (e.g.  $48 + 35$ ) and can demonstrate their method using concrete apparatus and pictorial representation.
- I can add and subtract amounts of money to give change up to the next £1
- I can recognise and know the value of different denominations of coins.

Areas of learning for children assessed as **working above** year group expectations for this point in the academic year.

- I can find 10 and 100 more and less using my place value knowledge.
- I can recognise the place value of each digit in a 3-digit number
- I can add a three-digit number and 100s.
- I can add and subtract amounts of money to give change, beginning to use both £ and p in practical contexts up to £5
- I can recognise and know the value of different denominations of coins.