



Year 3 Coverage for Reading

Spring Terms 2 and 3 2016-2017



Areas of learning for children assessed as **working below** 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 I might not choose myself.
- 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 at** 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'.

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

- I can read many of the exception words, noting the unusual correspondences between spelling and sound, and where these occur in the word.
- I can locate and record information by skimming (for a general impression and scanning (to locate specific information). I can record information found.
- I can draw inferences such as inferring character's feelings, thoughts and motives from their actions, and justifying inferences from evidence.
- I can identify language features of some different text types (e.g. that the language of recount is different to the language of instructions).



Year 3 Coverage for Writing

Spring Terms 2 and 3 2016-2017



Areas of learning for children assessed as **working below** 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 at** 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.)

Areas of learning for children assessed as **working above** year group expectations for

- I can write to suit a purpose, and show some features of the genre being taught.
- I can evaluate my own and others' writing, with some direction; I can re-read and check my own writing and make some improvements.
- I can demarcate sentences with increasing security, including capital letters, full stops, question marks and exclamation marks; commas to separate items in lists.
- I can show time, place and cause using conjunctions (e.g. when, before, after, while, so, because), adverbs (e.g. then, next, soon, therefore), or prepositions (during, in, because of).



Year 3 Coverage for Maths

Spring Terms 2 and 3 2016-2017



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

- I can recognise the place value of each digit in a 2-digit number (tens and ones).
- The pupil can partition two digit numbers into different combinations of tens and ones. This may include using apparatus (e.g. 23 is the same as 2 tens and 3 ones which is the same as 1 ten and 13 ones).
- 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.
- The pupil can use different coins to make the same amount (e.g. pupil uses coins to make 50p in different ways; pupil can work out how many £2 coins are needed to exchange for a £20 note).

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 using my place value knowledge.
- I can recognise the place value of each digit in a 2 and 3-digit number.
- I can add a three-digit number and ones (units), a three digit number and tens and a three digit number and hundreds.
- 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.

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

- I can read and write numbers up to 1,000 in numerals and in words.
- I can add and subtract numbers with up to 3 digits, using formal written methods of columnar addition and subtraction.
- I can estimate the answer to a calculation and use inverse operations to check answers.
- I can recall and use multiplication and division for the 3, 4 and 8 times tables.
- I can solve one-step and two-step questions.