

# National Curriculum 2014 Assessment and Tracking of progress and attainment/ Year 3

Reading	Reading	Writing	Writing	Mathematics	Mathematics
Key Performance Indicators	Performance Standard	Key Performance Indicators	Performance Standard	Key Performance Indicators	Performance Standard
<p>Develops positive attitudes to reading and understanding of what they read by: listening to and discussing a wide range of fiction, poetry, plays, non-fiction and reference books or textbooks; using dictionaries to check the meaning of words they have read; and identifying themes and conventions in a wide range of books.</p> <p>Reads further exception words, noting the unusual correspondences between spelling and sound, and where these occur in the word.</p> <p>Understands what they have read independently by: drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence; and predicting what might happen from details stated and implied.</p> <p>Retrieves and records information from non-fiction.</p>	<p><b>Reference to the KPIs</b></p> <p>By the end of Y3 a child should be able to justify their views about books written at an age-appropriate interest level.</p> <p>A child is able to read the book accurately and at a speed that is sufficient for them to focus on understanding what they read rather than on decoding individual words.</p> <p>A child can:</p> <ul style="list-style-type: none"> <li>decode most new words outside the spoken vocabulary;</li> <li>read longer words with support and test out different pronunciations;</li> <li>recognise themes in what they read, such as the triumph of good over evil or the use of magical devices in fairy stories and folk tales;</li> <li>listen attentively and discuss books and authors that they might not choose themselves;</li> <li>read, reread and rehearse a variety of texts;</li> <li>use contents pages and indexes to locate information; and</li> <li>respond to guidance about the kinds of explanations and questions that are expected from them.</li> </ul>	<p>Organises paragraphs around a theme.</p> <p>In narratives, creates settings, characters and plot.</p> <p>Proof-reads for spelling and punctuation errors.</p> <p>Uses the forms 'a' or 'an' according to whether the next word begins with a consonant or a vowel eg a rock, an open box.</p> <p>Expresses time, place and cause using conjunctions.</p> <p>Introduces inverted commas to punctuate direct speech.</p> <p>Uses headings and sub-headings to aid presentation.</p> <p>Uses the present perfect form of verbs instead of the simple past eg 'He has gone out to play' in contrast to 'He went out to play'.</p>	<p><b>Reference to the KPIs</b></p> <p>By the end of Y3 a child should be able to write down their ideas with a reasonable degree of accuracy and with good sentence punctuation.</p> <p>A child can:</p> <ul style="list-style-type: none"> <li>spell common words correctly including exception words and other words that have been learnt (see appendix 1 of the national curriculum document);</li> <li>spell words as accurately as possible using phonic knowledge and other knowledge of spelling such as morphology and etymology;</li> <li>monitor whether their own writing makes sense in the same way that they monitor their reading, checking at different levels;</li> <li>write for a range of real purposes and audiences as part of their work across the curriculum in a variety of genres; and</li> <li>understand and apply the terminology and concepts set out in appendix 2 of the national curriculum document.</li> </ul> <p>A child understands and applies the concepts of word structure (see appendix 2 of the national curriculum document).</p> <p>A child is beginning to use joined handwriting throughout independent writing.</p> <p>A child is beginning to understand the skills and processes that are essential for writing: that is, thinking aloud to explore and collect ideas, drafting, and re-reading to check the meaning is clear.</p> <p>A child is beginning to understand how writing can be different from speech.</p>	<p><b>Number and place value</b></p> <p>Counts from 0 in multiples of four, eight, 50 and 100.</p> <p>Can work out if a given number is greater or less than 10 or 100.</p> <p>Recognises the place value of each digit in a three-digit number (hundreds, tens, and ones).</p> <p>Solves number problems and practical problems involving these ideas.</p> <p><b>Addition and subtraction</b></p> <p>Adds and subtracts numbers mentally including:</p> <ul style="list-style-type: none"> <li>a three-digit number and ones;</li> <li>a three-digit number and tens; and</li> <li>a three-digit number and hundreds.</li> </ul> <p><b>Multiplication and division</b></p> <p>Recalls and uses multiplication and division facts for the multiplication tables:</p> <ul style="list-style-type: none"> <li>three;</li> <li>four; and</li> <li>eight.</li> </ul> <p>Writes and calculates mathematical statements for multiplication and division using the multiplication tables that are known including for two-digit numbers times one-digit numbers, using mental and progressing to formal written methods.</p> <p><b>Fractions (including decimals)</b></p> <p>Counts up and down in tenths; recognises that tenths arise from dividing an object into 10 equal parts and in dividing one-digit numbers or quantities by 10.</p> <p>Recognises, finds and writes fractions of a discrete set of objects: unit fractions and non-unit fractions with small denominators.</p> <p>Recognises and shows, using diagrams, equivalent fractions with small denominators.</p> <p><b>Measurement</b></p> <p>Measures, compares, adds and subtracts lengths (m/cm/mm); mass (kg/g); volume/capacity (l/ml).</p> <p>Adds and subtracts amounts of money to give change, using both £ and p in practical contexts.</p> <p>Tells and writes the time from an analogue clock and 12-hour and 24-hour clocks.</p> <p>Identifies right angles, recognises that two right angles make a half-turn, three make three quarters of a turn and four a complete turn; identifies whether angles are greater than or less than a right angle.</p> <p><b>Statistics</b></p> <p>Interprets and presents data using bar charts, pictograms and tables.</p>	<p><b>Reference to the KPIs</b></p> <p>By the end of Y3, a child will be developing written and mental methods using the four operations including number facts and the concept of place value, and performing calculations with whole numbers</p> <p>A child can:</p> <ul style="list-style-type: none"> <li>solve a range of number and place value problems;</li> <li>compare different shapes with reference to its angles;</li> <li>use measuring instruments, making reference to their units of measure;</li> <li>tell the time accurately;</li> <li>recall the majority of the multiplication tables; and</li> <li>read and spell mathematical vocabulary correctly and confidently, using growing word reading knowledge and knowledge of spelling.</li> </ul> <p>A child is able to read and write simple fractions and decimals</p>

Has shown expected progress in ... Now needs to develop ...