

## Parent Information

### Y3: New Curriculum—Key Assessment Criteria

#### Key Assessment Criteria: *Being a writer*



A year 3 writer		
<p><b>Transcription</b></p> <p><u>Spelling</u></p> <ul style="list-style-type: none"> <li>I can spell words with additional prefixes and suffixes and understand how to add them to root words.</li> <li>I recognise and spell homophones.</li> <li>I can use the first two or three letters of a word to check its spelling in a dictionary.</li> <li>I can spell words correctly which are in a family.</li> <li>I can spell the commonly mis-spelt words from the Y3/4 word list.</li> <li>I can identify the root in longer words.</li> </ul> <p><u>Handwriting</u></p> <ul style="list-style-type: none"> <li>I use the diagonal and horizontal strokes that are needed to join letters.</li> <li>I understand which letters should be left unjoined.</li> </ul>	<p><b>Composition</b></p> <ul style="list-style-type: none"> <li>I can discuss models of writing, noting its structure, grammatical features and use of vocabulary.</li> <li>I can compose sentences using a wider range of structures.</li> <li>I can write a narrative with a clear structure, setting, characters and plot.</li> <li>I can write non-narrative using simple organisational devices such as headings and sub-headings.</li> <li>I can suggest improvements to my own writing and that of others.</li> <li>I can make improvements to grammar, vocabulary and punctuation.</li> <li>I use a range of sentences with more than one clause by using a range of conjunctions.</li> <li>I use the perfect form of verbs to mark the relationship of time and cause.</li> <li>I can proof-read to check for errors in spelling and punctuation.</li> </ul>	<p><b>Grammar and punctuation</b></p> <p><u>Sentence structure</u></p> <ul style="list-style-type: none"> <li>I can express time, place and cause by using conjunctions, adverbs and prepositions.</li> </ul> <p><u>Text structure</u></p> <ul style="list-style-type: none"> <li>I am starting to use paragraphs.</li> <li>I can use headings and sub headings.</li> <li>I can use the present perfect form of verbs instead of the simple past.</li> </ul> <p><u>Punctuation</u></p> <ul style="list-style-type: none"> <li>I can use inverted commas to punctuate direct speech.</li> </ul>

## Key Assessment Criteria: *Being a reader*



A year 3 reader	
<b>Word reading</b> <ul style="list-style-type: none"><li>• I can apply knowledge of root words, prefixes and suffixes to read aloud and to understand the meaning of unfamiliar words.</li><li>• I can read further exception words, noting the unusual correspondences between spelling and sound.</li><li>• I attempt pronunciation of unfamiliar words drawing on prior knowledge of similar looking words.</li></ul>	<b>Comprehension</b> <ul style="list-style-type: none"><li>• I read a range of fiction, poetry, plays, and non-fiction texts.</li><li>• I can discuss the texts that I read.</li><li>• I can read aloud and independently, taking turns and listening to others.</li><li>• I can explain how non-fiction books are structured in different ways and can use them effectively.</li><li>• I can explain some of the different types of fiction books.</li><li>• I can ask relevant questions to get a better understanding of a text.</li><li>• I can predict what might happen based on details I have.</li><li>• I can draw inferences such as inferring a characters' feelings, thoughts and motives from their actions.</li><li>• I can use a dictionary to check the meaning of unfamiliar words.</li><li>• I can identify the main point of a text.</li><li>• I can explain how structure and presentation contribute to the meaning of texts.</li><li>• I can use non-fiction texts to retrieve information.</li><li>• I can prepare poems to read aloud and to perform, showing understanding through intonation, tone, volume and action.</li></ul>

## Key Assessment Criteria: *Being a mathematician (consolidated)*



A year 3 mathematician	
<b>Number</b> <ul style="list-style-type: none"><li>• I can compare and order numbers to 1000 and read and write numbers to 1000 in numerals and words.</li><li>• I can count from 0 in multiples of 4, 8, 50 and 100.</li><li>• I can recognise the value of each digit in a 3-digit number.</li><li>• I understand and can count in tenths, and find the fractional value of a given set.</li><li>• I can add and subtract fractions with a common denominator.</li><li>• I can derive and recall multiplication facts for 3, 4 and 8x tables.</li><li>• I can add and subtract mentally combinations of 1-digit and 2-digit numbers.</li><li>• I can add and subtract numbers with up to 3-digits using formal written methods.</li><li>• I can write and calculate mathematical statements for multiplication and division using the 2x, 3x, 4x, 5x, 8x and 10x tables.</li><li>• I can calculate 2-digit x 1-digit.</li><li>• I can solve number problems using one and two step problems</li></ul>	<b>Measurement, geometry and statistics</b> <ul style="list-style-type: none"><li>• I can identify right angles and can compare other angles stating whether they are greater or smaller than a right angle.</li><li>• I can identify horizontal and vertical lines and pairs of perpendicular and parallel lines.</li><li>• I can tell the time to the nearest minute and use specific vocabulary, including seconds, am &amp; pm.</li><li>• I can measure, compare, add and subtract using common metric measures.</li><li>• I can solve one and two step problems using information presented in scaled bar charts, pictograms and tables.</li></ul>