



Year 3 Coverage for Reading

Summer Terms 4 and 5 2016-2017



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

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

- I can read with fluency and automaticity a range of age-appropriate text types from those specified for YRs 3 and 4.
- Read at a speed sufficient for them to focus on understanding.
- I can identify themes and conventions in a range of books e.g. identify a theme of 'poverty' or 'life cycles'; recognise the conventions of a legend or play; recognise how a non-fiction book is presented in order to better inform the reader.
- I can, without prompting, draw inferences and justify with evidence e.g. characters' feelings, thoughts and motives, from their actions or words.
- I can identify how language, structure and presentation contribute to meaning e.g. that the use of the word 'threatening' means that the storm is close and could be dangerous; that the use of bold font makes the important facts stand out.



Year 3 Coverage for Writing

Summer Terms 4 and 5 2016-2017



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

- I can create characters and settings in a simple way.
- 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 at** year group expectations for this point in the academic year.

- 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).

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

- I can accurately spell an increasing number of words with prefixes from the YR 3-4 appendix.
- I spell accurately a range of words from the YR 3-4 statutory word list.
- Appropriate letters are joined, according to the school's handwriting approach.
- I can write a range of forms to suit purpose and audience; show appropriate features of the genre.
- I can describe characters, settings and plot with some expansion of detail
- I can discuss own and others' writing, making evaluative comments; re-read and check own writing; make purposeful revisions.
- I can demarcate sentences accurately, including capital letters, full stops, question marks and exclamation marks; commas to separate items in lists.
- I can identify word classes: noun, adjective, verb, adverb, and their usage within context of own writing.



Year 3 Coverage for Maths

Summer Terms 4 and 5 2016-2017



Areas of learning for children assessed as **working below** 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 add and subtract two 2-digit numbers within 100 mentally (without regrouping).
- I am beginning to use formal written methods for addition, subtraction multiplication and division.
- I can recognise 2D and 3D shapes with lines of symmetry.
- I can tell the time from a 24 hour analogue clock.

Areas of learning for children assessed as **working at** 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 for addition, subtraction, multiplication and division.
- 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 up to 12x.
- I can recognise 3D shapes with lines of symmetry.
- I can tell the time from a 24 hour analogue clock.

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

- I can demonstrate a secure understanding of place value and have fluency when working with numbers up to and above 1000.
- I can apply place value and number facts knowledge to solving problems involving number and place value in a range of familiar and unfamiliar contexts.
- I can demonstrate rapid recall of number facts which I can use to generate new unknown facts.
- I can use a range of efficient written and mental strategies to use in calculations.
- I can use rapid recall of number facts to support my repertoire of calculation strategies, both mental and written.
- I can draw on my repertoire of calculation strategies in problem solving, explaining my choices and communicating my reasoning.
- I can apply my understanding to solve problems of increasing complexity and can reason about my choices.
- I can show understanding of the connections between areas of learning