



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 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.

Year 3 Coverage for Reading

Spring Terms 2 and 3 2018–2019

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 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 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.)

Year 3 Coverage for Writing

Spring Terms 2 and 3 2018–2019

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 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 below** year group expectations for this point in the academic year.

- I can add a three-digit number and ones (units) and a three digit number and tens.
- I can add 2 two-digit numbers within 100 (e.g. $48 + 35$) and can demonstrate my method using concrete apparatus and pictorial representation.
- I can write and calculate number sentences for $2x$, $5x$, $10x$, $4x$ and $8x$ tables including division facts.
- I can use concrete and pictorial representations to solve multiplication and division calculations.
- I understand how multiplication statements can be represented using arrays and repeated addition.

Year 3 Coverage for Maths

Spring Terms 2 and 3 2018–2019

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 3-digit number
- I can add a three-digit number and 100s.
- I can solve problems involving multiplication and division using 2, 5, 10, 4 and 8 times tables.
- I understand how multiplication statements can be represented using arrays and repeated addition.
- I can use concrete and pictorial representations to solve multiplication and division calculations.
- I understand that multiplication is commutative.



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

- I can add and subtract numbers with up to 3 digits, using formal written methods of columnar addition and subtraction.
- I can count from 0 in multiples of 4, 8, 50 and 100
- I can recall and use multiplication and division facts for the 2, 3, 4, 5, 8 and 10 multiplication tables.
- I can write and calculate mathematical statements for multiplication and division.
- I can solve problems involving multiplication and division using 3, 4 and 8 times tables.
- Use inverse to check the answers to calculations.