



Nurture, Inspire, Grow

GREYSBROOKE PRIMARY SCHOOL

Core Subject Performance Indicators

# **Year 3 Guide for Parents**

### **Expected Outcomes - Performance Indicators**

Your child will be assessed in school against performance indicators for their year group. This booklet outlines all of the performance indicators your child will be working towards this year. Teachers work with the children to achieve these indicators and look for the child being able to apply these skills in a range of different contexts. The performance indicators which are underlined are KEY performance indicators and are statutory objectives which the child needs to achieve. Class work and homework will support the children in achieving these performance indicators and teachers will make a best fit judgement indicating if your child is entering, developing or secure in these objectives. Parents can support their child at home in reinforcing the key performance indicators where possible. You will find these indicators stapled into the rear of your child's book also.

### **Half termly tests**

Your child will take half termly progress tests in Reading, Mathematics and Spelling, Punctuation and Grammar. These will enable the school to track your child's progress against the expected outcomes for their year group. The marks from the test will enable the school to see if they are making less than expected progress, expected progress or more than expected progress. The data from tests is then used alongside other evidence to enable effective planning of future teaching and learning.

### **Standardised Testing**

Children complete standardised tests in the months of November and June. These tests provide age and standardised scores in reading, comprehension, spelling and arithmetic. These tests enable teachers to compare a child's chronological age with their ability age, placing interventions in place where necessary to support pupils.

### **Statutory tests**

Statutory assessment tests take place in Years 2 and 6. Children sit Statutory Assessments Tests (SAT's) in May. They are tested on Reading, Spelling, Punctuation and Grammar, Mathematical Reasoning and mental arithmetic. Information meetings regarding the changes to curriculum tests will take place for the relevant year groups later in the year.

### **Glossary of Terms**

A glossary of terms has been added to the rear of the booklet to describe key terminology used within class.

### Year 3 Word Reading

Apply their growing knowledge of root words, prefixes and suffixes (etymology and morphology) as listed in English Appendix 1, both to read aloud and to understand the meaning of new words they meet.

#### Comprehension

Develop 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;

reading books that are structured in different ways and reading for a range of purposes

using dictionaries to check the meaning of words that they have read;

increasing their familiarity with a wide range of books, including fairy stories, myths and legends, and retelling some of these orally;

identifying themes and conventions in a wide range of books;

preparing poems and play scripts to read aloud and to perform, showing understanding through intonation, tone, volume and action;

discussing words and phrases that capture the reader's interest and imagination;

recognising some different forms of poetry [*for example, free verse, narrative poetry*].

#### Word Reading

Read further exception words, noting the unusual correspondences between spelling and sound, and where these occur in the word.

#### Comprehension

Understand what they read, in books they can read independently, by:

checking that the text makes sense to them, discussing their understanding and explaining the meaning of words in context

asking questions to improve their understanding of a text

drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence;

predicting what might happen from details stated and implied;

identifying main ideas drawn from more than one paragraph and summarising these;

identifying how language, structure, and presentation contribute to meaning.

Retrieve and record information from non-fiction

Participate in discussion about both books that are read to them and those they can read for themselves, taking turns and listening to what others say.

### Year 3 Writing

#### Transcription - Handwriting

Use the diagonal and horizontal strokes that are needed to join letters and understand which letters, when adjacent to one another, are best left unjoined.

Increase the legibility, consistency and quality of their *handwriting* [*for example, by ensuring that the downstrokes of letters are parallel and equidistant; that lines of writing are spaced sufficiently so that the ascenders and descenders of letters do not touch*].

<b>Composition</b>
<i>Plan their writing by:</i>
discussing writing similar to that which they are planning to write in order to understand and learn from its structure, vocabulary and grammar;
<u>discussing and recording ideas.</u>
<i>Draft and write by:</i>
composing and rehearsing sentences orally (including dialogue);
progressively building a varied and rich vocabulary and an increasing range of sentence structures (English Appendix 2);
<u>organising paragraphs around a theme;</u>
<u>in narratives, creating settings, characters and plot;</u>
in non-narrative material, using simple organisational devices [for example, headings and sub-headings].
<i>Evaluate and edit by:</i>
assessing the effectiveness of their own and others' writing and suggesting improvements;
proposing changes to grammar and vocabulary to improve consistency, including the accurate use of pronouns in sentences.
<u>Proof-read for spelling and punctuation errors.</u>
Read aloud their own writing, to a group or the whole class, using appropriate intonation and controlling the tone and volume so that the meaning is clear.

<b>Year 3 Spelling, Punctuation and Grammar</b>
<b>Transcription - Spelling</b>
<b>Revision from Y1 and 2: pay attention to suffixes.</b>
Use further prefixes and suffixes and understand how to add them (English Appendix 1 (Year 3/4)).
Spell further homophones.
Spell words that are often misspelt (English Appendix 1 (Year 3/4)).
Place the possessive apostrophe accurately in words with regular <i>plurals</i> [for example, <i>girls'</i> , <i>boys'</i> ] and in words with irregular plurals [for example, <i>children's</i> ].
Use the first two or three letters of a word to check its spelling in a dictionary.
Write from memory simple sentences, dictated by the teacher, that include words and punctuation taught so far.
<b>Vocabulary, Grammar and Punctuation</b>
<i>Develop their understanding of the concepts set out in English Appendix 2 (Year 3) by:</i>
<b>Word</b>
Formation of nouns using a range of prefixes, such as super-, anti-, auto- ;

Use of the forms <u>a</u> or <u>an</u> according to whether the next word begins with a <u>consonant</u> or a <u>vowel</u> (eg, <i>a rock, an open box</i> );
Word families based on common words, showing how words are related in form and meaning (eg, <i>solve, solution, solver, dissolve, insoluble</i> ).
<b>Sentence</b>
Expressing time, place and cause using <u>conjunctions</u> (eg, <i>when, before, after, while, so, because</i> ), <u>adverbs</u> (eg, <i>then, next, soon, therefore</i> ), or <u>prepositions</u> (eg, <i>before, after, during, in, because of</i> ).
<b>Paragraph</b>
Introduction to inverted commas to <u>punctuate direct speech</u> .
<b>Text</b>
Introduction to paragraphs as a way to group related material.
<u>Headings and sub-headings to aid presentation</u> .
Use of the <u>present perfect form of verbs</u> instead of the <u>simple past</u> (eg, <i>He has gone out to play contrasted with He went out to play</i> ).
<b>Terminology for pupils</b>
Use and understand the grammatical terminology in English Appendix 2 (Year 3) accurately and appropriately when discussing their writing and reading ( <i>adverb, preposition conjunction, word family, prefix, clause, subordinate clause, direct speech, consonant, consonant letter vowel, vowel letter, inverted commas (or 'speech marks')</i> ).

<b>Year 3 Mathematics</b>
Number & Place Value
Count from 0 in <u>multiples of 4, 8, 50 and 100</u> ; find <u>10 or 100 more or less than a given number</u> .
<u>Recognise the place value of each digit in a three-digit number</u> (hundreds, tens, ones).
Compare and order numbers up to 1000.
Identify, represent and estimate numbers using different representations.
Read and write numbers up to 1000 in numerals and in words.
<u>Solve number problems and practical problems involving these ideas</u> .
Addition & Subtraction
<i>Add and subtract numbers mentally, including:</i>
<u>a three-digit number and ones;</u>
<u>a three-digit number and tens;</u>
<u>a three-digit number and hundreds.</u>
Add and subtract numbers with up to three digits, using formal written methods of columnar addition and subtraction.
Estimate the answer to a calculation and use inverse operations to check answers.

Solve problems, including missing number problems, using number facts, place value, and more complex addition and subtraction
Multiplication & Division
<u>Recall and use multiplication and division facts for the 3x table.</u>
<u>Recall and use multiplication and division facts for the 4x table.</u>
<u>Recall and use multiplication and division facts for the 8x table.</u>
<u>Write and calculate mathematical statements for multiplication and division using the multiplication tables that they know, including for two-digit numbers times one-digit numbers, using mental and progressing to formal written methods.</u>
Solve problems, including missing number problems, involving multiplication and division, including positive integer scaling problems and correspondence problems in which n objects are connected to m objects.
Fractions
<u>Count up and down in tenths; recognise that tenths arise from dividing an object into 10 equal parts and in dividing one-digit numbers or quantities by 10.</u>
<u>Recognise, find and write fractions of a discrete set of objects: unit fractions and non-unit fractions with small denominators.</u>
Recognise and use fractions as numbers: unit fractions (numerator of 1) and non-unit fractions with small denominators.
<u>Recognise and show, using diagrams, equivalent fractions with small denominators.</u>
Add and subtract fractions with the same denominator within one whole [for example, $5/7 + 1/7 = 6/7$ ].
Compare and order unit fractions, and fractions with the same denominators.
Solve problems that involve all of the above.
Measurement
<u>Measure, compare, add and subtract lengths (m/cm/mm);</u>
<u>Measure, compare, add and subtract mass (kg/g);</u>
<u>Measure, compare, add and subtract volume/capacity (l/ml).</u>
Measure the perimeter of simple 2-D shapes.
<u>Add and subtract amounts of money to give change, using both £ and p in practical contexts.</u>
<i>Tell and write the time from:</i>
<u>an analogue clock and 12-hour and 24-hour clocks;</u>
an analogue clock, including using Roman numerals from I to XII.
Estimate and read time with increasing accuracy to the nearest minute.
Record and compare time in terms of seconds, minutes and hours
Use vocabulary such as o'clock, a.m./p.m., morning, afternoon, noon and midnight.
Know the number of seconds in a minute and the number of days in each month, year and leap year

Compare durations of events <i>[for example to calculate the time taken by particular events or tasks]</i> .
Geometry: Properties of Shapes
Draw 2-D shapes and make 3-D shapes using modelling materials.
Recognise 3-D shapes in different orientations and describe them.
Recognise angles as a property of shape or a description of a turn.
Identify right angles, recognise that two right angles make a half-turn, three make three quarters of a turn and four a complete turn; identify whether angles are greater than or less than a right angle.
Identify horizontal and vertical lines and pairs of perpendicular and parallel lines.
Statistics
Interpret and present data using bar charts, pictograms and tables.
Solve one-step and two-step questions <i>[for example, 'How many more?' and 'How many fewer?']</i> using information presented in scaled bar charts and pictograms and tables.

# **Glossary of terms**