



Key Performance Indicators for the end of Year 3

Reading

- I can read at least 50% of the exception words from the Y3/4 statutory list.
- I can use a dictionary to check the meaning of words I have read.
- I am familiar with a wide range of books, including fairy stories, myths and legends, and can retell some of these orally.
- I make choices about which texts to read based on and referring back to what I have read before, expressing my preferences and comparing texts.
- I identify and use keywords to locate information from a text.
- I can summarise and explain the main points in a text, referring back to the text to support this.
- I identify themes in a wide range of books.
- I understand what I have read by drawing inferences, such as inferring characters' feelings, thoughts and motives from their actions.
- I predict what might happen from details stated and implied explaining my reasoning.
- I can retrieve and record information from non-fiction using the contents, index and glossary.
- I identify key organisational features of different text types.

Writing

- I use diagonal and horizontal strokes to join letters in most of my writing.
- I write close to a side of A4 or more
- In my writing, many words, including common exception words, from NC Y3/4 list are spelt accurately.
- I use the suffixes ly and ation accurately.
- I accurately spell words when adding suffixes beginning with vowel letters to words of more than one syllable.
- Throughout my writing I use most punctuation accurately, including at least 3 of the following: full stop and capital, question mark, exclamation mark, comma, apostrophe.
- I almost always use correct grammatical structures and structure sentences correctly.
- I can use a range of connectives, including to expresses time, place and cause.
- I uses the forms 'a' or 'an' according to whether the next word begins with a consonant or a vowel (e.g. a rock, an open box).
- I write for a range of real purposes and audiences using appropriate conventions.
- I plan, structure and organise my writing clearly (e.g. a story has a clear beginning, middle, resolution, and ending)
- Following discussion, I organise my ideas into paragraphs around a theme and (for non-fiction) can use headings and subheadings to aid presentation.
- In narratives, I create settings, characters and plot.
- I proof-read and correct spelling, punctuation, tense and grammatical errors.

Year 3 Maths

- I can count from 0 in multiples of 4, 8, 50 and 100.
- I can work out if a given number is greater or less than 10 or 100.
- I recognise the place value of each digit in a three digit number (hundreds, tens and ones – including up to 1 decimal place).
- I can add and subtract numbers mentally including:
 - A three digit number and ones
 - A three digit number and tens
 - A three digit number and hundreds
- I use column addition for at least 3 digit numbers and at least informal written methods for subtraction.
- I estimate and use the inverse to check subtraction.
- I can recall and use multiplication and division facts for the 3, 4 and 8 multiplication tables.
- I write and calculate 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.
- I can count up and down in tenths and I recognise that tenths arise from dividing an object into 10 equal parts and in dividing one-digit numbers or quantities by 10.
- I can recognise, find and write fractions of a discrete set of objects.
- I can recognise and show, using diagrams, equivalent fractions with small denominators.
- I can measure, compare, add and subtract lengths (m/cm/mm); mass (kg/g); volume/capacity (l/ml)
- I convert both £ and p in practical contexts.
- I can tell and write the time (to the nearest minute) from an analogue clock and 12 hour and 24 hour clocks.
- I can draw 2D shapes and make 3D shapes using model material.
- I can recognise shapes in different orientations.
- I can identify right angles, recognising that two right angles make a half turn, three make three quarter turn and four a complete turn
- I can identify whether angles are greater than or less than a right angle.
- I can interpret data using bar charts, pictograms and tables.