

# KS2 Progress Checker

## Year 3 - Reading



End of Year Expectation	Date Met			
	Beginning	Developing	Developed	Secure
Apply knowledge of root words, prefixes and suffixes to read aloud and to understand the meaning of unfamiliar words				
Read further exception words, noting the unusual correspondences between spelling and sound, and where these occur in the word				
Attempt pronunciation of unfamiliar words drawing on prior knowledge of similar looking words				
Experience and discuss a range of fiction, poetry, plays, non-fiction and reference books or textbooks				
Know that non-fiction books are structured in different ways and be able to use them effectively				
Begin to understand that narrative books are structured in different ways, for example, quest stories and stories with dilemmas				
Ask questions to improve understanding of a text				
Predict what might happen from details stated				
Draw inferences such as inferring characters' feelings, thoughts and motives from their actions				
Use dictionaries to check the meaning of unfamiliar words				
Identify main idea of a text				
Identify how structure, and presentation contribute to the meaning of texts				
Retrieve and record information from non-fiction				
Discuss books, poems and other works that are read aloud and independently, taking turns and listening to others' opinions				
Explain and discuss understanding of books, poems and other material, both those read aloud and those read independently				
Prepare poems to read aloud and to perform, showing understanding through intonation, tone, volume and action				

**Beginning** = Can do it, with support

**Developing** = Can do it independently, most correct

**Developed** = Can do it independently, consistently

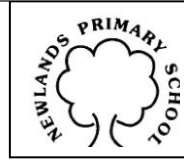
**Secure** = Can do it independently, consistently and across the curriculum

**Greater Depth** = See separate criteria

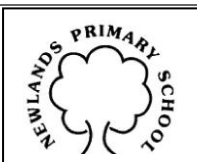


# KS2 Progress Checker

## Year 3 – Reading Greater Depth

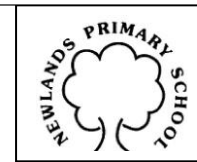


End of Year Expectation	Date Met			
Skim materials and note down different views and arguments				
Pause appropriately in response to punctuation and/or meaning				
Justify predictions by referring to the story				
Begin to find meaning beyond the literal, e.g. the way impressions of people are conveyed through choice of detail and language				
Read ahead to determine direction and meaning in a story				
Investigate what is known about the historical setting and events and their importance to the story				
Deduce from the evidence in the text what characters are like				
Explore figurative language and the way it conveys meaning succinctly				
Identify the way a writer sets out to persuade				
Explore the relationship between a poet and the subject of a poem				



# KS2 Progress Checker

## Year 3 - Writing



End of Year Expectation	Date Met			
	Beginning	Developing	Developed	Secure
The pupil can write for a range of purposes and audiences ( <i>engaging the reader</i> ) including a short story:				
Organises many paragraphs around theme				
Using simple organisational devices (e.g. write under headings & sub-headings)				
Using conjunctions to express time, place and cause (e.g. when, before, after, while, so, because) adverbs (e.g. then, soon, therefore), or prepositions (e.g. before, after, during, in, because of)				
Using a range of sentences forms (statement, question, exclamation and command)				
Using rich and varied range of vocabulary (adjectives, noun phrases and verb choice) to describe and create impact				
Using many verbs in 1 <sup>st</sup> and 3 <sup>rd</sup> person (past/present/future – simple/progressive)				
Using <b>some</b> perfect form of verbs to mark relationships of time and cause				
using <b>mostly</b> correctly:	capital letters and full stops			
	question marks			
	exclamation marks			
	commas in list			
making <b>some</b> correct use of:	apostrophes for contractions and possession (inc. plurals)			
	Inverted commas to punctuate direct speech			
	commas to separate clauses in complex sentences			
Using <b>most</b> of the forms a or an correctly				
Adding some prefixes (dis, mis, un) and suffixes (ly, sure, ture, er, ous - also see yr2 expectations) (Eng NC Appendix 1)				
spelling <b>some</b> words correctly (year 3 and 4 list)				
Writes with increasing legibility, consistency and quality by ensuring that the downstrokes of letters are parallel and equidistant; the lines of writing are spaced sufficiently so that the ascenders and descenders of letters do not touch				

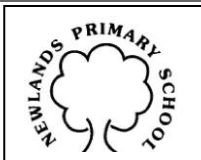
**Beginning** = Can do it, with support

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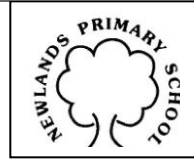
**Secure** = Can do it independently, consistently and across the curriculum

**Greater Depth** = See separate criteria

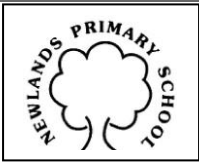


# KS2 Progress Checker

## Year 3 – Writing Greater Depth

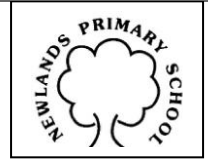


End of Year Expectation	Date Met			
Use adjectives and adverbs with confidence and attempt to think of different ones to use in different situations				
Give careful thought to the planning of writing and re-read it as a matter of course				
Ensure that descriptions have just enough detail to help the reader gain a better understanding about the way the story is unfolding				
Use words that have not been used before when describing events, characters and feelings				
Use powerful verbs to show character or add impact				
Vary sentences, adding phrases to make the meaning more precise				
Include descriptions of events and characters in a variety of styles and can sometimes contain humour				
Describe characters and include feelings and emotions when needed				
Choose the most appropriate style of writing to suit the needs of the situations, eg: poems, lists, letters, reports				
Check punctuation and use speech marks and apostrophes accurately				



# KS2 Progress Checker

## Year 3 - Mathematics



End of Year Expectation	Date Met			
	Beginning	Developing	Developed	Secure
Compare and order numbers to 1000 and read and write numbers to 1000 in numerals and words				
Count from 0 in multiples of 4, 8, 50 and 100				
Recognise the value of each digit in a 3-digit number				
Understand and count in tenths, and find the fractional value of a given set				
Add and subtract fractions with a common denominator				
Derive and recall multiplication facts for 3, 4 and 8x multiplication tables				
Add and subtract mentally combinations of 1-digit and 2-digit numbers				
Add and subtract numbers with up to 3-digits using formal written methods				
Write and calculate mathematical statements for multiplication and division; including 2-digit number with a 1-digit number (from multiplication tables they know, ie, 2, 3, 4, 5, 8 and 10)				
Solve number problems using one and two step operations				
Identify right angles; compare other angles to being greater or smaller than a right angle				
Identify horizontal and vertical lines and pairs of perpendicular and parallel lines				
Tell time to nearest minute and use specific vocabulary: seconds, am and pm				
Measure, compare, add and subtract using common metric measures				
Solve one-step and two step problems using information presented in scaled bar charts, pictograms and tables				

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# KS2 Progress Checker

## Year 3 – Reading Greater Depth



End of Year Expectation	Date Met			
Recognise the value of each digit in a 4-digit number and the value of a tenth				
Know all multiplication facts up to 10 x 10 and be able to instantaneously answer questions such as, how many 7s in 42?				
Add and subtract numbers with any number of digits using formal written methods				
Begin to have an understanding about negative numbers recognising they are smaller than zero				
Multiply and divide any 2-digit number by a single digit number and have an understanding of 'remainder'				
Can find fractional values (from $\frac{1}{2}$ to $\frac{1}{10}$ ) of amounts up to 1000				
Use knowledge of number to solve problems related to money, time and measures				
Know that the total internal angles of a triangle measure $180^\circ$ and can measure each				
Can relate knowledge of time to problems related to timetables				
Measure, compare, add and subtract more complex problems using common metric measures set out in Kg,gms; Kl,litres; Km and metres, etc.				