

# Reading, Writing and Maths Learning Standards



**Year Three**



# READING

## Year 3 Expectation / Standard 3 3E: 8 - 15 | 3S: 16 - 22 | 3A: 23 - 29 Assess for S4

**Note:** Each standard of the 'Standards for Reading Assessment' needs children to be reading books in the **appropriate standard band** in order to assess their reading effectively and accurately.

Year 3 is the expectation for mainstream primary children **by the end of Year 3** and some may already be working within Year 4.

No.	Criteria	READ Skill	
1	Can read independently using a range of strategies appropriately, including decoding, to establish meaning.	Read	
2	Can read aloud with expression and intonation taking into account . ? , ! and ' for contractions, as well as inverted commas (" ") for dialogue.	Read	
3	Can summarise and explain the main points in a text, referring back to the text to support this.	R	
4	Can explore some straightforward underlying themes and ideas <i>(those that are not clearly signalled at a literal level)</i> and ideas in an appropriate level text.	D	
5	Can make plausible predictions based on knowledge from / of the text and wider connections <i>(e.g. other books on same theme; other books by same author; a personal connection the child makes; a connection the child makes to wider experiences)</i>	D	
6	Can explain how and why main characters act in certain ways in a story, using evidence from the text.	D	
7	Can make choices about which texts to read based on and referring back to prior reading experience, expressing preferences and comparing texts.	E	
8	Understands the purpose of a paragraph / chapter <i>(the way in which writers use paragraphs and chapters to group related ideas together)</i>	A	
9	Identifies where language is used to create mood, build tension or paint a picture.	E	
10	Can use knowledge of the alphabet to locate information <i>(e.g. dictionary index)</i>	A	
11	Can read most Y4 / 5 high frequency words.	Read	
12	Is able to quote directly from the text to support thoughts and discussions.	R	
13	Can discuss reasons for actions and events based on evidence in the text.	D	
14	Can discuss how characters are built from small details.	D	
15	Can explore potential meanings of ambitious vocabulary (WOW Words) read in context <i>(using knowledge of etymology (the word origin), morphology (the form and structure of a word - i.e. the root word plus prefix and/or suffix), or the context of the word.)</i>	D	
16	Can sometimes empathise with different characters' point of view in order to explain what characters are thinking / feeling and the way they act.	D	

17	Can comment on the author's choice of language to create mood and build tension.	E	
18	Can identify the differences between a wider range of non-fiction text types <i>(e.g. instructions, explanations)</i>	A	
19	Can identify language features of some different text types <i>(e.g. that the language of a recount is different to the language of instructions)</i>	E	
20	Can read all Y4 / 5 high frequency words.	Read	
21	Can read aloud with intonation and expression, taking into account higher standard punctuation, including ... () - .	Read	
22	Can locate information by skimming <i>(for a general impression)</i> and scanning <i>(to locate specific information)</i>	R	
23	Can use text marking to support retrieval of information or ideas from texts <i>(e.g. highlighting, notes in the margin)</i>	R	
24	Can recognise how a character is presented in different ways and respond to this with reference to the text.	D	
25	When prompted, can justify and elaborate on opinions and predictions, referring back to the text for evidence.	D	
26	Is beginning to distinguish between fact and opinion in texts.	E A	
27	Can use clues from action, description and dialogue to establish meaning.	D	
28	Is beginning to identify differences between different fiction genres.	A	
29	Is beginning to read between the lines to interpret meaning and / or explain what characters are thinking / feeling and the way they act.	D	

# WRITING

## Year 3 Expectation / KS1 Mastery / Standard 3

Standard 3 is the expectation for mainstream primary children **by the end of Year 3** and some may be working within Standard 4.

**Essential entry level to Standard 3 (Year 2 Expectation Progress Descriptor):** Can produce close to a side of A4 writing that is clear and coherent with one or more strong features e.g. may either be in the mainly accurate Basic Skills OR in the emergent 'voice' and style OR in organisation OR in content. This should be a first draft written (unsupported) in one sitting and edits should be child-initiated.

Listed in an approximate hierarchy:

1	Can produce work which is organised, imaginative and clear (e.g. simple opening and ending).	
2	Can usually join their handwriting,	
3	Can use a range of chosen forms appropriately and consistently. If the writing is narrative, simple report or recount of a known story this can't be ticked. If another genre, it can be as they will already know those three.	
4	Can adapt chosen form to the audience, (e.g. provide information about characters or setting, make a series of points).	
5	Can use interesting and ambitious words sometimes, (should be words not usually used by a child of that age, and not a technical word used in a taught context only e.g. 'volcano' or 'evaporate').	
6	Can develop and extend ideas logically in sequenced sentences, (may still be overly detailed or brief).	
7	Can extend sentences using a wider range of connectives to clarify relationships between points and ideas, (e.g. when, because, if, after, while, also, as well).	
8	Can usually use correct grammatical structures in sentences, (nouns and verbs agree generally).	
9	Can use pronouns appropriately to avoid the awkward repetition of nouns.	
10	Can use most punctuation accurately, including at least 3 of the following; full stop and capital, question mark, exclamation mark, comma, apostrophe.	
11	Can structure and organise work clearly, (e.g. beginning, middle, end; letter structure; dialogue structure).	
12	Is beginning to use paragraphs.	
13	Can adapt form and style for purpose, (e.g. clear difference between formal and informal letters; abbreviated sentences in notes and diaries).	
14	Can write neatly, legibly and accurately, mainly in a joined style.	
15	Can use adjectives and adverbs for description.	
16	Can spell phonetically regular, or familiar common polysyllabic words accurately, (sometimes for 3-E e.g. 'forward' 'bonfire') and most or all of the Year 3 High Frequency Words and the Year 3 words in the N.C. Appendix 1.	
17	Can develop characters and describe settings, feelings and / or emotions, etcetera.	
18	Can link and relate events, including past, present and future, sensibly, (afterwards, before, also, after a while, eventually...).	
19	Can attempt to give opinion, interest or humour through detail.	
20	Can use generalising words for style, (e.g. sometimes; never; always; often; mainly, mostly, generally etc.) and / or modal verbs / the conditional tense (e.g. might do it; may go; could rain; should win)	
21	Is beginning to develop a sense of pace (lively and interesting).	

Listed in approximate hierarchy of E, S, A. For assessment, however, the 'best fit' can span the three sections.

**E** = Emergent | **S** = Secure | **A** = Advanced (Exceeding) | **AP** = Assessment Point

**Assessment: 3-E** = 6 - 9 | **3-S** = 10 - 17 | **3-A** = 18 - 21 | **3-AP** = 19 - 21.

If entry to Year 4 is not met, then the judgment is 3-A. A pupil in KS1 working within secure Standard 3 or above is said to be 'Key Stage 1 Mastery'





## By the End of Year 3 Pupils should be taught to:

Place Value	count from 0 in multiples of 4, 8, 50 and 100; finding 10 or 100 more or less than a given number	
	recognise the place value of each digit in a three-digit number (hundreds, tens, ones)	
	compare and order numbers up to 1000	
	identify, represent and estimate numbers using different representations	
	read and write numbers to at least 1000 in numerals and in words	
	solve number problems and practical problems involving these ideas	
Addition and subtraction	add and subtract numbers mentally, including:	
	a three-digit number and ones	
	a three-digit number and tens	
	a three-digit number and hundreds	
	add and subtract numbers with up to three digits, using the efficient 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 and division	recall and use multiplication and division facts for the 3, 4 and 8 multiplication tables	
	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 efficient written methods	
	solve problems, including missing number problems, involving multiplication and division, including integer scaling problems and correspondence problems in which $n$ objects are connected to $m$ objects	
Fractions	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	
	recognise, find and write fractions of a discrete set of objects: unit fractions and non-unit fractions with small denominators	
	recognise and use fractions as numbers: unit fractions and non-unit fractions with small denominators	
	recognise and show, using diagrams, equivalent fractions with small denominators	
	add and subtract fractions with the same denominator within one whole (e.g. $5/7 + 1/7 = 6/7$ )	
	compare and order unit fractions with the same denominator	
	solve problems that involve all of the above	
Measures	measure, compare, add and subtract: lengths (m/cm/mm); mass (kg/g); volume/capacity (l/ml)	
	measure the perimeter of simple 2-D shapes	
	add and subtract amounts of money to give change, using both £ and p in practical contexts	
	tell and write the time from an analogue clock, including using Roman numerals from I to XII, and 12-hour and 24-hour clocks	
	estimate and read time with increasing accuracy to the nearest minute; record and compare time in terms of seconds, minutes, hours and o'clock; use vocabulary such as 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, for example to calculate the time taken by particular events or tasks	
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 with increasing accuracy	
	recognise angles as a property of shape and associate angles with turning	
	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, vertical, perpendicular and parallel lines in relation to other lines	
Statistics	interpret and present data using bar charts, pictograms and tables	
	solve one-step and two-step questions such as 'How many more?' and 'How many fewer?' using information presented in scaled bar charts and pictograms and tables.	

