

Year 3 Assessing Maths Yellow = Autumn Objectives Blue = Spring Objectives		Autumn	Spring	Summer
	I can compare and order numbers to 1000 and read and write numbers to 1000 in numerals and words			
	I add and subtract mentally combinations of 1-digit and 2-digit numbers			
	I recall and use multiplication facts for 3, 4 and 8 x multiplication tables			
	I can add and subtract fractions with a common denominator			
	I count from 0 in multiples of 4, 8, 50 and 100			
	I add and subtract numbers with up to 3-digits using formal written methods			
	I write and calculate mathematical statements for multiplication and division, from multiplication tables I know, i.e. 2, 3, 4, 5, 8 and 10, including 2-digit number with a 1-digit number			
	I recognise the value of each digit in a 3-digit number			
	I can solve number problems using one and two step operation			
	I count up and down in tenths, and find the fractional value of a given set			
	I can identify right angles			
	I can tell the time to the nearest minute and use specific vocabulary: seconds, am and pm			
	I can compare other angles to being greater or smaller than a right angle			
	I can measure, compare, add and subtract using common metric measures			
	I can identify horizontal and vertical lines and pairs of perpendicular and parallel lines			
	I can solve one-step and two-step problems using information presented in scaled bar charts, pictograms and tables			
	I am very confident and consistent when dealing with all the Year 3 objectives			
	I know when to apply my mathematical knowledge and skills to different problems in other subject areas			
	I show good resilience when the problems are proving very difficult and require me to think very deeply			
	I know which mathematical operation may be required when setting out statistical evidence			
	I can return to a mathematical operation after a break and still feel confident about coping with the problem			
	I apply my knowledge related to numbers to solve problems related to money and measures			
	I am able to measure, compare, add and subtract more complex problems using common metric measures set out in kg, gms; kl, litres; km and metres, etc.			
	I can explain to my peers how I have reached an answer with the problems I have been given			
	I deal very effectively with reasoning problems even if they take a long time			
	I can instantaneously recall all multiplication number facts up to 10 x 10			

Year 3 Assessing Writing Yellow = Autumn Objectives Blue = Spring Objectives		Autumn	Spring	Summer
I can spell words with additional prefixes and suffixes and understand how to add them to root words, for example – form nouns using super, anti, auto				
I can spell correctly word families based on common words, for example – solve, solution				
I can identify the root word in longer words				
I can increase the legibility, consistency and quality of handwriting				
I recognise and spell additional homophones, for example – he'll, heel, heal				
I can spell identified commonly misspelt words from Year 3 and 4 word list				
I can use the diagonal and horizontal strokes that are needed to join letters				
I can use the first two or three letters of a words to check its spelling in a dictionary				
I can make comparisons from a word already known to apply to an unfamiliar word				
I understand which letters, when adjacent to one another, are best left unjoined				
I can look at and discuss models of writing of the text type, purpose and audience to be written, noting: structure; grammatical features and use of vocabulary				
I can write a non-narrative using simple organisational devices such as headings and sub-headings				
I can use a range of sentences with more than one clause by using a wider range of conjunctions, e.g. when, if, because, although				
I proof-read to check for errors in my spelling and punctuation				
I can compose sentences using a wider range of structures linked to the grammar objectives				
I can suggest improvement to writing through assessing writing with peers and through self-assessment				
I can use the perfect form of verbs to mark relationships of time and clause				
I can write a narrative with a clear structure, setting, characters and plot				
I can make improvements by proposing changes to grammar and vocabulary to improve consistency, e.g. the accurate use of pronouns in sentences				
I can use conjunctions, adverbs and prepositions to express time and cause				
I use adjectives and adverbs with confidence and attempt to think of different ones to use in different situations				
I use words that have not been used before when describing events, characters and feelings				
I include descriptions of events and characters in a variety of styles and my writing sometimes contains humour				
I check my punctuation and use speech marks and apostrophes accurately				
I give careful thought to the planning of writing and re-read it as a matter of course				
My writing is edited; changes are made to create greater impact on the reader and proof-read for accuracy				
I describe characters precisely and include feelings and emotions when needed				
I ensure that my descriptions have just enough detail to help the reader gain a better understanding about the way the story is unfolding				
I vary my sentences, adding phrases to make the meaning more precise				
I can choose the most appropriate style of writing to suit the needs of the situations, e.g: poems, lists, letters, reports				

Year 3 Assessing Reading Yellow = Autumn Objectives Blue = Spring Objectives		Autumn	Spring	Summer
I apply my knowledge of root words, to use prefixes and suffixes to read aloud				
I attempt pronunciation of unfamiliar words drawing on my prior knowledge of similar looking words				
I apply my knowledge of root words, to use prefixes and suffixes to understand the meaning of unfamiliar words				
When reading exception words, I am able to note the unusual correspondences between spelling and sound				
I have experience of and can discuss a range of fiction, poetry, plays, non-fiction and reference books or textbooks				
I am confident enough to ask questions to improve understanding of a text				
I use dictionaries to check the meaning of unfamiliar words				
I can retrieve and record information from non-fiction texts				
I can prepare poems to read aloud and to perform, showing understanding through intonation, tone, volume and action				
I know that non-fiction books are structured in different ways and can use them effectively				
I can predict what might happen after reading part of a story				
I can identify the main idea of a text				
I confidently discuss books, poems and other works that are read aloud and independently, taking turns and listening to others' opinions				
I appreciate that different narrative books are structured in different ways, for example, quest stories and stories with dilemmas				
I can draw inferences such as inferring characters' feelings, thoughts and motives from their actions				
I can identify how structure and presentation contribute to the meaning of texts				
I can explain and discuss understanding of books, poems and other material, both those read aloud and those read independently				
I am an avid reader who finds every opportunity to read additional material other than what is provided for me				
I am confident in predicting what might happen next and use the text I have read so far to help me predict				
When reading aloud, I take account of the punctuation in the text				
I am keen to find out more about a poet whose poetry I have read				
I am beginning to develop a preference for certain types of texts and authors				
I can make a picture in my head about the characters and settings I read about				
I am keen to find out more about the background setting of the book I am reading, i.e. historical time or another country				
I talk with confidence about stories I have read and can ask and answer questions related to the story				
I note with increasing interest the way authors use a variety of techniques and strategies to develop characters and the relationship between them				
I can work out how authors can persuade and begin to use some of these skills self				

