

Assessment Criteria

Reading Year 3

Name:			Test	Teacher assessment
Start score:	Target Score:	End Score:		

Talk for Reading	1. 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		
	2. Discuss words and phrases that capture interest and imagination		
Range and Personal Reading	3. Listen attentively and discuss books and authors that they might not choose themselves		
	4. Increase their familiarity with a wide range of books, including fairy stories, myths and legends, and re-telling these orally.		
	5. Read books that are structured in different ways and read for a range of purposes		
	6. Recognise some different forms of poetry (e.g. free verse, narrative poetry)		
Word Reading	7. Decode most new words outside the spoken vocabulary		
	8. Read longer words with support and test out different pronunciation		
Comprehension	9. Check that the text makes sense to them, discussing their understanding and explaining the meaning of words in context (range of strategies to gain sense decoding -phonics, picture cues, re reading, meaning)		
	10. Predict what might happen from details stated and implied		
	11. Ask questions to improve their understanding of a text		
	12. Retrieve and record information from non-fiction, including using contents pages and indexes		
	13. Use dictionaries to check the meaning of words they have read		
	14. Draw inferences such as inferring characters' feelings, thoughts and motives from their actions and justifying inference with evidence		
Interpretation	15. Identify themes such as triumph of good over evil and conventions such as magical devices in fairy stories and folk tales		
	16. Identify how language, structure and presentation contribute to meaning		
Drama & Presentation	17. Prepare poems and plays to read aloud and perform, understanding shown through intonation, tone, volume and action		

Assessment Criteria

Writing Stage 3

Name:		Class:	Year:	Teacher Assessment
Start score:	Target Score:	End Score:		
SPELLING				
1. Use further prefixes and suffixes and understand how to add them				
2. Spell first half of words in Y3 and 4 word list (Appendix 1 of National Curriculum)				
3. Write from memory simple sentences that include words and punctuation taught so far				
HANDWRITING				
4. Beginning to use joined up writing in independent writing				
COMPOSITION				
5. Plan writing by discussing writing similar to that which they are planning to write to learn from its structure, vocab and grammar				
6. Draft & write by composing & rehearsing sentences orally, progressively building a varied & rich vocabulary & an increasing range of sentence structures				
7. Beginning to organise paragraphs around a theme				
8. In narratives, create settings, characters and plot				
9. In non-narrative material, using simple organisational devices such as headings and sub-headings				
10. Evaluate and edit by assessing the effectiveness of their own and others' writing and suggesting improvements including changes to grammar and vocabulary				
11. Proof-read for spelling and punctuation errors				
12. Read aloud own writing to a group or whole class, using appropriate intonation and controlling tone and volume so that the meaning is clear.				
GRAMMAR AND PUNCTUATION				
13. Use the perfect form of verbs in contrast to the past tense <i>e.g he has gone instead of he went</i>				
14. Understand that words are related in form and meaning and form word families (e.g. solve, solution, solver, dissolve, insoluble)				
15. Use conjunctions (e.g. <i>when, before, after, while, so, because</i>), adverbs (e.g., <i>then, next, soon, therefore</i>), or prepositions (e.g., <i>before, after, during, in, because of</i>) to express time and cause. Understand the terms <i>main clause</i> and <i>subordinate clause</i> when using conjunctions.				
16. Use of the determiner (<i>a</i> or <i>an</i>) according to whether the next word begins with a consonant or a vowel [for example, <i>a rock, <u>an</u> open box</i>]				
17. Beginning to use inverted commas to punctuate direct speech				

Assessment Criteria

Mathematics Year 3

Name:			Test	Teacher assessment
Start score:	Target Score:	End Score:		
Place Value	1. Count from 0 in multiples of 4, 8, 50 and 100. Find 10 or 100 more or less than a given number.			
	2. Recognise the place value of each digit in a three-digit number (hundreds, tens, ones).			
	3. Compare and order nos up to 1000. Read and write nos up to 1000 in numerals and in words.			
	4. Identify, represent and estimate numbers using different representations.			
	5. Solve number problems and practical problems involving these ideas.			
Add and Sub	6. Add and subtract numbers mentally, including: a 3-digit no and 1s, 10s, 100s.			
	7. Add and sub numbers with up to 3 digits, using formal written methods of columnar add and sub.			
	8. Estimate the answer to a calculation and use inverse operations to check answers.			
	9. Solve probs, inc missing no probs, using number facts, place value, and more complex add/sub.			
Mult and Div	10. Recall and use multiplication and division facts for the 3, 4 and 8 multiplication tables.			
	11. Write and calc math statements for \times and \div using the tables they know, including 2-digit numbers times 1-digit numbers, using mental and formal written methods.			
	12. Solve probs and missing number probs, involving \times and \div , including integer scaling probs and correspondence probs in which n objects are connected to m objects.			
Fractions	13. 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.			
	14. Recognise, find and write fractions of a discrete set of objects: unit fractions and non-unit fractions with small denominators.			
	15. Recognise and use fractions as numbers: unit fractions and non-unit fractions with small denominators.			
	16. Recognise and show, using diagrams, equivalent fractions with small denominators.			
	17. Add and sub fractions with the same denominator within one whole (e.g. $\frac{5}{7} + \frac{1}{7} = \frac{6}{7}$).			
	18. Compare and order unit fractions, and fractions with the same denominators.			
MEASURE	19. Measure, compare, add and subtract: lengths (m/cm/mm); mass (kg/g); volume/capacity (l/ml).			
	20. Measure the perimeter of simple 2-D shapes.			
	21. Add and subtract amounts of money to give change, using both £ and p in practical contexts.			
	22. Tell/write the time from an analogue clock, inc Roman numerals from I to XII, and 12-hr/24-hr clocks.			
	23. Estimate and read time with increasing accuracy to nearest min; record/compare time in secs, mins, hrs. Use vocab such as o'clock, a.m./p.m., morning, afternoon, noon and midnight.			
	24. Know the no of seconds in a minute and the number of days in each month, year and leap year.			
GEOMETRY	25. Draw 2-D shapes and make 3-D shapes using modelling materials; recognise 3-D shapes in different orientations and describe them.			
	26. Recognise that angles are a property of shape or a description of a turn.			
	27. Identify right angles, recognise that 2 right angles make a half-turn, 3 make three quarters of a turn and 4 a complete turn. Identify whether angles are greater than or less than a right angle.			
	28. Identify horizontal and vertical lines and pairs of perpendicular and parallel lines.			
STATS	29. Interpret and present data using bar charts, pictograms and tables.			
	30. 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.			

