Reading Assessment:
Year 3

Reading Skill	Expectation
1) Enjoying reading	I enjoy reading books by my favourite author or on favourite themes
2) Word Reading	My reading is mostly fluent and I tackle unfamiliar words using my phonic knowledge
3) Exploring Language	I understand how to use dictionaries and thesauruses to explore unfamiliar word
4) Recounting and summarising plots	I can orally recount the key events of longer stories
5) Drawing inferences	I can find examples of when the author has used 'show not tell' and I use this to describe a character
6) How do writers make you feel?	I can give an example of a word or phrase in a story that makes me feel happy, sad or scared
7) Comparisons	I can identify similarities when comparing books by the same author or with the same themes
8) Learning by heart	I can work as a team to perform a poem to an audience and know some parts off by heart
9) Identifying features of texts (non fiction)	I can use the different features of a non-fiction book to help me find information
10) Talking about reading	I join in group discussions about books. I listen to others and am beginning to give reasons for my ideas

Writing Assessment:
Year 3
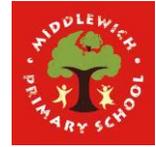
Writing Skill	Expectation
Presenting neatly	*I practise joining letters with diagonal and horizontal strokes*
	I know which letters are best left unjoined
Applying spelling phonics	*I know the rules when adding particular suffixes and prefixes*
	I use the word wall and the dictionary to check my spellings
Choosing words and developing my vocabulary	*I am exploring new words from books and using them in my writing*
Writing sentences and joining clauses	*I can write where, when or how something happens using conjunctions, adverbs and prepositions*
	I keep the past, present and future tenses consistent in my writing
	I recognise and use adverbs and prepositions
	I can join clauses in more complex ways by using a wide range of conjunctions e.g. if, so, while, although
	I can explore how moving clauses and phrases in a sentence affects the meaning
Punctuating sentences	*I consistently use basic punctuation correctly*
	I am beginning to use inverted commas to mark direct speech
Choosing what to write	*I know that there are different kinds of stories and can identify their key features and use them in my writing*
	I can present factual information using different text types
Planning my writing	*I can compose and rehearse my writing by saying it out loud and making notes*
	I understand that sectioning helps my writing be clearer for the reader
Structuring my writing	*I use headings and sub headings in non fiction texts*
	I understand what paragraphs do (i.e. mark a change in time, place, idea or speaker)
Engaging and giving detail	*I can describe different places in interesting ways and use some of these settings in my stories*
	I can describe characters based on my reading
Improving and editing	*I work with my teacher or friends to improve my writing*
	I reread my writing to check I have used the correct spelling and punctuation
	In my self assessments I think about how well my writing fits the purpose of the task
	I can read my writing out loud with expression

Mathematics Assessment:
Year 3

Key Skill(s)	Expectation(s)
Fluency	
Recall facts fluently	• I can fluently recall facts which are suitable for my age *eg: 3, 4 and 8 times tables and related division facts; mentally adding ones, tens or hundreds to a three-digit number*
Use appropriate methods fluently	• I can use appropriate methods which are suitable for my age *eg: expanded column method; grid method*
Use appropriate resources to develop mathematical knowledge	• I can choose appropriate resources for my age group *eg: hundred square, jumbo dienes blocks*
	• I can use resources accurately
Reasoning	
Identify, describe and explain patterns and relationships	• I can identify and describe patterns and relationships in my maths work
Making connections using mathematical language	• I can make and describe connections using my knowledge of patterns and relationships
Communicate my mathematical ideas using mathematical language	• I can begin to use suitable vocabulary in a sentence to explain an answer or pattern
	• I can use the correct mathematical symbols and begin to draw diagrams to communicate my ideas
Justify or prove mathematical statements	• I can explain examples which match a general statement and begin to write these down
Solves Problems	
Understand mathematical language and select the right operation	• I can read and spell vocabulary related to add, subtract, multiply and divide
	• I can choose add or subtract to solve a problem, including missing number problems
	• I can choose multiply or divide to solve a problem, including missing number problems
Apply knowledge in a range of situations	• I can apply my knowledge in a range of activities, problems and investigations, suitable for my age group
Check work and correct errors	• I can estimate and use the inverse to check my addition and subtraction
	• I can identify if I need to correct my answers, and change them
Work systematically and logically	• I can work in a systematic way
	• I can present my work clearly, making sure I use one digit per box