



Reigate Parish Church
Primary School



Year 3

Assessment Booklet

For Reading, Writing and Maths

Child's Name


 TURTLES

Tick


 DOLPHINS

Tick

Reigate Parish Church Primary School: A trusting, respectful and caring place for children to reach their full potential, with the Christian faith and Christian values at our heart.

We aim to recognise, nurture and harness the strengths and talents of all children.

To provide a broad, balanced and creative learning environment through excellence in teaching.

To promote social, cultural, moral and spiritual development, supporting pupils and staff to become confident and responsible members of society.

To establish an atmosphere in which each child has a positive self-image and where individual achievements are valued by all.

To build self-confidence, self-esteem and independence in order to achieve success.

To value curiosity, encourage a questioning attitude and promote a love of life-long learning.

To grow from being an outstanding infant school into an outstanding primary school whilst maintaining our caring ethos, culture and atmosphere.

And, working in partnership with parents, to support their child's learning and development.

Reading Targets

YEAR 3 / 2016 - 2017

Decoder Skill

1

I check that the text makes sense.

2

I can read most words quickly and accurately without overt blending.

3

I can discuss the meaning of words in context.

4

I can use a dictionary to check the meanings of words.

5

I can notice the spelling of unfamiliar words and relate to known words.

6

I read fluently, silently most of the time, adjusting speed and monitoring the precise meaning.

Comprehender Targets

1

I can describe the main characters/ setting/events by referring to the text.

2

I can discuss the actions of the main characters and justify views using evidence from the text.

3

I can make predictions with evidence from the text or by using my wider reading knowledge.

4

I can use the text as a model when answering questions.

5

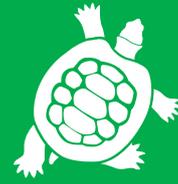
I can use my experiences and vocabulary added by the teacher to help me understand a range of texts.

6

I know the difference between fact and opinion.

7

I can ask questions to help me understand.



Reading Detective Targets

1

I know the main features of different text types.

2

I understand that books are structured in different ways for a range of purposes.

3

I know that chapters can signal episodes in stories.

4

I know that information, events or ideas can be organised in paragraphs.

5

I can use alphabetically ordered texts to find information.

6

I can use the contents and index to help find information.

7

I can discuss the format and layout of fiction, poetry and non-fiction.

Language Lover Targets

1

I can offer and discuss interpretations of text including inference about thoughts, feelings and reasons for actions.

2

I can identify the effects of different words and phrases.

3

I understand how vocabulary is linked to the purpose of the text.

4

I show increased awareness of vocabulary and precise meaning.

Reading Targets

YEAR 3 / 2016 - 2017

Responder Targets

1

I can make simple connections between books by the same author.

2

I can use a range of clues from a text to express simple opinions.

3

I can choose texts based on my previous experiences of authors and types of book.

4

I can identify different points of view in the text.

5

I can express reasoned preferences between texts.

6

I can respond, when questioned, with different possible scenarios for events and actions.

Big Reader Targets

1

I can search for and find information and summarise key points.

2

I recognise some features of the text that relate it to its historical setting or cultural background.

3

I can read aloud and perform poems, showing my understanding through intonation, tone, volume, and action.

4

I can read play scripts with expression.

5

I can sustain silent reading to include longer, more varied and complex texts.

6

I can listen to and discuss a wide range of texts.

The “surpassing” qualities

IN THE YEAR 3 CURRICULUM FOR READING / 2016 - 2017

DECODER SKILLS TARGETS

★★★

1
I can use a range of strategies to enable accurate silent reading.

COMPREHENDER TARGETS

★★★

1
I use some quotations in my answers.

2
I can make predictions using details stated and implied.

READING DETECTIVE TARGETS

★★★

1
I can evaluate the effectiveness of structural, presentational and organisational features to locate information.

2
I can identify the main ideas from more than one paragraph and summarise.

3
I can skim read for general impressions and scan to locate information.

4
I can comment on the presentational characteristics of non-fiction texts.

LANGUAGE LOVER TARGETS

★★★

1
I can identify how an author uses language and structure to convey a message.

2
I can find and comment on the choice of language to create moods, feelings, attitudes and build tension.

RESPONDER TARGETS

★★★

1
I can understand how the author wants to the reader to respond.

2
I can combine personal experience and clues from the text to form opinions.

3
I can recognise how characters are presented in different ways and respond to this with reference to the text.

4
I can express preferences for different forms of poetry.

BIG READER TARGETS

★★★

1
I can recognise some different forms of poetry.

2
I can identify themes and conventions in a wide range of books.

Writing Targets

YEAR 3 / 2016 - 2017

Super Speller Targets

1

I can use "a" or "an" depending on whether the next word begins with a vowel.

2

I can add suffixes to spell most words correctly (ie. -ment, -ness, -ful, -less -ly).

3

I can spell most words with contracted forms.

4

I can spell many of the year 3 common exception words correctly.

5

I can proof read my work for spelling and punctuation errors.

6

I can spell most homophones and near homophones.

Organised Targets

1

I use conjunctions to show time, place and cause.

2

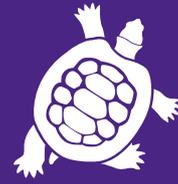
I can use paragraphs for each theme in my writing.

3

I can use headings and sub-headings to aid presentation.

4

I show good stamina for writing.



Purposeful Targets

1

I can write for different purposes after discussion with the teacher.

2

I can plan, draft and redraft my work improving it as I go.

3

In narrative I create settings, characters and plot.

Word Wonder Targets

1

I can use extended noun phrases.

2

I can use adverbs to modify verbs.

3

I can use alliteration for effect.

4

I can use similes to add to my description.

5

I can use a wider range of conjunctions.

6

I can use words or phrases showing awareness of the reader.

Writing Targets

YEAR 3 / 2016 - 2017

Grammar Giants' Targets

1

I can use exclamations and questions with the correct punctuation.

2

I can use statements and commands in my writing.

3

I can use inverted commas to punctuate speech.

4

I can use the possessive apostrophe correctly with reminders.

5

I can use a comma after a fronted adverbial with reminders.

6

I can use the present perfect form of verbs as well as the simple past (he has gone/he went).

Handwriting Hero Targets

1

I can join my letters except for capital letters.

2

I keep my handwriting consistent throughout a piece of work.

3

I take care in presenting my work.

4

I have got my year 3 handwriting license and join all my handwriting except capital letters.

The “surpassing” qualities

IN THE YEAR 3 CURRICULUM FOR WRITING / 2016 - 2017

SUPER
SPELLER

ORGANISATIONAL
TARGETS

PURPOSEFUL
TARGETS

WORD WONDER
TARGETS

GRAMMAR
GIANT'S TARGETS

HANDWRITING
HERO

★★★

★★★

★★★

★★★

★★★

★★★

1

I can spell words with prefixes and suffixes (-ssion, -cian, sub-, super-, anti-, auto-).

1

I can link sentences within my paragraphs (use of pronoun or adverbial).

1

I can develop characterisation, settings and feelings (eg. by including detail, speech and description).

1

I can use description for effect.

1

I can use a comma after a fronted adverbial and after subordination.

1

I can write using my handwriting pen and all my letters are correctly formed.

2

I can spell most of the year 3 words correctly.

2

I can link the beginning and end of my writing.

2

I can use the appropriate features of the genre, eg dialogues in a story, first person for a letter.

2

I can use a range of adjectives and adverbs across fiction and non-fiction.

2

I can use the possessive apostrophe correctly and independently.

3

I can spell almost all homophones and near homophones.

3

I can use a range of conjunctions (eg. but, so, when, because, while).

Maths Targets

YEAR 3 / 2016 - 2017

Number and Place Value

1 I can count from 0 in multiples of 4 and 8.

2 I can count from 0 in multiples of 50 and 100.

3 I can find 10 or 100 more or less of any given number.

4 I can recognise the place value of each digit in a 3-digit number.

5 I can compare and order numbers up to 1000.

6 I can identify, represent and estimate numbers in different contexts.

7 I can read and write numbers to at least 1000 in numerals and words.

8 I can solve number problems and practical problems.

Addition and Subtraction

1 I can add and subtract numbers mentally (3-digit number and tens).

2 I can add and subtract numbers mentally (3-digit number and hundreds).

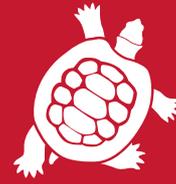
3 I can add numbers with up to 3-digits using a written method.

4 I can subtract numbers with up to 3-digits using a written method.

5 I can estimate the answer to a calculation and use inverse to check.

6 I can solve word problems for addition and subtraction.

7 I can solve missing number problems for addition and subtraction.



Multiplication and Division

1 I can recall and use multiplication and division facts for the 3 times table.

2 I can recall and use multiplication and division facts for the 4 times table.

3 I can recall and use multiplication and division facts for the 8 times table.

4 I can calculate mathematical statements for multiplication and division facts I know.

5 I can use mental strategies to multiply a 2-digit and 1-digit number.

6 I can use efficient written methods to time a 2-digit and 1-digit number.

7 I can solve word problems for multiplication and division.

8 I can solve missing number problems for multiplication and division.

Fractions

1 I can count up and down in tenths.

2 I know that tenths arise from dividing an object into 10 equal parts.

3 I can recognise, find and write fractions for a set of objects.

4 I can recognise and use fractions as numbers $\frac{1}{4} + \frac{3}{4} = 1$

5 I can recognise and show, using diagrams, equivalent fractions.

6 I can add and subtract fractions with the same denominator.

7 I can compare and order fractions with the same denominator.

8 I can solve problems that involve fractions.

Maths Targets

YEAR 3 / 2016 - 2017

Measures

1 I can measure, compare, add and subtract lengths (m, cm, mm).

2 I can measure, compare, add and subtract mass (kg/g).

3 I can measure, compare, add and subtract volume / capacity (l/ml).

4 I can measure the perimeter of simple 2D shapes.

5 I can add and subtract amounts of money to given change using £ and p.

6 I can tell and write the time from an analogue clock and 24hr clock.

7 I can recognise and write the Roman numerals from I and XII.

8 I know the number of seconds in a minute and the days in a month and year.

9 I can compare durations of events.

Geometry and Time

1 I can draw 2D shapes.

2 I can make 3D shapes using modelling materials.

3 I can recognise and describe 3D shapes in different orientations.

4 I can recognise angles as a property of shapes and turning.

5 I can identify right angles.

6 I know that 2 right angles make a half turn, 3 make 3/4 turn and 4 make a full turn.

7 I can say if angles are greater than or less than a right angle.

8 I can identify horizontal, vertical, perpendicular and parallel lines.

Statistics

1 I can interpret and present data using bar charts.

2 I can interpret and present data using pictograms.

3 I can interpret and present data using tables.

4 I can solve one step problems such as "how many more?"

5 I can solve 2 step problems such as "how many more?" "how many fewer?"

6 I can use simple scales (eg 2, 5, 10 unit per cm) in pictograms.

7 I can interpret data presented in many contexts.

The “surpassing” qualities

IN THE YEAR 3 CURRICULUM FOR MATHS / 2016 - 2017

NUMBER AND
FRACTIONS



1

Can link understanding of addition and subtraction with other aspects of fraction understanding to solve more complex problems.

PROBLEM SOLVING
AND REASONING



1

Can use their understanding of number to spot mistakes within algorithms.

2

Can use number facts knowledge to estimate effectively.

3

Can use a range of strategies to solve a problem and can justify why they are efficient.

MEASURES
AND SHAPE



1

Can solve more complex problems involving time using an appropriate method (not an algorithm) which cross boundaries e.g. crossing hours and changing units.



Don't give up



Try new things



Work hard



Understand others



Concentrate



Improve



Imagine



push yourself



The Secrets of Success

	Bronze	Silver	Gold
To try new things	<ul style="list-style-type: none"> • Try new things with the help of others. • Talk about some things of personal interest. • Join in with familiar activities. • Concentrate on things of interest. 	<ul style="list-style-type: none"> • Try new things when encouraged. • Enjoy new experiences. • Join clubs or groups. • Talk about new experiences with others. 	<ul style="list-style-type: none"> • Enjoy new things and take opportunities wherever possible. • Find things to do that give energy. • Become fully involved in clubs or groups. • Meet up with others who share interests in a safe environment.
To work hard	<ul style="list-style-type: none"> • Work hard with the help of others. • Talk about some things of personal interest. • Join in with familiar activities. • Concentrate on things of interest. 	<ul style="list-style-type: none"> • Enjoy working hard in a range of activities. • Reflect on how effort leads to success. • Begin to encourage others to work hard. 	<ul style="list-style-type: none"> • Have fun working hard. • Understand the benefits of effort and commitment. • Continue to practise even when accomplished. • Encouraged others by pointing out how their efforts gain results.
To concentrate	<ul style="list-style-type: none"> • Give attention to areas of interest. • Begin to 'tune out' distractions. • Begin to show signs of concentration. • Begin to seek help when needed. 	<ul style="list-style-type: none"> • Focus on activities. • 'Tune out' some distractions. • Search for methods to help with concentration. • Develop areas of deep interest. 	<ul style="list-style-type: none"> • Give full concentration. • 'Tune out' most distractions. • Understand techniques and methods that aid concentration. • Develop expertise and deep interest in some things.
To push yourself	<ul style="list-style-type: none"> • Express doubts and fears. • Explain feelings in uncomfortable situations. • Begin to push past fears (with encouragement). • Listen to people who try to help. • Begin to try to do something more than once. 	<ul style="list-style-type: none"> • Begin to understand why some activities feel uncomfortable. • Show a willingness to overcome fears. • Push past fears and reflect upon the emotions felt afterwards. • Begin to take encouragement and advice from others. • Keep trying after a first attempt. 	<ul style="list-style-type: none"> • Find ways to push past doubts, fears, or a drop in motivation even in challenging circumstances. • Push oneself in areas that are not so enjoyable. • Listen to others who encourage and help, thanking them for their advice. • Reflect upon how pushing past doubts, fears or a drop in motivation leads to a different outlook.
To imagine	<ul style="list-style-type: none"> • With help, develop ideas. • Respond to the ideas of others'. • Respond to questions about ideas. • Act on some ideas. 	<ul style="list-style-type: none"> • Begin to enjoy having new ideas. • Show some enthusiasm for the ideas of others. • Ask some questions in order to develop ideas. • Show enjoyment in trying out some ideas. 	<ul style="list-style-type: none"> • Generate lots of ideas. • Show a willingness to be wrong. • Know which ideas are useful and have value. • Act on ideas. • Ask lots of questions.
To improve	<ul style="list-style-type: none"> • Share with others likes about own efforts. • Choose one thing to improve (with help). • Make a small improvement (with help). 	<ul style="list-style-type: none"> • Share with others a number of positive features of own efforts. • Identify a few areas for improvement. • Attempt to make improvements. 	<ul style="list-style-type: none"> • Clearly identify own strengths. • Identify areas for improvement. • Seek the opinion of others to help identify improvements. • Show efforts and commitment in refining and adjusting work.
To understand others	<ul style="list-style-type: none"> • Show an awareness of someone who is talking. • Show an understanding that ones own behaviour affects other people. • Listen to other people's point of view. 	<ul style="list-style-type: none"> • Listen to others, showing attention. • Think of the effect of behaviour on others before acting. • Describe the points of view of others. 	<ul style="list-style-type: none"> • Listen first to others before trying to be understood. • Change behaviours to suit different situations. • Describe and understand others' points of view.
To not give up	<ul style="list-style-type: none"> • Try again with the help of others. • Try to carry on even if a failure causes upset. • Keep going in activities of interest. • Try to think of oneself as lucky. 	<ul style="list-style-type: none"> • Find alternative ways if the first attempt does not work. • Bounce back after a disappointment or failure. • Show the ability to stick at an activity (or a club or interest). • See oneself as lucky. 	<ul style="list-style-type: none"> • Show a determination to keep going, despite failures or set backs. • Reflect upon the reasons for failures and find ways to bounce back. • Stick at an activity even in the most challenging of circumstances. • See possibilities and opportunities even after a disappointment. • Consider oneself to be lucky and understand the need to look for luck.

Year 3 Common Exception Words

though	different	early	arrive
although	difficult	earth	decide
thought	exercise	heard	guide
through	experience	heart	guard
enough	experiment	learn	describe
eight	extreme	appear	surprise
eighth	special	group	
weight			
height			
caught			

consider	ordinary	breath	imagine
continue	favourite	breathe	important
complete	particular	centre	increase
straight	possible	century	interest
strange	therefore	certain	remember
strength	suppose	circle	often
length	various	bicycle	probably
	purpose		