

I can	English – Year 3 (expected)	✓	Date
Word Reading	Read applying knowledge of root words, prefixes and suffixes to read aloud and to understand the meaning of new words		
	Read further exception words with unusual ways of matching spelling and sound: e.g. calendar, grammar, guide, heart, naughty, strength.		
Comprehension	Listen attentively; take part in discussion about a wider range of longer and more challenging fiction, poetry, plays, non-fiction and reference books expressing views and preferences.		
	Independently read books that are structured differently for a range of purposes. Show some awareness of the various purposes for reading and features of different texts.		
	Independently be able to discuss a wide range of age-appropriate books re-telling some of these orally.		
	Identify and discuss themes and features in a wide range of age-appropriate books: in non-fiction, I can identify presentational features e.g. numbering and headings.		
	I can read aloud and perform poems and play scripts, showing understanding of intonation, tone, volume and action. Re-read, rehearse and perform		
	Identify and name some different forms of poetry: e.g. free verse, narrative poetry.		
	Usually use a dictionary independently to check the meaning of words.		
	Independently check texts for sense, self-correcting if misread and discuss the meaning of new words.		
	Ask questions to improve understanding when independently reading.		
	Independently, identify the main ideas in paragraphs and can usually summarise the paragraph.		
	Make inferences from my reading texts, often, but not always, using the text for evidence.		
	Read 'between the lines' when reading a text and draw on my experience of similar texts to predict what might happen next.		
	Identify words or phrases that interest, inspire or intrigue, such as words used to create mood, atmosphere.		
	Identify distinctive language, structural and presentational features in my reading of texts and say how these help the reader find meaning from the text e.g. paragraphs.		
	Identify questions to be answered beforehand and use the specific features of non-fiction texts to answer them.		
Discuss reading of texts in groups and whole class.			

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Transcription	Tell you what a prefix and a suffix are.		
	Write correctly lots of words that sound the same but are spelled differently – homophones.		
	Identify most common spelling mistakes from the 3/4 list and begin to use taught strategies to help with spellings.		
	Use the possessive apostrophe accurately in words with regular plurals: e.g. girls', boys' animals' and in words with irregular plurals: e.g. women's, men's, sheep's.		
	Check words in a dictionary.		
Composition	Write sentences that have been dictated by the teacher spelling correctly spelling patterns and punctuation taught to date.		
	Usually identify and name key organisational and language features of a shared text e.g. headings, sub-headings, paragraphs, conjunctions, fronted adverbials.		
	Usually compose and speak a whole sentence: e.g. for a shared write or before writing independently, using newly acquired vocabulary and using recently learned sentence types.		
	Draft the work I am planning to complete orally and on paper showing ability to organise work into paragraphs and how paragraphs appear on a page.		
	Create settings, characters and a plot for a story showing ability to use a variety of descriptive techniques.		
	Use headings and sub-headings in a variety of genres.		
	Evaluate and edit my work and others' work, checking for spelling, punctuation and vocabulary errors.		
	Evaluate other people's work showing how and where to improve.		
	Read my work out loud in front of the class with expression		
	Hand writing	Join up letters and understand which letters should be joined up maintaining a good writing position throughout.	
Write in cursive handwriting smoothly and legibly.			
Spelling, grammar and punctuation	Write sentences that have more than one clause.		
	Use lots of conjunctions like when, if, because, although.		
	Use the present perfect form of verbs.		
	Use adverbs, conjunctions and prepositions to express time and cause.		
	Use fronted adverbials.		
	Use the grammar I have learned.		
	Punctuate direct speech. Use the punctuation taught to date: ! commas in lists, full stops, ? ,		
	Use the correct nouns and pronouns for effect, use a, an correctly		

I can	Maths – Year 3 (expected)	✓	Date
Number	Read, and write numbers to at least 1000 in numerals and words.		
	Count from 0 – 96 in 8s.		
	Compare and order numbers up to 1000 using =, > and <.		
	Round a whole number up to 100 to the nearest 10.		
	Find 10 ten less than 372 or 100 more than 604.		
	Arrange three digit cards such as 3, 4 and 7, to make the largest possible number and can justify my choice of 743 using the language of hundreds, tens and units.		
	Solve number problems like ‘A path is 750 cm long. It is paved with slabs of length 50 cm. How many slabs are needed?’		
Addition and Subtraction	Add numbers with up to 3-digits, using the column method with carrying and exchanging.		
	Subtract numbers with up to 3-digits, using the column method with carrying and exchanging.		
	Estimate the answer to a calculation.		
	Check the answer to $217 + 48 = 265$ by working out $265 - 48 = 217$ or by rounding the numbers to $200 + 50 = 250$. I can check the answer to $217 - 48$ by rounding to $200 - 50 = 150$.		
	Solve missing number addition and subtraction problems such as ‘I am thinking of a number. I subtract 14 and add 5. I get 91. What is my number?’		
	Solve more complex addition and subtraction problems such as ‘You have four cards with the digits 2, 4, 7 and 8 on them, one digit per card. Arrange them to make two, two digit numbers so that the sum of them is as large as possible’.		
	Mentally add and subtract a 3-digit number with ones, tens and hundreds such as $283 - 40$.		
x and ÷	Multiply a 2-digit number by a single digit (27×3) using a formal method such as the grid method.		
	Divide a 2-digit number by a single digit ($81 \div 3$) using a formal method such as chunking.		
	Answer multiplication and division facts for the 2, 3, 4, 5, 8, 10, 11 times tables very quickly.		
	Solve problems, including missing number problems.		
	Solve problems involving multiplication and division such as ‘Fred has five goldfish and Jake has four times as many. How many goldfish does Jake have?’		
Work out that $6 \times 3 \times 5$ by changing it to $6 \times 5 \times 3 = 30 \times 3 = 90$.			

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Fractions	Draw a 2 by 4 rectangle and demonstrate that $\frac{2}{8}$ is equivalent to $\frac{1}{4}$ and that $\frac{4}{8}$ is equivalent to $\frac{1}{2}$.		
	Add and subtract fractions with the same denominator up to one whole e.g. $\frac{2}{9} + \frac{8}{9} = \frac{10}{9}$ and $\frac{10}{9} - \frac{8}{9} = \frac{2}{9}$.		
	Continue the sequence of tenths, $\frac{1}{10}, \frac{4}{10}, \frac{7}{10}$ for five more terms.		
	Solve fraction problems such as ‘I have 12 counters. $\frac{1}{4}$ of them are blue, $\frac{1}{3}$ are yellow and the rest are green. How many are green?’		
	Arrange a set of 24 counters into equal groups and select $\frac{1}{6}$ of them, recording my selection as a fraction.		
	Arrange a set of 24 counters into equal groups and select $\frac{4}{6}$ of them, recording my selection as a fraction.		
	Place $\frac{1}{3}$ and $\frac{5}{7}$ at an appropriate place on a number line.		
Measures	Add and subtract amounts of money up to £100.		
	Give change from £10.		
	Tell and write the 12-hour and 24-hour time using Roman numerals.		
	Write any analogue time in a digital format.		
	Read time to the nearest minute and use a.m./p.m., morning, afternoon, noon and midnight.		
	Calculate how long events or tasks will take such as ‘There are three films on television this evening. Which is the shortest one?’		
	Solve measure problems such as ‘How much longer is my pencil than Toby’s pencil?’		
Shape	Measure the perimeter of a rectangle such as a book or a picture.		
	Draw horizontal, vertical, perpendicular and parallel lines and identify them in the classroom environment.		
	Know a right angle has 90° and a straight angle has 180° .		
	Sort a set of angles according to whether they are greater than or less than a right angle.		
	Use a compass to draw a circle with a radius up to 10cm.		
	Draw a parallelogram with sides of 7cm and 5 cm using a ruler and describe its properties including angles.		
Statistics	Identify objects that are approximately the same as known 3D shapes and describe their properties.		
	Predict the next shape in a pattern or sequence involving rotation or reflection.		
	Program a screen turtle, such as LOGO, to trace out a path.		
	Construct tables to represent information and then represent it in a bar chart.		
	Solve one-step and two-step questions such as ‘How many more?’ and ‘How many fewer?’ using information presented in tables.		