



Key Performance Indicators for the end of Year 3

| <u>Reading</u> | <u>Writing</u> | <u>Maths</u> |
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| <p>By the end of Year 3 a child should be able to: Develop positive attitudes to reading and understanding of what they read by:</p> <ul style="list-style-type: none"> listening to and discussing a wide range of fiction, poetry, plays, non-fiction and reference books or textbooks; using dictionaries to check the meaning of words they have read; and identifying themes and conventions in a wide range of books. <p>Read further exception words, noting the unusual correspondences between spelling and sound, and where these occur in the word</p> <p>Understand what they have read independently by:</p> <ul style="list-style-type: none"> drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence; and predicting what might happen from details stated and implied <p>Retrieves and records information from non-fiction</p> | <p>By the end of Year 3 a child should be able to: Organise paragraphs around a theme</p> <p>In narratives, create settings, characters and plot</p> <p>Proof-read for spelling and punctuation errors</p> <p>Use the forms 'a' or 'an' according to whether the next word begins with a consonant or a vowel eg: a rock, an open box</p> <p>Express time, place and cause using conjunctions</p> <p>Introduce inverted commas to punctuate direct speech</p> <p>Use headings and sub-headings to aid presentation</p> <p>Use the present perfect form of verbs instead of the simple past eg: 'He has gone out to play' in contrast to 'He went out to play'</p> | <p>By the end of Year 3 a child should be able to: Number and place value Count from 0 in multiples of four, eight, 50 and 100</p> <p>Can work out if a given number is greater or less than 10 or 100</p> <p>Recognise the place value of each digit in a three-digit number (hundreds, tens, and ones)</p> <p>Solve number problems and practical problems involving these ideas</p> <p>Addition and subtraction Add and subtract numbers mentally including:</p> <ul style="list-style-type: none"> a three-digit number and ones; a three-digit number and tens; and a three-digit number and hundreds. <p>Multiplication and division Recall and use multiplication and division facts for the multiplication tables:</p> <ul style="list-style-type: none"> three; four; and eight. <p>Write and calculate mathematical statements for multiplication and division using the multiplication tables that are known including for two-digit numbers times one-digit numbers, using mental and progressing to formal written methods</p> <p>Fractions (including decimals) Count up and down in tenths; recognises that tenths arise from dividing an object into 10 equal parts and in dividing one-digit numbers or quantities by 10</p> <p>Recognise, find and write fractions of</p> |

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| | | <p>a discrete set of objects: unit fractions and non-unit fractions with small denominators</p> <p>Recognise and show, using diagrams, equivalent fractions with small denominators</p> <p>Measurement Measure, compare, add and subtract lengths (m/cm/mm); mass (kg/g); volume/capacity (l/ml)</p> <p>Add and subtract amounts of money to give change, using both £ and p in practical contexts</p> <p>Tell and write the time from an analogue clock and 12-hour and 24-hour clocks</p> <p>Identify right angles, recognises that two right angles make a half-turn, three make three quarters of a turn and four a complete turn; identifies whether angles are greater than or less than a right angle</p> <p>Statistics Interpret and present data using bar charts, pictograms and tables</p> |
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