

Year 3 reading

| Key performance indicator | Performance standard |
|---|--|
| <p>Develops 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>Reads further exception words, noting the unusual correspondences between spelling and sound, and where these occur in the word</p> <p>Understands 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>With reference to the KPIs</p> <p>By the end of Y3 a child should be able to justify their views about books written at an age-appropriate interest level</p> <p>A child is able to read the book accurately and at a speed that is sufficient for them to focus on understanding what they read rather than on decoding individual words</p> <p>A child can:</p> <ul style="list-style-type: none"> • decode most new words outside the spoken vocabulary; • read longer words with support and test out different pronunciations; • recognise themes in what they read, such as the triumph of good over evil or the use of magical devices in fairy stories and folk tales; • listen attentively and discuss books and authors that they might not choose themselves; • read, reread and rehearse a variety of texts; • use contents pages and indexes to locate information; and • respond to guidance about the kinds of explanations and questions that are expected from them. |

Year 3 writing

| Key performance indicator | Performance standard |
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| <p>Organises paragraphs around a theme</p> <p>In narratives, creates settings, characters and plot</p> <p>Proof-reads for spelling and punctuation errors</p> <p>Uses 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>Expresses time, place and cause using conjunctions</p> <p>Introduces inverted commas to punctuate direct speech</p> <p>Uses headings and sub-headings to aid presentation</p> <p>Uses 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>With reference to the KPIs</p> <p>By the end of Y3 a child should be able to write down their ideas with a reasonable degree of accuracy and with good sentence punctuation</p> <p>A child can:</p> <ul style="list-style-type: none"> • spell common words correctly including exception words and other words that have been learnt (see appendix 1 of the national curriculum document); • spell words as accurately as possible using phonic knowledge and other knowledge of spelling such as morphology and etymology; • monitor whether their own writing makes sense in the same way that they monitor their reading, checking at different levels; • write for a range of real purposes and audiences as part of their work across the curriculum in a variety of genres; and • understand and apply the terminology and concepts set out in appendix 2 of the national curriculum document. <p>A child understands and applies the concepts of word structure (see appendix 2 of the national curriculum document)</p> <p>A child is beginning to use joined handwriting throughout independent writing</p> <p>A child is beginning to understand the skills and processes that are essential for writing: that is, thinking aloud to explore and collect ideas, drafting, and re-reading to check the meaning is clear</p> <p>A child is beginning to understand how writing can be different from speech</p> |