

Break out. Shout out. Stand out.



Assessment Year 3

• The 2014 National Curriculum and beyond

MELTHAM CE PRIMARY

This booklet is intended to help parents and guardians understand the new framework for assessment used in school from 2014-15 and to help understand assessment included in teachers' end of year reports and during parents' evenings

Writing

Throughout this year in English and across the curriculum, your child will be working towards being able to:

- Choose vocabulary to engage and impact upon the reader
- Add well-chosen detail to interest the reader
- Know the audience for and purpose of the writing
- Write a narrative with a clear structure, setting, characters and plot.
- Begin to open paragraphs with topic sentences
- Write a non-narrative using simple organisational devices such as headings and sub-headings
- Spell words with additional prefixes and suffixes and understand how to add them to root words, for example form nouns using super-, anti-, auto-.
- Recognise and spell additional homophones (he'll, heel, heal)
- Use a range of taught and investigated spelling strategies
- Compose sentences using a wider range of structures
- Use a range of sentences with more than one clause by using a wider range of conjunctions e.g. when, if, because, although
- Use the perfect form of verbs to mark relationships of time and cause, e.g. She has downloaded some songs. I had eaten lunch before you arrived.
- To use conjunctions, adverbs and prepositions to express time and cause.
- Re-read writing to check that the meaning is clear.
- Make improvements by proposing changes to grammar and vocabulary to improve consistency, e.g. the accurate use of pronouns, subject-verb agreement, consistent tenses
- Proof read for spelling and punctuation errors
- Suggest improvement to writing through assessing writing with peers and self-assessment
- Increase the legibility, consistency and quality of handwriting

Mathematics

Throughout this year in English and across the curriculum, your child will be working towards being able to:

- Count from 0 in multiples of 4, 8, 50 and 100
- Derive and recall multiplication facts for 3, 4 and 8x tables
- Mentally add and subtract combinations of 1 and 2-digit numbers
- Add and subtract numbers with up to 3 digits using formal written methods as detailed in our calculation policy
- Write and calculate mathematical statements for multiplication and division including 2-digit numbers with a 1-digit number (from known tables – 2, 3, 4, 5, 8)
- Understand and count in tenths and find the fractional value of a given set
- Add and subtract fractions with the same denominator
- Identify right angles and compare them to others (as either $<$ or $>$)
- Identify horizontal and vertical lines and pairs of perpendicular and parallel lines
- Compare and order numbers up to 1000 and read and write numbers up to 1000 in numerals and words
- Recognise the value of each digit in a 3-digit number
- Solve number problems using one and two step operations
- Tell time to the nearest minute and use specific vocabulary (seconds, am, pm etc...)
- Measure & compare, add & subtract using common metric units
- Solve one-step and two-step problems using information presented in a scaled bar chart, pictogram and table

Making the right Judgment for your child

Your child's teacher will make judgments in Reading, Writing and Mathematics. Assessment will be ongoing throughout the year and supported by testing. Children will need to show a continued ability to demonstrate these skills.

Point 1– Working Below National Standard
Point 2 – Working towards NS (1-33%)
Point 3 - Working towards NS (34-66%)
Point 4 – Working towards NS (67-99%)
Point 5 – Working at NS (100%)
Point 6 – Working with Mastery at NS
Point 7 – Exceptional

Reading

Reading is one of the most important aspects of your child's education – without its essential building blocks many aspects of education simply cannot be accomplished. We place great value upon it and value your support with reading at home. This year your child will be working towards being able to:



- Apply knowledge of root words, prefixes and suffixes to read aloud and to understand the meaning of unfamiliar words
- Read further exception words, noticing the unusual correspondence between spelling and sound – and where these occur in the word
- Attempt pronunciation of unfamiliar words drawing on prior knowledge of similar words
- Prepare poems to read aloud and perform showing understanding through intonation, tone, volume and action
- Begin to understand that narrative books are structured in different ways, for example, quest stories and stories with dilemmas
- Know that non-fiction books are structured in different ways and be able to use them effectively
- Identify how structure and presentation contribute to the meaning of texts
- Ask questions to improve understanding of a text
- Discuss books, poems and other works that are read aloud & independently, taking turns and listening to others' opinions
- Explain and discuss understanding of nooks, poems and other material, both those read aloud and those read independently
- Predict what might happen from details stated
- Draw inferences such as inferring a character's feelings, thoughts and motives from their actions
- Identify the main idea of a text
- Experience & discuss a range of fiction, poetry, plays, non-fiction and reference books or textbooks
- Use dictionaries to check the meaning of unfamiliar words