

Formative statements for Writing in year 3

Transcription	I can place the possessive apostrophe accurately in words with regular plurals [for example, girls', boys'] and in words with irregular plurals [for example, children's].
Transcription	I can write from memory simple sentences, dictated by the teacher, that include words and punctuation taught so far.
Handwriting	I can use the diagonal and horizontal strokes that are needed to join letters and understand which letters, when adjacent to one another, are best left unjoined.
Composition	I can plan my writing, discussing and recording ideas.
Composition	I can draft and write by composing and rehearsing sentences orally (including dialogue), progressively building a varied and rich vocabulary and an increasing range of sentence structures.
Composition	I can draft and write by organising paragraphs around a theme.
Composition	I can draft and write narratives, creating settings, characters and plot.
Composition	I can draft and write non-narrative material, using simple organisational devices [for example, headings and sub-headings].
Composition	I can evaluate and edit by assessing the effectiveness of my own and others' writing and I can suggest improvements.
Composition	I can evaluate and edit by proposing changes to grammar and vocabulary to improve consistency, including the accurate use of pronouns in sentences.
Composition	I can proof-read for spelling and punctuation errors.
Vocabulary, Grammar and Punctuation	I can present the perfect form of verbs in contrast to the past tense.
Vocabulary, Grammar and Punctuation	I can choose nouns or pronouns appropriately for clarity and cohesion and avoid repetition.
Vocabulary, Grammar and Punctuation	I can use conjunctions, adverbs and prepositions to express time and cause.
Vocabulary, Grammar and Punctuation	I can indicate grammatical and other features by using commas after fronted adverbials.
Vocabulary, Grammar and Punctuation	I can indicate possession, using the possessive apostrophe with plural nouns.
Vocabulary, Grammar and Punctuation	I can punctuate direct speech.
Transcription	I can spell correctly some words from the year 3 / year 4 spelling list

Formative statements for Reading in year 3

Word Reading	I can apply my growing knowledge of root words, prefixes and suffixes (etymology and morphology), both to read aloud and to understand the meaning of new words that I meet.
Word Reading	I can read further exception words, noting the unusual correspondences between spelling and sound, and where these occur in the word.
Comprehension	I can develop positive attitudes to reading and understand what I read by listening to and discussing a wide range of fiction, poetry, plays, non-fiction and reference books or textbooks.
Comprehension	I can develop positive attitudes to reading and understand what I read by reading books that are structured in different ways and reading for a range of purposes.
Comprehension	I can develop positive attitudes to reading and understand what I read by using dictionaries to check the meaning of words that I have read.
Comprehension	I can develop positive attitudes to reading and understand what I read by identifying themes and conventions in a wide range of books.
Comprehension	I can develop positive attitudes to reading and understand what I read by discussing words and phrases that capture the reader's interest and imagination.
Comprehension	I can understand what I read. In books I can read independently, by checking that the text makes sense to me, discussing my understanding and explaining the meaning of words in context.
Comprehension	I can draw inferences such as inferring characters' feelings, thoughts and motives from their actions. I can justify inferences with evidence.
Comprehension	I can predict what might happen from details stated and implied.
Comprehension	I can identify main ideas drawn from more than one paragraph and summarise these.
Comprehension	I can retrieve and record information from non-fiction.

Formative statements for Mathematics in year 3

Number	I can count from 0 in multiples of 4, 8, 50 and 100. I can find 10 or 100 more or less than a given number.
Number	I can recognise the place value of each digit in a three-digit number (hundreds, tens, ones).
Number	I can compare and order numbers up to 1000.
Number	I can identify, represent and estimate numbers using different representations.
Number	I can read and write numbers up to 1000 in numerals and in words.
Number	I can solve number problems and practical problems.
Number	I can add and subtract numbers mentally, including three digit numbers in ones, tens and hundreds.
Number	I can add and subtract numbers with up to three digits, using formal written methods of columnar addition and subtraction.
Number	I can estimate the answer to a calculation and use inverse operations to check answers.
Number	I can solve problems, including missing number problems, using number facts, place value, and more complex addition and subtraction.
Number	I can recall and use multiplication and division facts for the number 3, 4 and 8 multiplication tables.
Number	I can write and calculate mathematical statements for multiplication and division using the multiplication tables that I know. These include two-digit numbers times one-digit numbers, using mental methods then progressing to formal written methods.
Number	I can solve problems, including missing number problems, involving multiplication and division. These include positive integer scaling problems and correspondence problems in which n objects are connected to m objects.
Number	I can count up and down in tenths. I can recognise that tenths arise from dividing an object into 10 equal parts and from dividing one-digit numbers or quantities by 10.
Number	I can recognise and use fractions as numbers, including unit fractions and non-unit fractions with small denominators.
Number	I can recognise and show, using diagrams, equivalent fractions with small denominators.
Number	I can add and subtract fractions with the same denominator within one whole.
Number	I can compare and order unit fractions and fractions with the same denominators.
Measurement	I can measure, compare, add and subtract using lengths (m/cm/mm), mass (kg/g) and volume/capacity (l/ml).
Measurement	I can measure the perimeter of simple 2-D shapes.
Measurement	I can add and subtract amounts of money to give change, using both pounds and pence in practical contexts.
Measurement	I can tell and write the time from an analogue clock. I can use Roman numerals from I to XII and 12-hour and 24-hour clocks.
Measurement	I can estimate and read time with increasing accuracy to the nearest minute. I can record and compare time in terms of seconds, minutes and hours and use vocabulary such as o'clock, a.m./p.m., morning, afternoon, noon and midnight.
Measurement	I can know the number of seconds in a minute and the number of days in each month, year and leap year.
Measurement	I can compare durations of events [for example to calculate the time taken by particular events or tasks].
Geometry	I can draw 2-D shapes and make 3-D shapes using modelling materials. I can recognise 3-D shapes in different orientations and describe them.
Geometry	I can recognise angles as a property of shape or a description of a turn.
Geometry	I can identify right angles, recognise that two right angles make a half-turn, three make three quarters of a turn and four a complete turn. I can identify whether angles are greater than or less than a right angle.
Geometry	I can identify horizontal and vertical lines and pairs of perpendicular and parallel lines.
Statistics	I can interpret and present data using bar charts, pictograms and tables.

Statistics

I can solve one-step and two-step questions, for example, 'How many more?' and 'How many fewer?', using information presented in scaled bar charts, pictograms and tables.