

## Year 3

<b>Year 3/Y2 Reading Autumn 2020</b>
Read books that are structured in different ways and read for a range of purposes. Discuss these books including similarities and differences in structure and organisation; sequence of events. (Comprehension)
Ask questions to improve my understanding of a text. (Comprehension)
Participate in discussion about both books that are read to me and those that I can read myself, taking turns and listening to what others say. (Comprehension)
Make use of intonation, expression and punctuation to enhance reading. (Word Reading)
<b><u>Spring Yr2</u></b>
Read accurately by blending the sounds in words that contain the graphemes taught so far, especially recognising alternative sounds for graphemes. (Word Reading)
Read further common exception words, noting unusual correspondences between spelling and sound and where these occur in the word. (Word Reading) (Most - Expected)
Read aloud books closely matched to improving phonic knowledge, sounding out unfamiliar words accurately, automatically and without undue hesitation. (Word Reading)
Discuss favourite words and phrases. (Comprehension)
Answering and asking questions including showing awareness of texts being set in different times and places and expressing how events make the reader feel. (Comprehension) Expected
Predicting what might happen on the basis of what has been read so far. (Comprehension)
Explain and discuss my understanding of books, poems and other material, both those that I listen to and those that I read for myself. (Comprehension)
Check that the text makes sense to me. Correct inaccurate reading. (Comprehension) (Expected)
<b><u>Summer Yr2</u></b>
Read accurately words of two or more syllables that contain the same graphemes. (Word Reading) (Expected)
Read most words quickly and accurately, without overt sounding and blending, when they have been frequently encountered. (Word Reading) Expected
Discuss and express views about a wide range of contemporary and classic poetry, stories and non-fiction at a level beyond what can be read independently. (Comprehension)
Become familiar with and retelling a wide range of stories, fairy stories and traditional tales. (Comprehension) Expected
Discuss the sequence of events in books and how items of information are related. (Comprehension)
Make inferences on the basis of what is being said and done. (Comprehension) (Expected - make some inferences)

Year 3/Y2 Writing Autumn 2020	1 <sup>st</sup> achie ved	2 <sup>nd</sup> achie ved	3 <sup>rd</sup> achie ved
Write from memory simple sentences, dictated by the teacher, that include words and punctuation taught so far. (Transcription)			
Write from memory simple sentences dictated by the teacher that include words using the GPCs, common exception words and punctuation taught so far. (Transcription)			
Develop understanding by learning how to use familiar and new punctuation correctly: Exclamation marks and commas in a list (VGP)			
Learn how to use sentences with different forms e.g. statements, questions, exclamations and commands. (VGP)			
Plan own writing by discussing writing similar to that being planned. Understand and learn from its structure, vocabulary and grammar. (Composition)			
Read aloud writing to a group or class, using appropriate intonation and controlling the tone and volume so the meaning is clear. (Composition)			
Use the forms <i>a</i> or <i>an</i> according to whether the word starts with a consonant or a vowel			
Word families -show how words are related in meaning and form eg solve, solution, solver, dissolve, insoluble			
Use -le ending as the most common spelling for this sound at the end of words. (Transcription)			
Add suffixes to spell longer words including -ment, -ness, -ful, -less, -ly (Transcription) (Greater Depth)			
Apply spelling rules and guidance including phonically decodable 2/3 syllable words (Transcription)			
Use adverbs to modify verbs. (VGP)			
Use extended simple sentences e.g. including adverbs and adjectives to add interest. (VGP)			
Use the diagonal and horizontal strokes and understand which letters are best left unjoined. (Handwriting)			
Use some of the diagonal and horizontal strokes needed to join letters and understand which letters, when adjacent to one another, are best left unjoined. (Handwriting) (Greater Depth)			
Attempt some varied vocab and use some varied sentence openings e.g. time connectives (VGP)			
Learn how to use subordination (when, if, that, because) (VGP) (Expected)			

Year 3/Y2 Maths Autumn 2020	1 <sup>st</sup> Achieved	2 <sup>nd</sup> Achieved
<b>Chapter 1 - Numbers to 1000 -Place Value</b>		
Find 10 or 100 more or less than a given number (Number)		
Recognise the place value of each digit in a 3-digit number (Number) <i>I can recognise the place value of each digit in a 2-digit number (Number)</i>		
Compare and order numbers to 1000 (Number) <i>Compare and order numbers from 0 up to 100. Use &lt; &gt; = signs (Number)</i>		
Read and write numbers up to 1000 in numerals and words (Number)		
Identify, represent and estimate numbers using different representations (Number) <i><u>Identify, represent and estimate numbers using different representations, including the number line (Number) (Expected)</u></i>		
Solve number problems and practical problems including place value of numbers (Number) <i>Use place value and number facts to solve problems (Number)</i>		
<b>Additional Targets - Year 2 Maths</b>		
<b>Chapter 1 - Place Value</b>		
<i>Count in steps of 2 and 5 from 0 (Number)</i>		
<i>Count in steps of 3 from 0 forwards and backwards (Number)</i>		
<b>Chapter 2 - Addition and Subtraction</b>		
Add and subtract numbers mentally, including 3-digit in ones, tens and hundreds (Number) <i>Add and subtract using concrete objects, pictorial representations and mentally including a 2-digit number and ones (Number)</i> <i>Add and subtract using concrete objects, pictorial representations and mentally including a 2-digit number and tens (Number)</i>		
Add and subtract numbers with up to 3-digits, using formal written methods of column addition and subtraction (Number)		
Add and subtract numbers mentally, including 3-digit in ones, tens and hundreds (Number) <i>Show that addition can be done in any order (commutative) and subtraction can't (Number)</i> <i>Add and subtract numbers using concrete objects, pictorial representations and mentally including 2-digit numbers (Number) (Expected)</i>		
Estimate the answer to a calculation and use the inverse operation to check answers (Number)		
Solve problems, including missing number problems, using number facts place value and more complex addition and subtraction (Number)		