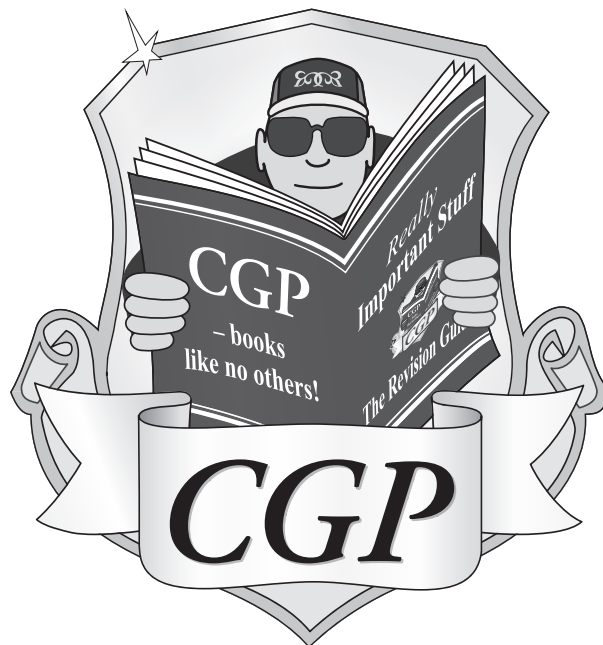


Name: Teacher: Class:

Key Stage Two

English • Maths • Science



Year **3**

Pupil Progress Booklet

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English



The following statements cover the Programme of Study for Years 3 and 4.
Not all of the statements need to be covered in Year 3.



Reading — Word Reading		
I can use my knowledge of root words, prefixes and suffixes to read out loud and to understand the meaning of new words.		
I can recognise exceptions to spelling rules and I understand that some words are not spelt the way they sound.		



Reading — Comprehension		
I have listened to and discussed fiction, poetry, plays, non-fiction and reference books.		
I have read books with different structures and books that were written for a range of purposes.		
I can use a dictionary to check the meaning of words that I have read.		
I have read fairy stories, myths and legends and can tell other people about them.		
I can recognise themes and conventions in different books.		
I can read poems and play scripts out loud, using intonation, tone, volume and actions effectively.		
I can discuss interesting words and phrases used in books.		
I can recognise different poetic forms.		
I can discuss my understanding of books and explain the meaning of words in context.		
I can ask questions to improve my understanding of a text.		
I can interpret characters' feelings, thoughts and motives from their actions and back this up with evidence from the text.		
I can predict what might happen in a story based on what the writer says and suggests.		



Reading — Comprehension (cont.)		
I can identify and summarise the main ideas from several paragraphs of a text.		
I can identify how language, structure and presentation affect meaning.		
I can pick out and write down information from non-fiction texts.		
I can discuss books that have been read to me and books that I have read, and listen to other people's opinions about them.		

Writing — Transcription		
I have learnt more prefixes and suffixes and how to add them to words.		
I have learnt to spell more homophones.		
I can spell words that are commonly misspelt.		
I can use apostrophes to show possession with regular and irregular plural words.		
I can check the spelling of a word in a dictionary using the first two or three letters.		
I can write simple sentences correctly from dictation.		
I can join letters in my writing and understand which letters should not be joined.		
I have made my handwriting more consistent and easy to read.		

Writing — Composition		
I can plan my writing using the structure, vocabulary and grammar used in other books to help me.		
I can plan my writing by discussing and writing down ideas.		
I can draft my writing by saying sentences out loud, adding interesting vocabulary and using different sentence structures.		



Writing — Composition (cont.)		
I can build paragraphs around a theme.		
I can write stories with settings, characters and a plot.		
I can use layout features in non-fiction texts.		
I can evaluate my writing and other people's writing and suggest improvements.		
I can suggest changes to grammar and vocabulary to make sure that a piece of writing is consistent.		
I can check a piece of writing for spelling and punctuation errors.		
I can read what I've written out loud to a group, using the tone and volume of my voice to make the meaning clear.		



Writing — Vocabulary, Grammar and Punctuation		
I can write sentences with two or more clauses, using a range of conjunctions including 'when', 'if', 'because' and 'although'.		
I can use the present perfect form of the verb to replace the past tense form.		
I can use nouns and pronouns where appropriate to make my writing clear and avoid repetition.		
I can use conjunctions, adverbs and prepositions to talk about time and cause.		
I can use fronted adverbials.		
I can use commas after fronted adverbials.		
I can show possession using an apostrophe with plural nouns.		
I can use and punctuate direct speech accurately.		
I can use and understand grammatical terminology when discussing what I have read and written.		



Spoken Language		
I can listen and respond appropriately to adults and other people my age.		
I can ask relevant questions to increase my understanding and knowledge.		
I have used different ways to expand my vocabulary.		
I can explain and justify my own answers, arguments and opinions.		
I can describe, explain and narrate for different purposes in a structured way, including expressing feelings.		
I can pay attention and take part in conversations with others, staying on topic and making and responding to comments.		
I can use spoken language to suggest ideas and explanations, and explore my imagination and ideas.		
I can speak clearly and fluently, increasingly using Standard English.		
I can take part in discussions, presentations, performances, role play, improvisations and debates.		
I can gain, keep and monitor the interest of people listening to me.		
I can assess different viewpoints and build on other people's contributions.		
I can choose and use appropriate registers (e.g. formal or informal speaking) to communicate effectively.		



Teacher Comments



Maths



Number and Place Value		
I can recognise the place value of each digit in a three-digit number.		
I can read and write numbers up to 1000 in numerals and in words.		
I can count in multiples of 4, 8, 50 and 100.		
I can find 10 or 100 more than a number, and 10 or 100 less than a number.		
I can compare and order numbers up to 1000.		
I can use partitioning to show numbers in different ways.		
I can identify and estimate numbers on different number lines and scales.		
I can solve problems using the things I've learnt about numbers.		



Calculations		
I can add 1s, 10s and 100s to a 3-digit number.		
I can subtract 1s, 10s and 100s from a 3-digit number.		
I can add numbers with up to 3 digits using a written method.		
I can subtract numbers with up to 3 digits using a written method.		
I know my tables for 3, 4 and 8 and their division facts.		
I can multiply and divide using my times tables.		
I can multiply and divide using written methods.		

Calculations (cont.)		
I can estimate the answer to a calculation and use inverse operations to check answers.		
I can solve problems by choosing the calculations I should do.		

Fractions		
I understand that tenths come from dividing an object or number by 10. I can count up and down in tenths.		
I can recognise and draw equivalent fractions.		
I can compare and order fractions by their size.		
I can add and subtract fractions with the same denominator.		
I can find a fraction of an amount, such as two fifths of 10.		
I can solve problems that involve fractions.		



Measurement		
I can compare, add and subtract lengths, masses and volumes.		
I can measure the perimeter of a 2D shape.		
I can add and subtract money to give change.		
I can tell the time from 12 and 24 hour clocks. I know how days are arranged into months and years.		
I can compare different lengths of time and do calculations involving time.		
I can work out how long an activity takes and when an event starts or finishes.		



Geometry		
I can draw and describe 2D shapes.		
I can recognise and describe 3D shapes.		
I know what a right angle is and how many right angles are in a quarter, half, three quarter and full turn.		
I can identify horizontal, vertical, parallel and perpendicular lines.		



Statistics		
I can interpret and present data using tables.		
I can interpret and present data using bar charts.		
I can interpret and present data using pictograms.		
I can answer questions using information from tables, bar charts and pictograms.		



<p>Teacher Comments</p>



Science

Plants		
I can name the different parts of a flowering plant.		
I know that the different parts of a flowering plant have different jobs.		
I know that plants make food in their leaves using carbon dioxide (from the air), water and light.		
I know that roots hold plants in the ground and soak up the water and nutrients that plants need to stay healthy.		
I know that the stem (or trunk) supports a plant and that water travels through it.		
I know that water travels in through the roots then up the stem or trunk to the flowers and leaves.		
I can investigate how water travels within a plant.		
I know that plants need air, light, water, nutrients and room to grow.		
I know that different plants need different amounts of air, light, water, nutrients and room to grow.		
I know that plants use flowers to make new plants.		
I know that pollination is when pollen lands on the stigma of a flower.		
I know that fertilisation in plants happens when a pollen grain and egg join.		
I know that the fertilised eggs of plants turn into seeds.		
I know that plant seeds can be dispersed (carried away) by wind, by animals and by explosion.		



Animals, Including Humans		
I know that humans and animals need to eat a balanced diet to stay healthy.		
I know that humans and animals can't make their own food, so they get all their nutrients from what they eat.		
I know that the skeleton supports and protects the body in humans and in some other animals.		
I know that the skeleton and muscles allow humans and some other animals to move.		
I know that some animals don't have skeletons.		



Rocks		
I can put rocks into different groups depending on what they look like and what properties they have.		
I know that fossils are the remains of living things from millions of years ago that are found in rock.		
I know that soil is made from rock, organic matter, water and air.		

Light		
I know that we see things because light enters our eyes.		
I know that when there is no light it's dark and you can't see things.		
I know that some sources give out light.		
I know that light reflects (bounces) off surfaces.		
I know that it's dangerous to look at the Sun, even with dark glasses on.		
I know that opaque objects can block light, making a shadow.		
I know that the more directly overhead a light source is, the shorter the shadow it will make.		
I know that the closer a light source is to an object, the larger the shadow it will make.		

Forces and Magnets		
I know a force is a push or a pull.		
I can compare how objects move on different surfaces.		
I know that most forces need contact between objects.		
I know that magnets don't need to touch other magnetic materials for a force to occur.		
I know that only magnetic materials, like iron and steel, are attracted to magnets.		
I can sort some materials into magnetic and non-magnetic groups.		
I know that magnets have a North pole and a South pole.		
I know that opposite poles attract each other.		
I know that like poles repel each other.		

The following statements cover the Programme of Study for Years 3 and 4.
Not all of the statements need to be covered in Year 3.

Working Scientifically		
I can ask scientific questions and answer them by doing investigations and experiments.		
I can carry out different kinds of investigations to answer different questions.		
I know what a fair test is and why it's important to make sure experiments are fair tests.		
I can use different types of equipment, like thermometers and data loggers, in experiments.		
I can take accurate measurements.		
I can collect and record data and use it to answer questions.		
I can display data and other information in tables, bar charts, drawings and labelled diagrams.		

Working Scientifically (cont.)		
I can spot patterns in the results of an experiment.		
I can use evidence to answer questions.		
I can use the results of my experiments and other evidence to write conclusions.		
I can write and talk about the things I've found out in my investigations, using simple scientific words.		
I can think of ways to improve an experiment.		
I can use the results of experiments to make predictions and ask more questions.		

Teacher Comments

