

Performance Information in English & Maths – What the table means Year 3

The way in which we are required to assess at the statutory assessment points in Year 2 and 6 have had big implications for how we assess across the other year groups. The old system of 'levels' has been removed and the new system involves assessing children against age-related expectations for the end of each year group. In order for you to see a broader context for the overall assessment, we have broken the judgement down into aspects (which relate to content in the National Curriculum). Here is the expectation for year 3:

Reading	What does this aspect mean?	End of Year Expectation Criteria:
Word Reading	Decoding language, saying & recognising words (including phonics)	<i>Reads further exception words, noting the unusual correspondences between spelling and sound, and where these occur in the word.</i>
Themes and Clarity	Understanding the different types of book/ text and how language is used in them.	<i>Develops positive attitudes to reading and understanding of what they read by identifying themes and conventions in a wide range of books.</i>
Monitor and Summarise	An aspect of comprehension – understanding main content	<i>Develops positive attitudes to reading and understanding of what they read by using dictionaries to check the meaning of words they have read. Identifies main ideas drawn from more than one paragraph and summarises these.</i>
Select and Retrieve	Comprehension – locating specific information in a text	<i>Retrieves and records information from non-fiction.</i>
Respond and Explain	Comprehension – justify own thoughts and ideas by referencing against what they have read	<i>Develops positive attitudes to reading and understanding of what they read by listening to and discussing a wide range of fiction, poetry, plays, non-fiction and reference books or textbooks.</i>
Inference	Understanding beyond the literal language	<i>Understands what they have read independently by drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence; Understands what they have read independently by predicting what might happen from details stated and implied.</i>
Language for Effect	How particular language creates meaning	<i>Identify specific language which contributes to the development of meaning.</i>
Writing		
Writing	What does this aspect mean?	End of Year Expectation Criteria:
Transcription	Accuracy of spelling in writing	<i>Explores and accurately uses word families based on common words e.g. fear, feared, fearful, fears, fearfully.</i>
Handwriting	Specific letter formation and how letters are joined	<i>Uses the diagonal and horizontal strokes that are needed to join letters and understand which letters, when adjacent to one another, are best left unjoined.</i>
Composition and effect	Making the purpose of writing clear eg who the audience is.	<i>In narratives, creates settings, characters and plot.</i>
Text Structure and Organisation	Using language features and organisation eg paragraphs appropriate to the type of writing eg letter/ story	<i>Organises paragraphs around a theme. Uses headings and sub-headings to aid presentation.</i>
Sentence Structure and Punctuation	Use of a range of different sentence structures and control of the language	<i>Some sentence variation through sentence type (statement, question, exclamation, command), length and structure (simple, compound).</i>
Grammar,	Use of grammatical elements of writing with accuracy	<i>Introduces inverted commas to punctuate direct speech.</i>

Punctuation and Spelling		<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>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>Proof-reads for spelling and punctuation errors.</p> <p>Expresses time, place and cause using conjunctions.</p>
Maths		
	What does this aspect mean?	End of Year Expectation Criteria:
Numbers and Place Value	Number recognition, understanding of place value and how digits are used.	<p>Counts from 0 in multiples of four, eight, 50 and 100.</p> <p>Can work out if a given number is greater or less than 10 or 100. Recognises the place value of each digit in a three digit number (hundreds, tens and ones)</p> <p>Solves number problems and practical problems involving these ideas</p>
Addition and Subtraction	Skills used to add and subtract numbers of increasing complexity.	Adds and subtracts numbers mentally including: a three digit number and ones, a three digit number and tens and a three digit number and hundreds
Multiplication and Division	Skills used to multiply and divide numbers of increasing complexity.	<p>Recalls and uses multiplication and division facts for the multiplication tables: x3, x4, x8</p> <p>Writes and calculates mathematical statements for multiplication and division using the multiplication tables that are known including for two digit numbers times one-digit numbers, using mental and progressing to formal written methods</p>
Fractions, Including Decimals	Understanding the relationships between fractions, decimals and percentages and using/ finding them.	<p>Counts up and down in tenths; recognises that tenths arise from dividing an object into 10 equal parts and in dividing one-digit numbers or quantities by 10.</p> <p>Recognises, finds and writes fractions of a discrete set of objects; unit fractions and non-unit fractions with small denominators.</p> <p>Recognises and shows, using diagrams, equivalent fractions with small denominators.</p>
Measurements	Calculations and measurements of time, length, volume, mass and money.	<p>Measures, compares, adds and subtracts lengths (m/cm/mm); mass (kg/g); volume/capacity (l/ml).</p> <p>Adds and subtracts amounts of money to give change, using both £ and p in practical contexts.</p> <p>Tells and writes the time from an analogue clock and 12 hour and 24 hour clocks.</p>
Properties of Shape	Naming 2D and 3D shapes and understanding properties	Recognise 3-D shapes in different orientations
Position and Direction	Coordinates, aspects of symmetry and angle	<p>Identifies right angles, recognises that two right angles make a half turn, three make three quarters of a turn and four a complete turn;</p> <p>Identifies whether angles are greater than or less than a right angle.</p>
Statistics	Interpreting and producing charts and graphs to explore information.	Interprets and presents data using bar charts, pictograms and tables

When assessing against this criteria we will use the following codes:

- M** **Met** the criteria
- GD** Has met the criteria and is able to work at **Greater Depth** with the standard, ie is learning additional breadth beyond the standard.
- C** Has not met the standard but is very **close to** meeting – ie is demonstrating aspects and elements of the standard just not quite consistently or fully enough.
- W** Is **working towards** the standard – ie has not yet met the standard.

It is worth noting that at Year 2 and Year 6, the statutory testing requires a different set of codes with other certain areas being reported against – these parents will also receive separate guidance regarding this.

In order for a child to have 'met' the expectation, they must have met every single aspect. Therefore if a child has not met the expectation then you may find it helpful to see the broader achievement within the aspects. For example:

Maths

Numbers and Place Value	M
Addition and Subtraction	M
Multiplication and Division	M
Fractions including Decimals	C
Measurements	GD
Properties of Shape	M
Position and Direction	C
Statistics	C
Overall Maths	C

This 'imaginary child' has met the calculative elements of number and addition, subtraction, multiplication and division but finds fractions really tricky and is only 'close to meeting' ie not met. They are particularly strong at measuring and working at 'greater depth' on this. They also find the position and direction elements and statistics (graphs) difficult.

The overall grade is not an average, it has to be 'close to' as not every aspect is met.

It would however be very easy to draw the wrong conclusion from the overall grade, there is much that the child is doing very well at, they are genuinely very close to meeting the expectation.