



KENSINGTON
SCHOOL

Junior 3

Assessment
Criteria

English

Year 3

Speaking and Listening

- I can sequence and communicate ideas in an organised and logical way, always using complete sentences.
- I vary the amount of detail and choice of vocabulary, depending on the purpose and the audience.
- I take a full part in paired and group discussions.
- I show that I know when Standard English is required and use it (beginning).
- I can retell a story using narrative language and add relevant detail.
- I can show that I have listened carefully because I make relevant comments.
- I can present ideas or information to an audience.
- I recognise that meaning can be expressed in different ways, depending on the context.
- I can perform poems from memory adapting expression and tone as appropriate.

Word reading

- I can apply knowledge of root words, prefixes and suffixes to read aloud and to understand the meaning of unfamiliar words.
- I can read further exception words, noting the unusual correspondences between spelling and sound.
- I attempt pronunciation of unfamiliar words drawing on prior knowledge of similar looking words.

Comprehension

- I read a range of fiction, poetry, plays, and non-fiction texts.
- I can discuss the texts that I read.
- I can read aloud and independently, taking turns and listening to others.
- I can explain how non-fiction books are structured in different ways and can use them effectively.
- I can explain some of the different types of fiction books.
- I can ask relevant questions to get a better understanding of a text.
- I can predict what might happen based on details I have.
- I can draw inferences such as inferring a characters' feelings, thoughts and motives from their actions.
- I can use a dictionary to check the meaning of unfamiliar words.
- I can identify the main point of a text.
- I can explain how structure and presentation contribute to the meaning of texts.
- I can use non-fiction texts to retrieve information.
- I can prepare poems to read aloud and to perform, showing understanding through intonation, tone, volume and action.

Transcription

Spelling

- I can spell words with additional prefixes and suffixes and understand how to add them to root words.
- I recognise and spell homophones.
- I can use the first two or three letters of a word to check its spelling in a dictionary.
- I can spell words correctly which are in a family.
- I can spell the commonly mis-spelt words from the Y3/4 word list.
- I can identify the root in longer words.

Handwriting

- I use the diagonal and horizontal strokes that are needed to join letters.
- I understand which letters should be left unjoined.

Composition

- I can discuss models of writing, noting its structure, grammatical features and use of vocabulary.
- I can compose sentences using a wider range of structures.
- I can write a narrative with a clear structure, setting, characters and plot.
- I can write non-narrative using simple organisational devices such as headings and sub-headings.
- I can suggest improvements to my own writing and that of others.
- I can make improvements to grammar, vocabulary and punctuation.
- I use a range of sentences with more than one clause by using a range of conjunctions.

I use the perfect form of verbs to mark the relationship of time and cause.
I can proof-read to check for errors in spelling and punctuation.

Grammar and punctuation

Sentence structure

I can express time, place and cause by using conjunctions, adverbs and prepositions.

Text structure

I am starting to use paragraphs.

I can use headings and sub headings.

I can use the present perfect form of verbs instead of the simple past.

Punctuation

I can use inverted commas to punctuate direct speech.

Year 3 Exceeding Expectations: Reading

Skim materials and note down different views and arguments

Pause appropriately in response to punctuation and/or meaning

Justify predictions by referring to the story

Begin to find meaning beyond the literal, e.g. the way impressions of people are conveyed through choice of detail and language

Read ahead to determine direction and meaning in a story

Investigate what is known about the historical setting and events and their importance to the story

Deduce from the evidence in the text what characters are like

Explore figurative language and the way it conveys meaning succinctly

Identify the way a writer sets out to persuade

Explore the relationship between a poet and the subject of a poem

Year 3 Exceeding Expectations: Writing

Use adjectives and adverbs with confidence and attempt to think of different ones to use in different situations

Give careful thought to the planning of writing and re-read it as a matter of course

Ensure that descriptions have just enough detail to help the reader gain a better understanding about the way the story is unfolding

Use words that have not been used before when describing events, characters and feelings

Use powerful verbs to show character or add impact

Vary sentences, adding phrases to make the meaning more precise

Include descriptions of events and characters in a variety of styles and can sometimes contain humour

Describe characters and include feelings and emotions when needed

Choose the most appropriate style of writing to suit the needs of the situations, e.g.: poems, lists, letters, reports

Check punctuation and use speech marks and apostrophes accurately

Year 3 Exceeding Expectations: Spoken Language

Speak with good diction so that those at the rear of the audience can hear clearly what is said

Talk about personal feelings in relation to the way a story starts and ends

Ensure that persuasive talk provokes a strong response

Listen to others responsively in discussion and link ideas clearly to what others have said, even when views are different

Make use of what is learnt from a discussion, presentation or broadcast

Ensure the language and structure used when giving instructions are appropriate for the task

Give instruction with clear diction so that everything can be heard and understood

Adapt instructions to suit different audiences, for example, adults or younger children

Be happy to attempt different roles/ responsibilities according to what is needed

Be happy to take a different viewpoint to influence feelings about a character or situation

Mathematics

Year 3

Number, place value, approximation and estimation/rounding

- I can count from 0 in multiples of 4, 8, 50 and 100.
- I can compare and order numbers up to 1,000.
- I can read and write numbers to 1,000 in numerals and words.
- I can find 10 or 100 more or less than a given number.
- I can recognise the place value of each digit in a 3-digit number.
- I can identify, represent and estimate numbers using different representations.
- I can solve number problems and practical problems using above.

Calculations

- I can add and subtract mentally, including:
 - A 3-digit number and ones
 - A 3-digit number and tens
 - A 3-digit number and hundreds
- I can add and subtract numbers with up to three digits, using formal written methods of columnar addition and subtraction.
- I can estimate the answer to a calculation and use inverse operation to check answers.
- I can solve problems, including missing number problems, using number facts, place value, and more complex addition and subtraction.
- I can recall and use multiplication and division facts for the 3, 4 and 8x tables.
- I can write and calculate mathematical statements for multiplication and division using the multiplication tables, including for 2-digit numbers, using mental and progressing to formal written methods.
- I can solve problems, including missing number problems, involving multiplication and division, including integer scaling problems and correspondence problems in which n objects are connected to m objects.

Fractions, decimals and percentages

- I can count up and down in tenths.
- I recognise that tenths arise from dividing an object into 10 equal parts and in dividing 1-digit numbers or quantities by 10.
- I recognise and can find and write fractions of a discrete set of objects: unit fractions and non-unit fractions with small denominators.
- I can compare and order unit fractions and fractions with the same denominators.
- I can add and subtract fractions with the same denominator within one whole.
- I can solve problems involving the above.

Measurement

- I can compare lengths using m, cm & mm.
- I can compare mass using kg & g.
- I can compare volume/capacity using l & ml.
- I can measure lengths using m, cm & mm.
- I can measure mass using kg & g.
- I can measure volume/capacity using l & ml.
- I can add and subtract lengths using m, cm & mm.
- I can add and subtract mass using kg & g.
- I can add and subtract volume/capacity using l & ml.

- I can tell and write the time from an analogue clock (12 hour clock).
- I can tell and write the time from an analogue clock (24 hour clock).
- I can tell and write the time from an analogue clock (Roman numerals).
- 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.
- I can use the following vocabulary: o'clock, am, pm, morning, afternoon, noon & midnight.
- I know the number of seconds in a minute.

I know the number of days in each month, year and leap year.

I can compare the duration of events.

I can measure the perimeter of simple 2D shapes.

I can add and subtract amounts of money to give change, using both £ and p in a practical context.

Geometry –properties of shapes

I can identify horizontal, vertical lines and pairs of perpendicular and parallel lines.

I can draw 2D shapes.

I can make 3D shapes using modelling materials.

I recognise 3D shapes in different orientations and describe them.

I recognise that angles are a property of shape or a description of a turn.

I can identify right angles.

I recognise that two right angles make a half-turn & three make a three quarter turn.

I can identify whether angles are greater than or less than a right angle.

Statistics

I can interpret and present data using bar charts, pictograms and tables.

I can solve one-step and two-step questions using information presented in scaled bar charts, pictograms and tables.

Exceeding Expectations

Recognise the value of each digit in a 4-digit number and the value of a tenth

Know all multiplication facts up to 10×10 and be able to instantaneously answer questions such as, how many 7s in 42?

Add and subtract numbers with any number of digits using formal written methods

Begin to have an understanding about negative numbers recognising they are smaller than zero

Multiply and divide any 2-digit number by a single digit number and have an understanding of 'remainder'

Can find fractional values (from $\frac{1}{2}$ to $\frac{1}{10}$) of amounts up to 1000

Use knowledge of number to solve problems related to money, time and measures

Know that the total internal angles of a triangle measure 180° and can measure each

Can relate knowledge of time to problems related to timetables

Measure, compare, add and subtract more complex problems using common metric measures set out in Kg, gms; Kl, litres; Km and metres, etc.

Science

Year 3

Working scientifically

- I can ask relevant scientific questions.
- I can use observations and knowledge to answer scientific questions.
- I can set up a simple enquiry to explore a scientific question.
- I can set up a test to compare two things.
- I can set up a fair test and explain why it is fair.
- I can make careful and accurate observations, including the use of standard units.
- I can use equipment, including thermometers and data loggers to make measurements.
- I can gather, record, classify and present data in different ways to answer scientific questions.
- I can use diagrams, keys, bar charts and tables; using scientific language.
- I can use findings to report in different ways, including oral and written explanations, presentation.
- I can draw conclusions and suggest improvements.
- I can make a prediction with a reason.
- I can identify differences, similarities and changes related to an enquiry.

Biology

Plants

- I can describe the function of different parts of flowering plants and trees.
- I can explore and describe the needs of different plants for survival.
- I can explore and describe how water is transported within plants.
- I can describe the plant life cycle, especially the importance of flowers.

Animals, including humans

- I can explain the importance of a nutritious, balanced diet.
- I can explain how nutrients, water and oxygen are transported within animals and humans.
- I can describe and explain the skeletal system of a human.
- I can describe and explain the muscular system of a human.
- I can describe the purpose of the skeleton in humans and animals.

Chemistry

Rocks

- I can compare and group rocks based on their appearance and physical properties, giving a reason.
- I can describe how fossils are formed.
- I can describe how soil is made.
- I can describe and explain the difference between sedimentary and igneous rock.

Physics

Light

- I can describe what dark is (the absence of light).
- I can explain that light is needed in order to see.
- I can explain that light is reflected from a surface.
- I can explain and demonstrate how a shadow is formed.
- I can explore shadow size and explain.
- I can explain the danger of direct sunlight and describe how to keep protected.

Forces and magnets

- I can explore and describe how objects move on different surfaces.
- I can explain how some forces require contact and some do not, giving examples.
- I can explore and explain how objects attract and repel in relation to objects and other magnets.
- I can predict whether objects will be magnetic and carry out an enquiry to test this out.
- I can describe how magnets work.
- I can predict whether magnets will attract or repel and give a reason.

Exceeding Expectations

Record and present what they have found using scientific language, drawings, labelled diagrams, bar charts and tables

Use their findings to draw a simple conclusion

Explain how the muscular and skeletal systems work together to create movement

Classify living things and non-living things by a number of characteristics that they have thought of

Explain how certain living things depend on one another to survive

Explore the role of flowers in the life cycle of flowering plants, including pollination, seed formation and speed dispersal

Begin to relate the properties of rocks with their uses

Investigate the strengths of different magnets and find fair ways to compare them

Explain why lights need to be brighter or dimmer according to need

Explain why their shadow changes when the light source is moved closer or further from the object

History

Year 3

I can describe events from the past using dates when things happened.

I can use a timeline within a specific period of history to set out the order that things may have happened.

I can use my mathematical knowledge to work out how long ago events happened.

I can explain some of the times when Britain has been invaded.

I can use research skills to find answers to specific historical questions.

I can research in order to find similarities and differences between two or more periods of history.

Geography

Year 3

I can use the correct geographical words to describe a place.

I can use some basic Ordnance Survey map symbols.

I can use grid references on a map.

I can use an atlas by using the index to find places.

I can describe how volcanoes are created.

I can locate and name some of the world's most famous volcanoes.

I can describe how earthquakes are created.

I can name a number of countries in the northern hemisphere.

I can name and locate the capital cities of neighbouring European countries.

Art

Year 3

- I can show facial expressions in my art.
- I can use sketches to produce a final piece of art.
- I can use different grades of pencil to shade and to show different tones and textures.
- I can create a background using a wash.
- I can use a range of brushes to create different effects in painting.
- I can identify the techniques used by different artists.
- I can use digital images and combine with other media in my art.
- I can use IT to create art which includes my own work and that of others.
- I can compare the work of different artists.
- I recognise when art is from different cultures.
- I recognise when art is from different historical periods.

Design

Year 3

- I can prove that my design meets some set criteria.
- I can follow a step-by-step plan, choosing the right equipment and materials.
- I can design a product and make sure that it looks attractive.
- I can choose a textile for both its suitability and its appearance.
- I can select the most appropriate tools and techniques for a given task.
- I can make a product which uses both electrical and mechanical components.
- I can work accurately to measure, make cuts and make holes.
- I can describe how food ingredients come together.

Music

Year 3

- I can sing a tune with expression.
- I can play clear notes on instruments.
- I can use different elements in my composition.
- I can create repeated patterns with different instruments.
- I can compose melodies and songs.
- I can create accompaniments for tunes.
- I can combine different sounds to create a specific mood or feeling.
- I can use musical words to describe a piece of music and compositions.
- I can use musical words to describe what I like and do not like about a piece of music.
- I can recognise the work of at least one famous composer.
- I can improve my work; explaining how it has been improved.

P.E.

Year 3

Games

I can throw and catch with control.

I am aware of space and use it to support team-mates and to cause problems for the opposition.

I know and use rules fairly.

Gymnastics

I can adapt sequences to suit different types of apparatus and criteria.

I can explain how strength and suppleness affect performance.

I can compare and contrast gymnastic sequences.

Dance

I can improvise freely and translate ideas from a stimulus into movement.

I can share and create phrases with a partner and small group.

I can repeat, remember and perform phrases.

Athletics

I can run at fast, medium and slow speeds; changing speed and direction.

I can take part in a relay, remembering when to run and what to do.

Outdoor and adventurous

I can follow a map in a familiar context.

I can use clues to follow a route.

I can follow a route safely.

Computing

Year 3

Algorithms and programming

I can design a sequence of instructions, including directional instructions.

I can write programs that accomplish specific goals.

I can work with various forms of input.

I can work with various forms of output.

Information technology

I can use a range of software for similar purposes.

I can collect information.

I can design and create content.

I can present information.

I can search for information on the web in different ways.

I can manipulate and improve digital images.

Digital literacy

I use technology respectfully and responsibly.

I know different ways I can get help if I am concerned.

I understand what computer networks do and how they provide multiple services.

I can discern where it is best to use technology and where it adds little or no value.

Knowledge and understanding

- I understand the need for rules to keep me safe when exchanging learning and ideas online.
- I recognise that information on the internet may not be accurate or reliable and may be used for bias, manipulation or persuasion.
- I understand that the internet contains fact, fiction and opinion and begin to distinguish between them.
- I use strategies to verify information, e.g. cross-checking.
- I understand the need for caution when using an internet search for images and what to do if I find an unsuitable image.
- I understand that copyright exists on most digital images, video and recorded music.
- I understand the need to keep personal information and passwords private.
- I understand that if I make personal information available online it may be seen and used by others.
- I know how to respond if asked for personal information or feel unsafe about content of a message.
- I recognise that cyber bullying is unacceptable and will be sanctioned in line with the school's policy.
- I know how to report an incident of cyber bullying.
- I know the difference between online communication tools used in school and those used at home.
- I understand the need to develop an alias for some public online use.
- I understand that the outcome of internet searches at home may be different than at school

Skills

- I follow the school's safer internet rules.
- I recognise the difference between the work of others which has been copied (plagiarism) and re-structuring and re-presenting materials in ways which are unique and new.
- I can identify when emails should not be opened and when an attachment may not be safe.
- I can explain and demonstrate how to use email safely.
- I can use different search engines.

Spanish

Year 3/4

Spoken language

- I can name and describe people.
- I can name and describe a place.
- I can name and describe an object.
- I can have a short conversation saying 3-4 things.
- I can give a response using a short phrase.
- I am starting to speak in sentences.

Reading

- I can read and understand a short passage using familiar language.
- I can explain the main points in a short passage.
- I can read a passage independently.
- I can use a bilingual dictionary or glossary to look up new words.

Writing

- I can write phrases from memory.
- I can write 2-3 short sentences on a familiar topic.
- I can say what I like/dislike about a familiar topic.