



Key Performance Indicators

Year Three

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Key Performance Indicators

At Grove Park Primary School, we continuously draw upon a range reliable and robust assessment procedures which help us to build a clear understanding of where a child is in his or her learning journey. Continuous assessment allows for personalised teaching and individualised target setting. One of the ways in which we record performance data is against attainment and progress Key Performance Indicators. These statements, in line with the 2014 National Curriculum, set out clear expectations of what a child should know by the end of their year group. These statements may be shared with pupils to help define and guide the next steps in their learning.

In order to support your child in their learning, please refer to the KPIs for Reading, Writing and Maths for each year group. If you require any additional information about this, or any other assessment procedures at Grove Park Primary School, please do not hesitate to contact your child's class teacher, or any member of the Senior Leadership Team.

Maths

KEY PERFORMANCE INDICATORS
Counts from 0 in multiples of four, eight, 50 and 100. Can find 10 more or 10 less than a number.
Recognises the place value of each digit in a three-digit number (hundreds, tens, and ones)
Solves number problems and practical problems involving these ideas
Adds and subtracts numbers mentally including: <ul style="list-style-type: none">· a three-digit number and ones;· a three-digit number and tens;· a three-digit number and hundreds.
Recalls and uses multiplication and division facts for the three, four and eight multiplication tables.
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
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
Recognises, finds and writes fractions of a discrete set of objects: unit fractions and non-unit fractions with small denominators
Recognises and shows, using diagrams, equivalent fractions with small denominators
Measures, compares, adds and subtracts lengths (m/cm/mm); mass (kg/g); volume/capacity (l/ml)
Adds and subtracts amounts of money to give change, using both £ and p in practical contexts
Tells and writes the time from an analogue clock and 12-hour and 24-hour clocks. Can read Roman numerals from I to XII.
Identifies right angles, recognises that two right angles make a half-turn, three make three quarters of a turn and four a complete turn; identifies whether angles are greater than or less than a right angle
Interprets and presents data using bar charts, pictograms and tables

Writing

KEY PERFORMANCE INDICATORS

Organises paragraphs around a theme

In narratives, creates settings, characters and plot

Proof-reads for spelling and punctuation errors, including full stops, question marks, exclamation marks, commas for lists, apostrophes and inverted commas for speech.

Uses the forms 'a' or 'an' according to whether the next word begins with a consonant or a vowel e.g a rock, an open box.

Expresses time, place and cause using coordinating and subordinating conjunctions: when, before, while, after, so, because. Adverbs: then, next, soon, therefore, or prepositions: before, after, during, in, because of.

Introduces inverted commas to punctuate direct speech

Uses headings and sub-headings to aid presentation

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'

Writes from memory simple sentences, dictated by the teacher, that include words and punctuation taught so far.

Reading

KEY PERFORMANCE INDICATORS

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;
- using dictionaries to check the meaning of words they have read;
- identifying themes and conventions in a wide range of books.

Reads further exception words, noting the unusual correspondences between spelling and sound, and where these occur in the word.

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
- predicting what might happen from details stated and implied.

Retrieves and records information from non-fiction texts