



# My Target Book

Name \_\_\_\_\_

## Year 3 My Reading Targets

### Spoken Word

I can listen and respond appropriately to adults and their peers

I can ask relevant questions to extend my understanding and knowledge

I can use relevant strategies to build my vocabulary

I can speak audibly and fluently with an increasing command of Standard English

I can participate in discussions, presentations, performances, role play, improvisations and debates

I can select and use appropriate registers for effective communication

I can use spoken language to explore ideas and explain my thinking

### Decoding

I can read out loud confidently, understanding how to use a range of punctuation

I can use knowledge of root words, suffixes and prefixes to read and understand new words

I can use the context of the sentence to help me read unfamiliar words

I am beginning to use a dictionary to check the meaning of words I have read

### Comprehension

I can use alphabetically ordered texts to find information

I can identify the features of different text types

I can use a range of organisational features to locate information such as labels, diagrams and charts

## Range and Experience

I can read books that are structured in different ways and read for a range of purposes

I can start to make connections between books by the same author or theme

I can start to recognise some features of the text that relate to the historical setting or its social or cultural background

I can retell some of the stories that I am familiar with orally, including fairy stories and myths and legends

I listen to and discuss a wide range of fiction, poetry, plays, non-fiction and reference books

I can recognise different forms of poetry

## Detective Skills

I can justify inferences with evidence from the text

I can justify predictions with evidence from the text

I can empathise with a character

## Response

I understand what the writer might be thinking

I can begin to identify and comment on different points of view in the text

I can evaluate specific texts with references to text types

I can prepare poems and plays to read aloud and perform, showing understanding

I can ask questions to improve my understanding of a text

## **Language Appreciation**

I can discuss words and phrases that capture the reader's interest and imagination

I can comment on the choice of language to create moods and build tension

## Year 3 My Writing Targets

### Organisation

I can group similar information together in paragraphs in non-fiction writing, using headings if necessary

I can use paragraphing in narrative for a new location in a story

I can plan my writing by discussing the similarities in structure, vocabulary and structure with other texts

I can discuss and record my ideas when planning

I can read aloud my own writing to a group using appropriate intonation for clarity

### Purpose

My stories have well defined settings, characters and plots

I can include details to add an element of humour, surprise or suspense

I can show evidence of viewpoint in my writing

I can assess the effectiveness of my own and others work and suggest improvements

### Vocabulary

I can use detail to clarify information

I can modify nouns by one or more precise adjectives – ‘a loud wailing sound’

My vocabulary is interesting and appropriate

I can compose and rehearse sentences orally to build vocabulary and sentence structure

## Grammar

I can use a wider range of conjunctions e.g. when, if, because, although, however

I can write in complex sentences to clarify relationships in time and cause e.g. meanwhile, during, while, until and following

I can proof-read for errors

I can use inverted commas to punctuate direct speech

I can write from memory simple sentences, dictated by the teacher, that include words and punctuation taught so far

I can use the correct form of 'a' or 'an'

I can suggest some changes to improve the consistency of my writing

## Handwriting

I can use the diagonal and horizontal strokes that are needed to join letters

I understand which letters, when adjacent to one another, are best left un-joined

My handwriting shows increasing legibility, consistency and quality

## Spelling

I can spell the next 11 sets of homophones/near homophones (e.g. accept/except)

I can use the prefixes dis-, mis-, in-, and im-

I can spell words ending in -tion/ -sion/ -cian/ -ssion

I am familiar with words that are often misspelt

I am beginning to use the possessive apostrophe correctly including regular and irregular plurals

## Year 3 My Maths Targets

### Number & Place Value

I can count from 0 in multiples of 4, 8, 50 and 100

I can find 10 or 100 more or less than a given number

I can recognise the place value of each digit in a three-digit number (hundreds, tens, ones)

I can compare and order numbers up to 1000

I can identify, represent and estimate numbers using different representations

I can read and write numbers to at least 1000 in numerals and in words

I can solve number problems and practical problems involving these ideas.

### Addition & Subtraction

I can add and subtract numbers mentally, including: a 3d number and ones, 3d + tens, 3d + hundreds.

I can add and subtract numbers with up to three digits, using the efficient written methods of columnar addition and subtraction

I can solve problems, including missing number problems, using number facts, place value, and more complex addition and subtraction.

I can estimate the answer to a calculation and use inverse operations to check answers.

### Multiplication & Division

I can recall and use multiplication and division facts for

## the 3, 4 and 8 multiplication tables

I can solve problems, including missing number problems, involving multiplication and division, including integer scaling problems and correspondence problems involving multiplication and division, including integer scaling problems and correspondence problems in which  $n$  objects are connected to  $m$  objects.

## Fractions

I can count up and down in tenths; recognise that tenths arise from dividing an object into 10 equal parts and in dividing one-digit numbers or quantities by 10.

I can recognise, find and write fractions of a discrete set of objects: unit fractions and non-unit fractions with small denominators

I can recognise and use fractions as numbers: unit fractions and non-unit fractions with small denominators.

I can recognise and show, using diagrams, equivalent fractions with small denominators

I can add and subtract fractions with the same denominator within one whole (e.g.  $\frac{5}{7} + \frac{1}{7} = \frac{6}{7}$ ).

I can compare and order unit fractions with the same denominator.

I can solve problems that involve all of the previous.

## Measurement

I can measure, compare, add and subtract: lengths (m/cm/mm); mass (kg/g); volume/capacity (l/ml).

I can measure the perimeter of simple 2-D shapes.

I can add and subtract amounts of money to give change,

using both £ and p in practical contexts.

I can tell and write the time from an analogue clock using the 12 hour and 24 hour clocks, including using Roman numerals from I to XII

I can estimate and read time with increasing accuracy to the nearest minute; record and compare time in terms of seconds, minutes, hours and o'clock; use vocabulary such as a.m./p.m., morning, afternoon, noon and midnight.

I can know the number of seconds in a minute and the number of days in each month, year and leap year.

I can compare durations of events, for example to calculate the time taken by particular events or tasks.

## **Properties of Shape**

I can draw 2-D shapes.

I can make 3-D shapes using modelling materials. I can recognise 3-D shapes in different orientations; and describe them with increasing accuracy

I can recognise angles as a property of shape and associate angles with turning

I can identify right angles, recognise that two right angles make a half-turn, three make three quarters of a turn and four a complete turn;

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

I can identify horizontal, vertical, perpendicular and parallel lines in relation to other lines.

## Statistics

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

I can solve one-step and two-step questions such as 'How many more?' and 'How many fewer?' using information presented in scaled bar charts and pictograms and tables.