Greenfield Primary School

'Everyone can grow in a Greenfield!'

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Key Performance Indicators

We have established Key Performance Indicators (KPIs) for each year group in our school. These are the things we feel are fundamental for pupils to sufficiently grasp, or master, at each stage of their learning, so that their learning is sustainable over time and can be built upon in subsequent years. There are several KPIs for each of reading, writing and maths for each year group; in the future we will be establishing these for other curriculum subjects. Those KPIs in bold must be achieved to be at that age related expectation.

Year 3 – Reading

- **Read age-appropriate books (AR 2.9+) independently, decoding most new words accurately, taking into account punctuation and using a range of strategies to establish meaning from texts, including specific strategies to work out the meaning of unfamiliar vocabulary (e.g. self-correcting, widening knowledge of vocabulary).**
- **Read all of the Y1/2 common exception words and some of the Y3/4 statutory word list (50%).**
- Use knowledge of the alphabet to locate information in a dictionary or index.
- Identify language the author has chosen to use to capture the reader's interest and imagination.
- Locate information directly from the text to answer questions.
- Can summarise the main points in a text.
- Can explore straightforward underlying themes and ideas (those that are not clearly signalled at a literal level).
- Make plausible predictions based on what might happen from details stated and implied.
- Explain how and why main characters act in certain ways, using evidence from the text.

Year 3 – Writing

- Can usually join their handwriting.
- **Spell correctly at least 50% of words from the Year 3 & 4 statutory spelling list, and all Year 1 & Year 2 common exception words.**
- Can apply their growing knowledge of morphology and etymology to spell words with prefixes (dis-, mis-, in-, il-, ir-) and adding suffixes (beginning with vowels to words of more than one syllable -ing, -ed, -er, -ion and -ly)
- **Can usually use correct grammatical structures in sentences (nouns and verbs agree, consistent past and present tense).**
- **Uses most punctuation, including full stop and capital letter (essential), question mark, exclamation mark, comma for lists, apostrophe (contraction and singular possession) accurately.** (Advanced if also using punctuation to indicate direct speech – even if just inverted commas to indicate direct speech.)
- Can use a range of chosen forms appropriately and consistently.
- Can produce work which is organised, imaginative and clear (e.g. clear sequence with a recognisable opening, body and ending, whilst staying on task).
- Use paragraphs as a way of grouping related material.
- **Can extend the range of sentences with more than one clause** by expressing time, place and cause using conjunctions (e.g. when, if, because, although), adverbs (e.g. then, next, soon, therefore), and prepositions (e.g. before, after, during, in, because of).

- Can proof-read for spelling, punctuation and basic grammatical errors.

Year 3 – Maths

- Counts from 0 in multiples of four, eight, 50 and 100.
- Recognise the place value of each digit in three-digit numbers, and compose and decompose three-digit numbers using standard and non-standard partitioning.
- Divide 100 into 2, 4, 5 and 10 equal parts, and read scales/number lines marked in multiples of 100 with 2, 4, 5 and 10 equal parts.
- Can work out if a given number is greater or less than 10 or 100. Reasons about the location of any three-digit number in the linear number system, including identifying the previous and next multiple of 100 and 10.
- Fluent with addition and subtraction facts that bridge 10.
- 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.
- Add and subtract up to three-digit numbers using columnar methods.
- Manipulate the additive relationship: Understand the inverse relationship between addition and subtraction, and how both relate to the part–part–whole structure. Understand and use the commutative property of addition, and understand the related property for subtraction.
- Recall multiplication facts, and corresponding division facts, in the 3, 4 and 8 multiplication tables, and recognise products in these multiplication tables as multiples of the corresponding number.
- Applies place-value knowledge to known additive and multiplicative number facts (scaling facts by 10).
- 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.
- 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