# Gap Analysis Report

Y3 - All Pupils (117 pupils)

Year 3 Summer 2

| Spoken Language | Reading: Word Reading | Reading: Comprehension | Writing: Transcription - Spelling | Writing: Transcription - Handwriting | Writing: Composition |
|---|---|---|---|---|---|
| **Band 3** | **Band 3** | **Band 3** | **Band 3** | **Band 3** | **Band 3** |
| I can listen to and discuss a range of fiction, poetry, plays, non-fiction and reference books or textbooks | I can use my knowledge of root words , prefixes ( including dis-, mis-, il-, im-, ir-) and suffixes (including -ly) to help me read aloud and to understand the meaning of new words | I can make reading fun by listening to and discussing stories, poems, plays and non-fiction work | I can use the prefixes un-, dis-, mis-, re-, pre- | I can use more of the diagonal and horizontal strokes I need to join letters and know which letters, when they are next to one another, are best left unjoined | I can plan my writing by discussing it and talking about how to improve it using examples from other writers that I like |
| I can prepare poems and play scripts to read aloud and to perform, showing my understanding by using the tone and of my voice, and actions | I can read further exception words including words that do not follow spelling patterns | I can show that I enjoy reading by reading lots of different types of books | I can add suffixes beginning with vowel letters to words of more than one syllable e.g. forgetting, preferred, gardening, limited | I can write so that most of my letters are easy to read, all the same way up and the same size. My writing is spaced properly so that my letters don't overlap | I can plan my writing by talking about the important parts to have in a story, poem, an explanation or non-fiction piece and I can re-edit it |
| I can talk about words and phrases that capture the reader's interest and imagination | | I can read a wide range of books including fairy stories, myths and legends and retell some of them to others | I can use the suffix -ly | | I can rewrite my work making improvements by saying the work out loud, using the best words I know and making sure I: use conjunctions such as when, before, after, while; use adverbs such as then, next and soon; use prepositions such as before, after, during, in and because |
| I can ask questions to improve my understanding of a text | | I can tell you what a book that I am reading is about | I can spell words with endings sounding like 'zh' and 'ch' e.g. treasure, measure, picture, nature | | I can use paragraphs to organise my writing so that blocks of text group related material |
| I can talk in a group about books that are read to me and those that I read, taking turns and listening to what others say | | I can read aloud poems and perform play scripts | I can spell words with endings which sound like 'zhun' e.g. division, decision | | I can draft and write descriptive work that creates settings, characters and plots |
| I can make up and repeat sentences aloud (including conversations) | | I can discuss words in the books that I read that excite me | I can spell words which sound the same but have different meanings brake/break, fair/fare, grate/great, groan/grown, here/hear, heel/heal/he'll, mail/male, main/mane, meat/meet, peace/piece, plain/plane | | I can draft and write material such as instructions, using headings and sub-headings to organise my work |
| I can read aloud my own writing controlling the tone and volume of my voice so that the meaning is clear | | I can understand what I have read, checking that it makes sense by talking to others about it | I can spell words that are often misspelt | | I can re-read my work to improve it for my audience |
| I can estimate and read time with increasing accuracy to the nearest minute; record and | | I can ask questions about the texts that I have read to help me understand them | I can spell words containing the 'i' sound spelt 'y' elsewhere than at the end of words e.g. | | I can re-read my work to improve it by thinking about changes to vocabulary and grammar |

| | | | |
|---|---|---|---|
| compare time in terms of seconds, minutes and hours; use vocabulary such as o'clock, a.m./p.m., morning, afternoon, noon and midnight | | myth, gym | to make it more interesting |
| I can describe the properties of 2-D and 3-D shapes using accurate language, including lengths of lines and acute and obtuse for angles greater or less than a right angle | I can work out what a character in a book is feeling by the actions they take and can explain how I know | I can spell words containing the 'u' sound spelt 'ou' e.g. young, touch, double | I can proof read my work by reading aloud and putting in capital letters and full stops. I can also add commas, question marks, exclamation marks and apostrophes where needed |
| I can ask relevant questions and use different types of scientific enquiries to answer them | I can predict what might happen from clues in what I have read | I can spell words with the 'k' sound spelt 'ch' e.g. scheme, school, echo | I can read my work out to a group with confidence and make sure it sounds interesting using the right volume and tone of voice |
| I can make a spoken report on findings from scientific enquiries | I can tell someone about the main ideas in a paragraph | I can spell words with the 'sh' sound spelt 'ch' e.g. chef, machine | |
| I can use relevant scientific language to discuss my ideas and communicate findings in ways that are appropriate for different audiences | I can say how a text is organised to help me understand it using paragraphs, headings, subheadings and inverted commas to show speech | I can spell words with the 'ay' sound spelt 'ei', 'eigh' or 'ey' e.g. eight, they | |
| | I can use non-fiction texts to find out information on a subject | I can use the first two or three letters of a word to check its spelling in a dictionary | |
| | I can talk about books and poems and I can take turns in telling people about them | I can write from memory simple sentences, dictated by the teacher, that include words and punctuation I already know | |

# Gap Analysis Report

Y3 - All Pupils (117 pupils)

Year 3 Summer 2

| Writing: Vocabulary, Grammar and Punctuation | Mathematics: Number - Number and Place Value | Mathematics: Number - Addition and Subtraction | Mathematics: Number - Multiplication and Division | Mathematics: Number - Fractions | Mathematics: Measurement |
|---|---|---|---|---|---|
| **Band 3** | **Band 3** | **Band 3** | **Band 3** | **Band 3** | **Band 3** |
| I can create new words using a range of prefixes including super-, anti-, auto- | I can count from 0 in multiples of 4, 8, 50 and 100 and can find 10 or 100 more or less than a given number | I can add and subtract numbers in my head, including a three digit number and ones | I can recall and use multiplication and division facts for the 3, 4 and 8 times tables | I can count up and down in tenths and know that tenths are made from dividing an object into 10 equal parts and in dividing one-digit numbers or quantities by 10 | I can measure, compare, add and subtract: lengths (m/cm and mm); mass ( kg/g); volume and capacity (l/ml) |
| I can understand when to use 'a' or 'an' in front of a word | I can recognise the place value of each digit of a number with hundreds, tens and units | I can add numbers with up to three digits using formal column methods | I can calculate multiplication and division problems, both mentally and in writing, using the times tables, including two digit numbers times one digit numbers | I can write and find fractions of a set of data and can recognise fractions with small denominators | I can measure the perimeter of simple 2-D shapes |
| I can identify word families based on root words e.g. solve, solution, dissolve, insoluble | I can compare and order numbers up to 1000 | I can add and subtract numbers in my head, including a three digit number and tens | I can solve problems, including missing number problems, involving multiplication and division, including factors and ratio | I can find and use fractions of numbers such as 1/4 of 8 = 2 and 3/4 of 8 = 6 | I can add and subtract money giving change, using pounds and pence. I can do this with real coins and notes |
| I can talk about time, place and cause using these words: when, before, after, while, so, because, then, next, soon, therefore, before, after, during, in, because of | I can find, show and estimate numbers using objects and pictures | I can subtract numbers with up to three digits using formal column methods | | I can identify and show equivalent fractions | I can tell the time on a clock face. I can do this if it uses the Roman numerals from I to XII and I can use 12-hour or 24 hour clocks. |
| I can use paragraphs | I can read and write numbers to 1000 in numerals | I can add and subtract numbers in my head, including a three digit number and hundreds | | I can add fractions with the same denominator within one whole | I can write the time on a clock face. I can do this if I use Roman numerals from I to XII and I can use 12-hour or 24 hour clocks. |
| I can use headings and sub-headings | I can read and write numbers to 1000 in words | I can estimate the answer to a calculation and use this and inverse operations to check answers | | I can subtract fractions with the same denominator within one whole | I can estimate and read the time to the nearest minute. I can record time in seconds, minutes and hours. I can use the words o'clock, a.m., p.m., morning, afternoon, noon and midnight |
| I can use the present perfect form of verbs e.g. He has gone out to play contrasted with He went out to play | I can solve number and word problems | I can solve problems, including missing number problems, using number facts, place value, and more complex addition and subtraction | | I can compare and order fractions with the same denominator | I can tell you the number of seconds in a minute and how many days there in a month, a year, and in a leap year |
| I can use speech marks correctly sometimes | | | | I can solve fraction problems | I can compare how much time is taken by different events or tasks |
| I can understand what the following words mean: word family, | | | | I can write 1/10 as 0.1 and 3/10 as 0.3 | |

| | |
|---|---|
| prefix, clause, subordinate clause, direct speech, consonant, consonant letter, vowel, vowel letter, inverted commas | |

# Gap Analysis Report

Y3 - All Pupils (117 pupils)

Year 3 Summer 2

| Mathematics: Geometry - Properties of Shape | Mathematics: Geometry - Position and Direction | Mathematics: Statistics | Mathematics: Ratio and Proportion | Mathematics: Algebra | Science: Working Scientifically |
|---|---|---|---|---|---|
| **Band 3** | **Band 3** | **Band 3** | **Band 3** | **Band 3** | **Band 3** |
| I can draw 2-D shapes and make 3-D shapes using modelling materials. I can recognise 3-D shapes in different orientations | No Single Band Statements | I can interpret and present data using bar charts, pictograms and tables | No Single Band Statements | No Single Band Statements | I can ask questions and use different types of scientific enquiries to answer them |
| I can recognise angles as properties of shape. I know that angles are a description of a turn | | I can solve one-step and two-step questions e.g. "How many more?" and "How many fewer?" using information presented in scaled bar charts, pictograms and tables | | | I can set up simple practical enquiries, comparative and fair tests |
| I can spot right angles. I can spot when angles are greater or less than a right angle | | | | | I can make observations and take measurements using standard units, using a range of equipment, including thermometers and data loggers |
| I know that two right angles make a half-turn, three make three quarters of a turn and four make a full turn. | | | | | I can gather, record, classify and present data in a variety of ways to help in answering questions |
| I can spot horizontal and vertical lines and pairs of perpendicular and parallel lines | | | | | I can record findings using simple scientific language, drawings, labelled diagrams, keys, bar charts, and tables |
| | | | | | I can report on findings from enquiries, including spoken and written explanations, displays or presentations of results and conclusions |
| | | | | | I can use results to draw simple conclusions, make predictions for new values, suggest improvements and raise further questions |
| | | | | | I can explain differences, similarities or changes related to simple scientific ideas and processes |
| | | | | | I can use straightforward scientific evidence to answer questions or to support my findings |

# Gap Analysis Report

Y3 - All Pupils (117 pupils)

Year 3 Summer 2

| Science: Animals, including humans | Science: Earth and space | Science: Electricity | Science: Evolution and inheritance | Science: Forces and magnets | Science: Light |
|---|---|---|---|---|---|
| **Band 3** | **Band 3** | **Band 3** | **Band 3** | **Band 3** | **Band 3** |
| I can identify that animals, including humans, need the right types and amount of nutrition, and that they cannot make their own food; they get nutrition from what they eat | No Single Band Statements | No Single Band Statements | No Single Band Statements | I can compare how things move on different surfaces | I can explain that I need light in order to see things and that dark is the absence of light |
| I can explain why humans and some other animals have skeletons and muscles | | | | I can see that some forces need contact between two objects, but magnetic forces can act at a distance | I can show that light is reflected from surfaces |
| | | | | I can observe how magnets attract or repel each other and attract some materials and not others | I can explain that light from the sun can be dangerous and that there are ways to protect eyes |
| | | | | I can compare and group some materials on the basis of whether they are attracted to a magnet, and identify some magnetic materials | I can show how shadows are formed when the light from a light source is blocked by a solid object |
| | | | | I can describe magnets as having two poles | I can show that there are patterns are in the way that the size of shadows change |
| | | | | I can predict whether two magnets will attract or repel each other, depending on which poles are facing | |

# Gap Analysis Report

Y3 - All Pupils (117 pupils)

Year 3 Summer 2

| Science: Living things and their habitats | Science: Materials | Science: Plants | Science: Rocks | Science: Seasonal changes | Science: Sound |
|---|---|---|---|---|---|
| **Band 3** | **Band 3** | **Band 3** | **Band 3** | **Band 3** | **Band 3** |
| No Single Band Statements | No Single Band Statements | I can explain what different parts of flowering plants do | I can examine and do practical experiments on various types of rocks in order to group them on the basis of their appearance and simple physical properties | No Single Band Statements | No Single Band Statements |
| | | I can explore the requirements of plants for life and growth and how they vary from plant to plant | I can simply describe how fossils are formed when things that have lived are trapped within rock | | |
| | | I can investigate the way in which water is transported within plants | I can explain that soils are made from rocks and organic matter | | |
| | | I can explore the part that flowers play in the life cycle of flowering plants, including pollination, seed formation and seed dispersal | | | |

# Gap Analysis Report

Y3 - All Pupils (117 pupils)



**Science:**
**States of matter**

**Band 3**

No Single Band Statements

**Key:**

| Mastered | Achieved | Working Towards | Not Begun |
|---|---|---|---|