

Year 3 KPIs

Expected

- Pupils are able to retrieve and record information
- Make predictions based on details stated and implied
- Draw on contextual evidence to make sense of what is read
- Explain and discuss their understanding of what they have read and words they have encountered
- Ask questions to enhance understanding of the text
- Draws inferences such as inferring characters' feelings, thoughts and motives from their actions
- Explain and justify their personal opinions about the text
- Make basic comparisons within and across different texts
- Identifying main ideas drawn from more than one paragraph and summarise these
- Asking and answering appropriate questions related to text

Greater Depth

- Make simple comments that show awareness of the effect of the text on the reader (e.g. commenting on the language used to create mood or build tension) Which words created a... mood? What does the word...indicate?
- Identify how punctuation adds effect and the impact this has
- Explain the meaning of words using a dictionary independently

Year 3 – Expected

This child, who is working at the expected standard, was reading this article with a peer on day two of a whole class reading session. The article is related to the global theme of 'Identity and Diversity'. The reading skills in focus were clarifying and summarising.

KPI: Make predictions based on details stated and implied;

Looking at the article title, what do you predict it might be about? What information do you expect to gain from reading it?

I predict that the different points are all around human rights but for children because there are children in the pictures. It looks like the sustainable development goals that we have on our topic table. It might tell us what our rights are.

14. SPECIAL REPORT

DO YOU KNOW YOUR RIGHTS

WORLD Children's Day is UNICEF's annual day of action for children, by children. This year is extra special as it marks 30 years of the United Nations Convention on the Rights of the Child – 30 years of improving children's lives around the world. It's a time to celebrate their rights and a time to demand action. Children are saying, loud and clear: it is time for every child to have every right. So, on 20 November, kids everywhere will stand up for their rights. But, do you know what your rights are? This is our quick guide.



- 1. DEFINITION OF A CHILD**
A child is any person under the age of 18.
- 2. NO DISCRIMINATION**
All children have all these rights, no matter who they are, where they live, what language they speak, what their religion is, what they think, what they look like, if they are a boy or girl, if they have a disability, if they are rich or poor, and no matter who their parents or families are.
- 3. BEST INTERESTS OF THE CHILD**
When adults make decisions, they should think about how those decisions will affect children. All adults should do what is best for children. Governments should make sure children are protected and looked after by their parents, or by other people when this is needed. Governments should make sure that people and places responsible for looking after children are doing a good job.
- 4. MAKING RIGHTS REAL**
Governments must do all they can to make sure that every child in their country benefits from the rights in this Convention.
- 5. FAMILY GUIDANCE AS CHILDREN DEVELOP**
Governments should let families and communities guide their children so that, as they grow up, they learn to use their rights in the best way.
- 6. LIFE SURVIVAL AND DEVELOPMENT**
Every child has the right to be alive. Governments must make sure that children survive and develop in the best possible way.
- 7. NAME AND NATIONALITY**
Children must be registered when they are born and given a name. Children must have a nationality (belong to a country). Whenever possible, children should know their parents and be looked after by them.
- 8. IDENTITY**
Children have the right to their own identity – a record of who they are, which includes their name, nationality and family relations. No-one should take this away from them.
- 9. KEEPING FAMILIES TOGETHER**
Children should not be separated from their parents unless they are not being properly looked after. For example, if a parent hurts or does not take care of a child, children whose parents don't live together should stay in contact with both parents unless this might harm the child.
- 10. CONTACT WITH PARENTS**
If a child lives in a different country than their parents, governments must let the child and parents travel so that they can stay in contact and be together.
- 11. PROTECTION FROM KIDNAPPING**
Governments must stop children being taken out of the country when this is against the law, for example, being kidnapped by someone or held abroad by a parent when the other parent does not agree.
- 12. RESPECT FOR CHILDREN'S VIEWS**
Children have the right to give their opinions freely on issues that affect them. Adults should listen and take children seriously.
- 13. SHARING THOUGHTS FREELY**
Children have the right to share freely with others in any way what they learn, think and feel, unless it harms other people.
- 14. FREEDOM OF THOUGHT AND RELIGION**
Children can choose their own thoughts, opinions and religion, but this should not stop other people from enjoying their rights.
- 15. SETTING UP OR JOINING GROUPS**
Children can join or set up groups or organisations, and they can meet with others.
- 16. PROTECTION OF PRIVACY**
Every child has the right to privacy. The law must protect children's privacy, family, home, communications and reputation (or good name) from any attack.
- 17. ACCESS TO INFORMATION**
Children have the right to get information from the internet, radio, television, newspapers, books and other sources. Adults should make sure this information is not harmful. The media should share information in languages that all children can understand.
- 18. RESPONSIBILITY OF PARENTS**
Parents are the main people responsible for bringing up a child. Where the child does not have any parents, another adult will have this responsibility and they are called a 'guardian'. Parents and guardians should always consider what is best for their child.

The United Nations Convention on the Rights of the Child. All the rights are contained in this Convention and they cannot be taken away.

KPI: Ask questions to enhance understanding of the text

What questions do you have about the article that would help you understand it better?

Who decided on what the children's rights should be and what happens if in a country they don't follow these rights?

KPI: Draw on contextual evidence to make sense of what is read

What do you think discrimination means?

I think discrimination means that it doesn't matter what identity the children have, they are all equal. What makes you think that?

Because in the text it says all children have the rights 'no matter who they are'

How does that link to our curriculum learning?

It links because in our core text, Bill's New Frock, the children have to show Bill all the values and still give him his rights no matter how he dresses.

KPI: Explain and discuss their understanding of what they have read

Can you summarise to me the purpose of 'World Children's Day'?

I think the point of World's Children's Day is so that we can celebrate children's rights and the countries where there are wars can think about looking after the children there. For example, number 3 – Best Interests of the Children – adults should think about children when making decisions because they might affect them.

Year 3 – Expected continued

The child is working at the expected standard. The children were exploring poetry set in England and answering questions with a focus on inferring.

Friday 28th June 2019

Big Picture

Daffodils	The River
I wandered lonely as a cloud That floats on high over valleys and hills, When all at once I saw a crowd, A host of golden daffodils; Beside the lake, beneath the trees, Fluttering and dancing in the breeze.	The River's a winder, Through valley and hill He twists and he turns, He just cannot be still.
Continuous as the stars that shine And twinkle on the Milky Way, They stretched in never-ending line Along the margin of a bay; Ten thousand saw I at a glance, Tossing their heads in sprightly dance.	The River's a singer, As he dances along, The countryside echoes The notes of his song

- 1.) In Daffodils, can you find a phrase that tells you the author was feeling alone when he spotted the daffodils?
- 2.) Can you find an example of personification in both poems?
- 3.) How does the author create a calm mood in both poems? What phrases and words do they use?
- 4.) What other features do these poems have in common? How are they different?

1. The phrase that tells me that the author was feeling alone is 'I wandered lonely as a cloud'. I know this because when you are lonely you are by yourself.

KPI: Identifying main ideas drawn from more than one paragraph and summarising these

The child discussed the use of personification in both texts and explained how it was able to bring human features to lifeless objects.

2. An example of personification in the first poem is 'Tossing their heads in sprightly dance'.

An example of personification in the second poem is 'The river's a singer'. I know this because the poets have created imagery by adding human features.

3. The author creates a calm mood by describing the scenery. They have both described the beauty that they see.

KPI: Draws inferences such as inferring characters' feelings, thoughts and motives from their actions

The child was able to discuss which phrase suggested the author was feeling alone by reading the poem and linking the words 'alone' to 'lonely'.

Verbal conference

What do you know about rivers from your own experience?

I've seen in maps and on television that the water in rivers usually moves quite slowly and calmly, not like a sea or ocean where you might see big waves crashing.

Depth- Evaluating: Make simple comments that show awareness of the effect of the text on the reader (e.g. commenting on the language used to create mood or build tension) which words created a... mood? What does the word...indicate?

The child was able to identify why the poems had a calming effect by discussing the beauty that they could see in each poem. The child verbally spoke about how both poems create images of peace.

Year 3 – Greater Depth

The child is working at greater depth within the expected standard. There was a focus on clarification during the whole class reading session and children were asked to read the poem with the questions in mind. After reading with their peer, they completed a short selfie.

Monday 4th February

Selfie

Draw lines to match each word or phrase to its meaning. One has been done for you.

Enemy	Someone who is opposed to someone, or a rival
Commanders	Being unhappy with something
Blackmail	The person in charge of a military troop.
Exposure	Something being revealed and not protected
Dissatisfaction	Forcing someone to do something to keep a secret

What does the word 'Enemy' mean to you?
The word 'Enemy' means that someone is not on your side and may be eager to harm or kill you.

Which definition do you think closely matches your understanding and why?
I think that my understanding closely matches to the definition 'someone who is opposed to someone or a rival because opposed means when you

KPI: Explain the meaning of words in context using a dictionary independently

The child was able to select the appropriate definition linked to the vocabulary and could provide an explanation of the meaning of the word in the correct context.

Using their understanding of the word and its meaning, they were able to select the correct box

KPI: Explain and discuss their understanding of what they have read

The child was able to discuss their understanding of the vocabulary by identifying familiar words within the meaning of the definition given. They spoke of the meaning of opposed and rival and how these words linked to their prior knowledge of what an enemy is.

are going against something. I also know that a rival is a person who competes with another for the same objective.

If we do not understand the meaning of a word what can you do? If we do not understand the meaning of a word we can always check the definition in the dictionary.

KPI: Explain the meaning of words in context using a dictionary independently

The child was able to articulate that if they do not know the meaning of a word or how to read the word itself, they can always check the dictionary to support them with their understanding and ask their peer.

Verbal conference

The teacher then discussed other strategies of clarification with the children such as reading around the word for context and looking at the etymology.

Year 3 – Greater Depth continued

This child who is working at greater depth within the expected standard self-selected this book. The reading skills in focus were clarifying, asking questions, evaluating and inferring based on the evidence gathered from the text.

KPI: Identifying main ideas drawn from more than one paragraph and summarising these Tell me about the main ideas that you have identified so far?

This book is about different adventures that people such as Tom experience. It is about the journeys that workers are experiencing.

Ok so what have we found out about the people that are working in this book?

There's a character called Mr. Dobbins who is the schoolmaster who really wants to be doctor but finds it challenging especially when he is always made fun of. There's also another character called Judge Thatcher who is a judge that everyone in the town respects.

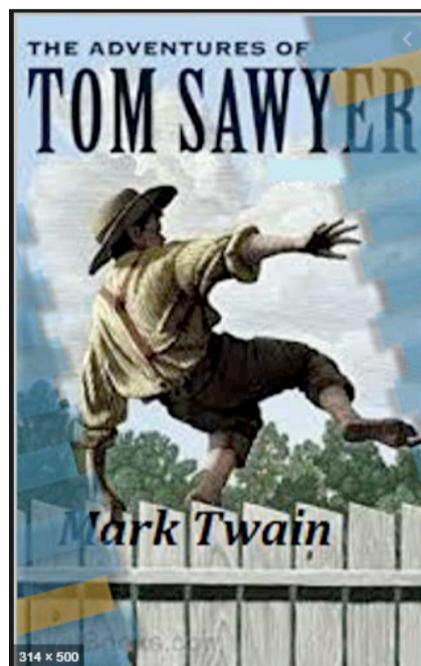
KPI: Explain the meaning of words in context using a dictionary independently

Obliged, do you know what that word means?

No

So, what do you think you might need to do if you do not know the meaning of a word?

If I don't know the meaning of a word, I can read around the word at first, if that doesn't help me I can ask my peer and can check the meaning of the word in a dictionary and that will help me to understand the sentence.



KPI: Draws inferences such as inferring characters' feelings, thoughts and motives from their actions

'She has a talent of darkness' what do you think that means about her? It means that she might be mysterious.

Why do you think that phrase is related to mystery?

It makes me think of mystery because when something happens in darkness, people don't know how it happened like magic and mysteries.

KPI: Ask questions to enhance understanding of the text/Asking and answering appropriate questions related to text

The child asked questions linked to the actions of a few of the characters. With prompting, they were able to gain a clearer understanding of the characters and the authors view point.

Why does Mr. Jones decide to look after Huck after he was almost attacked by Injun Joe?