

Hartford Junior School			
Year 3 Beech and Chestnut Classes Spring Term Targets 2025			
	Reading	Writing	Maths
SEND/PIVATS	If your child has an 'Assess, Plan, Do, Review' (APDR) document, you were sent their most recent copy on Monday 24 th February. These targets will be discussed at the meeting. If there is a reading, writing or maths target on the APDR this will supersede the targets below. Some children may be working on PIVATS [<i>Performance Indicators Value Added Target Setting</i>]. This document contains personalised targets which will be shared at the Parents Evening.		
WTS	To begin to read aloud with increased fluency. To be able to read <i>some</i> Y3 spellings. To understand what they have read. To begin to apply knowledge of taught root words, prefixes and suffixes with support. To consistently use and apply Y2 Phonics.	To begin to use conjunctions (<i>but, because, so, and</i>). To use capital letters and full stops with increased accuracy. To begin some expanded noun phrases. To begin to use some commas in a list. To begin using 'a' and 'an' correctly. To being using 'a' and 'an' correctly. Mostly consistent use of KS1 CEWs	To begin to recognise the place value of each digit in a 3-digit number. To begin using column addition (including <i>regrouping</i>) with 3-digit numbers. To begin to identify <i>triangles</i> and <i>quadrilaterals</i> . To begin to identify and describe a right-angle.
EXS	To read aloud with increased fluency. To be able to read <i>many</i> Y3 spellings. To use inference to deduct information from a text. To begin to apply knowledge of taught root words, prefixes and suffixes independently.	To use conjunctions to join clauses (<i>but, so, because</i>). To consistently use capital letters and full stops. To use some commas in a list. To use some past and present tense. To use 'a' and 'an' correctly. To begin using direct speech. To begin to use apostrophes for contractions e.g., <i>can't</i> .	To recognise the place value of each digit in a 3 - digit number. To use column addition (including <i>regrouping</i>) with 3 - digit numbers. To begin to use a range of strategies to solve addition and subtraction problems (<i>redistribution, partitioning, column</i>). To be able to identify <i>triangles</i> and <i>quadrilaterals</i> . To be able to identify and describe right angles.
GDS	To confidently read aloud with increased fluency To be able to read <i>most</i> Y3 spellings. To use inference to deduct information from a text. To make links to other texts they have read. To confidently apply knowledge of taught root words, prefixes, and suffixes.	To use a variety of punctuation <i>capital letters, full stops, question marks, exclamation marks</i> and <i>commas in a list</i> with increased accuracy To use apostrophes for contractions e.g., <i>can't</i> . To use fronted adverbials to add cohesion. To use direct speech. To use paragraphs to organise their ideas and information around a theme. To use a range of devices for rich and varied writing (<i>similes, metaphor, synonyms</i>).	To confidently recognise the place value of each digit in a 3-digit number. To confidently use a range of strategies to solve addition problems (<i>redistribution, partitioning column addition</i>). To apply mathematical language and knowledge to solve problems independently. To confidently identify and describe angles of turn range of shapes including <i>triangle</i> and a <i>quadrilateral</i> . To apply reasoning skills to solve problems.