

## Year 3 Assessment Benchmark Objectives

### Descriptors to define “Meeting” expected skill level

**Exceeding:** Can demonstrate ability to do more than the descriptor

**Meeting:** Can demonstrate the ability to achieve confidently and accurately the descriptor

**Emerging:** Can meet some of the descriptor but still needs more practise

L - listening

S - Writing

R - Reading

W - Writing

- If two activities in one skill area are described, teachers can select to assess one or both descriptors with the children
- Teachers may wish to assess a sample group , a group of children per term or the whole class
- The half termly assessments can be recorded on the Assessment grids.
- Once the child has reached the skills level this data can then be transferred to the school's own foundation data collection grids.
- Qualitative data can show the percentage of children EMERGING/MEETING or EXCEEDING the skill level descriptor.

**The Skill Levels for Stage One are:** (from the Year 3 Tracking sheet- skills' descriptor chart)

Listening: Can understand a few familiar spoken words and phrases (Sound spelling: Can identify specific sound and phonemes)

Speaking: Can say/repeat a few words and short simple phrases and would be understood by a sympathetic native speaker

Reading: Can recognise and read out a few familiar words and phrases

Writing: Can write or copy a few simple words or symbols as an emergent writer of the target language

Term	Meeting the Skill descriptor	Content
<b>Aut 1</b>	L - Can identify and respond to the name question	Greeting/farewell
	L - Can identify accurately five numbers between 1-10	Name question
	S - Can say name accurately using name phrase	Name phrase
	S - Can say five numbers accurately between 1-10	Numbers 1-10
	R - Can read and sort in correct order five of the numbers from 1-10	
	W - Can write a greeting and farewell accurately	
<b>Aut 2</b>	L - Can identify five days of the week	Days of the week
	L - Can identify six months of the year	Months of the year



	<p>L - Can respond physically to a classroom command in class.</p> <p>S - Can say three days of the week accurately</p> <p>S - Can say six months of the year accurately</p> <p>R - Can read and sort in to order six months of the year</p> <p>W - Can write three months or three days accurately from memory</p>	
<b>Spr 1</b>	<p>L - Can identify five familiar animal nouns</p> <p>L - Can recognise the favourite familiar noun animal of a friend</p> <p>S - Can say five familiar animal nouns</p> <p>S - Can say a favourite animal in favourite animal phrase</p> <p>R - Can recognise and read five familiar animals</p> <p>W - Can write four familiar animal nouns accurately</p>	<p>Animals</p> <p>Favourite animal phrase</p>
<b>Spr 2</b>	<p>L - Can identify, understand and respond to the following items: a greeting, and the questions "how are you?" "what are you called?" how old are you?"</p> <p>S - Can say accurately: a greeting, the name phrase, a feeling phrase</p> <p>R - Can recognise a greeting a farewell and two familiar questions (name, feelings)</p> <p>W - Can write a full sentence name phrase and feelings phrase</p>	<p>Personal information</p> <p>Greeting</p> <p>Name</p> <p>Feelings</p> <p>Age</p>
<b>Sum 1</b>	<p>L - Can identify five familiar fruits</p> <p>S - Can say five familiar fruits</p> <p>S - Can ask politely for three different familiar fruits</p> <p>R - Can read five familiar fruits and breakfast items</p> <p>W - Can write the sentence "I like W with a familiar fruit noun."</p>	<p>Fruits</p> <p>Polite request phrase</p> <p>I like ....</p>
<b>Sum 2</b>	L - Can recognise seven numbers between 0 and 15	Numbers 0-15



	<p>L - Can join in and participate with physical responses whilst listening to the let's go on a picnic story</p> <p>S - Can ask the question "where do you live? Can give a spoken accurate response "I live in...."</p> <p>R - Can read and recognise five familiar words including two numbers and two colours and two</p> <p>W - Can write five familiar words to include numbers and colours</p> <p>W - Can write accurately a complete sentence using "I live in ...."</p>	<p>Colours ( red, white, black, green, blue, yellow)</p> <p>Where do you live?</p> <p>I live in ....</p> <p>Listening and joining in with the "Let's go on a picnic story</p>
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