



Year 3 Introduction Evening

Parent Information Pack

Year 3 – Writing Key Skills

<p>6. a or an Use a or an depending on whether words begin with a consonant or vowel</p> <p><i>A big fish landed in the net. An easy way to remember.</i></p>	<p>7. Conjunction CC use: FANBOYS SC use: when, if, because, although</p> <p><i>F- for A- and N- nor B-but O- or Y- yet S- so</i></p>	<p>8. Tense Use present perfect form of verbs instead of simple past tense</p> <p><i>I have gone fishing since I was a child.</i></p>	<p>9. Paragraphs Organise paragraphs around a theme</p>	<p>10. Organisational Divides Use headings and subheadings to organise non-fictional writing</p> <p style="text-align: center;"><i>Title Sub-heading</i></p>
<p>1. Suffixes Apply the suffix – <u>ous</u></p> <p><i>adventurous</i></p>	<p>2. Prefixes Use prefixes mis, dis-, in-, im-, il-, <u>ir-</u></p> <p><i>e.g. disrespect</i></p>	<p>3. Word classes Identify and use nouns, verbs and adjectives</p> <p><i>Nouns- objects or people. Verbs- doing words Adjectives- describing words</i></p>	<p>4. Speech Punctuation To punctuate direct speech using inverted commas only</p> <p><i>‘What would you like to do today?’ she asked.</i></p>	<p>5. Prepositions Use prepositional phrases to express time and cause</p> <p><i>Later on, I will eat my dinner.</i></p>

<p>Commas I can use a comma to separate items in a list</p> <p><i>I went to the shop and bought an apple, pear, and banana.</i></p>	<p>Suffixes I can use suffixes to spell longer words</p> <p><i>-ment, -ness, -ful, -less, -ly</i></p>	<p>Apostrophes I can use an apostrophe to show singular possession</p> <p><i>This is Sam’s coat.</i></p>	<p>Editing I can make some changes to spelling or punctuation using a purple pen</p> <p><i>I went to the shop and bought an apple, pear and banana apple</i></p>
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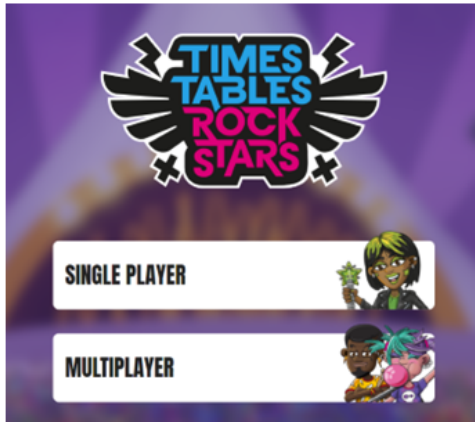
<p>Capital Letters I can use a capital letter for proper nouns</p> <p><i>Ben Coten End Primary School Warwick</i></p>	<p>Punctuation I can use a range of punctuation in my writing.</p> <p><i>Full stops . Questions Marks ? Exclamation Marks !</i></p>	<p>Conjunctions I can use coordinating conjunctions: <i>and, but, so, or</i></p> <p>I can use some subordinating conjunctions: <i>because, if, when, that, however</i></p>	<p>Adjective I can use adjectives to create expanded noun phrases</p> <p><i>the blue butterfly the dazzling, blue butterfly</i></p>
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Year 3 - Maths Key Skills

20. Add and subtract fractions with the same denominator within a whole		21. Recognise and show equivalent fractions with small denominators		22. Compare and order unit fractions, and fractions with the same denominators		23. Find fractions of a set of objects using unit fractions and non-unit fractions with small denominators					
15. Tell and write the time from an analogue clock		16. Recall and use multiplication and division facts for the 3, 4 and 8 multiplication tables		17. Use formal written division using the multiplication tables that are known		18. Use formal written multiplication using the multiplication tables that are known		19. Count up and down in tenths			
9. Count from 0 in multiples of 4, 8, 50 and 100		10. Recognise the place value of each digit in a three-digit number		11. Read and write numbers up to 1000 in numerals and in words		12. Use column subtraction to subtract numbers up to 3 digits		13. Use column addition to add numbers up to 3 digits		14. Add and subtract numbers mentally - a three-digit number with ones, tens or hundreds	
5. Solve division calculations where the divisor is 2, 5 or 10			6. I can find 1, 10 or 100 more than a 2-digit number and 1 or 10 less than a 2-digit number.			7. Recognise, find, name and write $\frac{1}{3}$ of a length, shape or quantity			8. Recognise, find, name and write $\frac{1}{4}$, $\frac{2}{4}$, and $\frac{3}{4}$ of a length, shape or quantity		
1. Identify odd and even numbers		2. Read and write numbers to 100 in numerals and words		3. Add and subtract numbers up to 2-digit answers			4. Recall and use multiplication and division facts for the 2, 5 and 10 multiplication tables				

Times Tables Rockstars:

Quick use guide.



Children will be provided with a login by school and a link to the website posted on Google Classroom.

We encourage weekly times table practice at home as it is an essential skill to maths in KS2.

Single Player allows children to practise on their own.

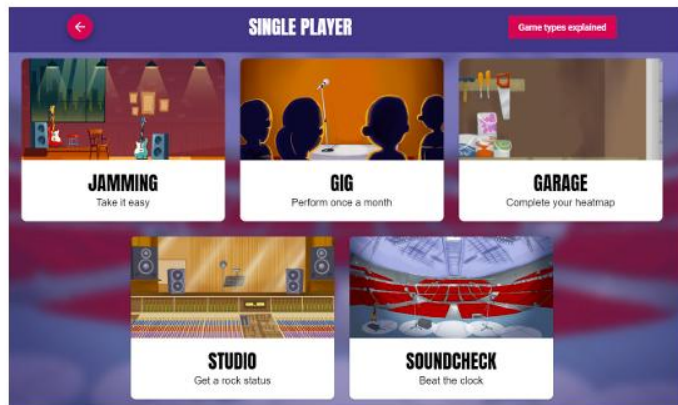
Multiplayer allows children to challenge other pupils.

TT Rockstars works well on computers, laptops and handheld devices. There is an app that can be downloaded on all major app stores

Garage provides children with a 'Heatmap' (see below). This starts red and moves through orange, yellow and green.

This indicates which specific multiplication facts children are quick at and need to improve at.

Garage slowly introduces the weaker multiplication facts to children making the game not too easy and not too hard.



Particularly at home, it is important for children to enjoy learning their times tables so do feel free to let them access the different games.

The most productive game in terms of targeting multiplication facts children struggle with and helping them make progress is 'Garage'.

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	10	2	5	3	4	8	6	7	9	11	12
10	10×10	10×2	10×5	10×3	10×4	10×8	10×6	10×7	10×9	10×11	10×12
2	2×10	2×2	2×5	2×3	2×4	2×8	2×6	2×7	2×9	2×11	2×12
5	5×10	5×2	5×5	5×3	5×4	5×8	5×6	5×7	5×9	5×11	5×12
3	3×10	3×2	3×5	3×3	3×4	3×8	3×6	3×7	3×9	3×11	3×12
4	4×10	4×2	4×5	4×3	4×4	4×8	4×6	4×7	4×9	4×11	4×12
8	8×10	8×2	8×5	8×3	8×4	8×8	8×6	8×7	8×9	8×11	8×12
6	6×10	6×2	6×5	6×3	6×4	6×8	6×6	6×7	6×9	6×11	6×12
7	7×10	7×2	7×5	7×3	7×4	7×8	7×6	7×7	7×9	7×11	7×12



Reading

Children should be reading regularly (ideally every day). Discussion about what they have read and vocabulary is vital for developing their comprehension skills.

Books can be accessed at school through the class library or children are welcome to bring in books each day from home.

We believe that the use of AR provides children with an ownership of their learning, an appropriate level of challenge and deeper engagement in their reading journeys.

Working alongside teacher's judgements and assessments, Accelerated Reader helps us to manage and monitor children's independent reading practice. Children pick a book at their own level and read it at their own pace.

When finished, children take a short quiz on an iPad. Accelerated Reader then gives feedback based on the quiz results, which the teacher then uses to help your child set goals and direct ongoing reading practice



We have a very wide selection of books, across a range of genres, located in our school library. You will also find that many of the children's books at home can be found on AR as there are quizzes on more than 200,000 books, ensuring children never run out of choices. Use this link to check whether a book is part of the AR scheme:
www.arbookfind.co.uk



myON ensures all students can engage in frequent, high-quality reading practice with unlimited, 24/7 access to over 7000 thousand digital books.



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Reading Domains (VIPERS) question examples for reading at home

Vocabulary



Draw upon knowledge of vocabulary to understand a text.

Find and copy a word that means...

What does this word tell you about...?

What is another word that has the same meaning?

- What does the word mean in this sentence?
- Find and copy a word which means
- What does this word or phrase tell you about
- Which word in this section do you think is the most important? Why?
- Which of the words best describes the character/setting/mood etc?
- Can you think of any other words the author could have used to describe this?
- Why do you think is repeated in this section?

Explain



Your own thoughts and opinions about a text.

What do you like or dislike about this book?

Which is your favourite character and why?

- Who is your favourite character? Why?
- How do you think you would react if you were in this story?
- Would you like to live in this setting? Why/why not?
- Is there anything you would change about this story?
- Do any of the characters remind you of people you know or characters in other books?

Infer



Draw conclusions by using evidence from the text.

How do you know ... is feeling ...?

Why do you think ... did this?

How do you think ... is feeling?

- Why was..... feeling.....?
- Why did happen?
- Why did say
- Can you explain why.....?

The key skill when inferring is finding evidence directly from the text to support the inference and explaining how the evidence and inference are linked.

Retrieve



Identify and explain key features including characters, events and information.

Where did....?

Who did?

When did....?

- What kind of text is this? (fiction, non-fiction, poetry)
- Who did.....?
- Where did.....?
- When did.....?
- What happened when.....?
- Why did happen?
- How did?
- How many.....?
- What happened to.....?

Encourage scanning back through the text to find the exact wording when answering.

Predict



Say what you think will happen based on what you have read.

What do you think will happen next?

How will ... react when ...?

Why do think this will happen?

- Look at the book cover/blurb – what do you think this book will be about?
- What do you think will happen next? What makes you think this?
- How do you think this character might change during the story?
- What is happening? What do you think happened before? What do you think will happen after?
- If there was another chapter at the end of this book, what might happen?

Summarise



Explain the main ideas or events from more than one paragraph.

In which order did these events happen in the text?

Summarise what happened in these paragraphs.

- Can you explain what has happened in this chapter in 30 words or less?
- What happened after
- What was the first thing that happened in the story?
- Can you identify the three most important facts or points from this text?
- Can you retell the story/chapter?


Year 3: Recommended Reads

<u>Year 3 Recommended Reads:</u>	
Charlie and the Chocolate Factory - Roald Dahl	The Butterfly Lion - Michael Morpurgo
Varjak Paw - SF Said	Grandpa's Great Escape - Jill Murphy
Billionaire Boy - David Walliams	The Secret of Platform 13 - Eva Ibbotson
Gorilla - Anthony Browne	The Arrival - Shaun Tan
Running on the Roof of the World - Jess Butterworth	The Hodgeheg - Dick King-Smith
How to Train your Dragon - Cressida Cowell	Mr Gum - Andy Stanton
The Wild Robot - Peter Brown	Ottoline and the Yellow Cat - Chris Riddell
Tuesday - David Wiesner	Fantastic Mr Fox - Roald Dahl
Matilda - Roald Dahl	Charlotte's Web - E.B. White
Voices in the Park - Anthony Browne	Stig of the Dump - Clive King
Dragonfly Pool - Eva Ibbotson	Cloud Tea Monkeys - Mal Peet
The Wind in the Willows - Kenneth Grahame	The Secret Garden - Frances Hodgson Burnett
The Invisible Boy - Trudy Ludwig	The Sheep Pig - Dick King Smith
The Iron Man - Ted Hughes	The Reluctant Dragon - Kenneth Grahame
Mr Majeika - Humphrey Carpenter	The Hundred Mile an Hour Dog - Jeremy Strong
The Wolf Wilder - Katherine Rundell	Clockwork - Phillip Pullman
Harry Potter series - J K Rowling	King of the Forest Clouds - Michael Morpurgo
Wolf Brother - Michelle Paver	Holes - Louis Sachar
A Series of Unfortunate Events - Lemony Snicket	

Year 3: Spelling Patterns and Words

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Objective	Step 1: Words where the digraph 'ou' makes an /ow/ sound	Step 7: Words with the prefix 're-'	Step 13: Words with the digraph 'ai' and tetragraph 'aigh'	Step 19: Words ending in 'al'	Step 25: Words with the suffix '-er'	Step 31: Words ending in '-sion'
Words	mouth, sprout, around, sound, spout, ouch, hound, trout, found, proud	redo, return, refresh, redecorate, reappear, review, replay, reaction, rebound, revenge	straight, strainer, fainted, claimed, waist, snail, painter, chained, failure, waiter	arrival, burial, comical, magical, emotional, national, personal, optional, survival, tropical	teacher, stretcher, dispatcher, catcher, butcher, richer, scorcher, preacher, cruncher, watcher	vision, confusion, division, television, invasion, erosion, collision, decision, fusion, revision
Objective	Step 2: Words where the digraph 'ou' makes a /u/ sound	Step 8: Words with the prefix 'dis-'	Step 14: Words with the digraph 'ei' and tetragraph 'eigh'	Step 20: Words ending in 'le'	Step 26: Words where the digraph 'ch' makes a /k/ sound	Step 32: Challenge Words
Words	touch, double, country, trouble, young, cousin, enough, couple, encourage, flourish	disappoint, disobey, disappear, disapprove, disable, dislike, dislocate, disadvantage, dislodge, disagree	freight, vein, weigh, reins, eight, eighteen, reign, veil, neighbour, sleigh	battle, settle, article, humble, struggle, terrible, possible, example, capable, adjustable	scheme, chorus, echo, chemist, character, stomach, monarch, school, anchor, chaos	special, strange, difficult, important, length, perhaps, position, pressure, question, purpose
Objective	Step 3: Words where 'y' makes an /i/ sound	Step 9: Words with the prefix 'mis-'	Step 15: Words where the digraph 'ey' makes an /ai/ sound	Step 21: Words ending in '-ly' where the base word ends in 'le'	Step 27: Words ending in '-gue' and '-que'	Step 33: Revision Words
Words	symbol, gym, myth, synonym, Egypt, lyrics, pyramid, system, mystery, gymnastics	mistake, mislead, misbehave, misspell, misplace, misread, mistrust, misunderstanding, misuse, mislaid	obey, osprey, prey, disobey, they, convey, they, survey, surveyor, conveyor, grey	gently, simply, humbly, nobly, durably, terribly, incredibly, responsibly, wrinkly, possibly	vague, league, plague, fatigue, antique, dialogue, unique, grotesque, plaque, mosque	exactly, bravely, pleasure, dislocate, island, decide, disadvantage, survey, ordinary, promise
Objective	Step 4: Words ending in '-sure'	Step 10: Words where '-ing', '-er' and '-ed' are added to multisyllabic words	Step 16: Words with the suffix '-ly'	Step 22: Words ending in '-ly' where the base word ends in '-ic'	Step 28: Words where the digraph 'sc' makes a /s/ sound	Step 34: Revision Words
Words	treasure, measure, leisure, pleasure, pressure, exposure, enclosure, closure, disclosure, composure	developing, developed, limiting, covering, limited, gardening, gardener, covered, listening, listened	calmly, exactly, deadly, bravely, boldly, gladly, deeply, clearly, hourly, quickly	basically, frantically, logically, tragically, magically, publicly, dramatically, historically, automatically, specifically	science, scene, discipline, scissors, ascends, scented, fascinate, scenery, crescent, descend	freight, hourly, missed, scented, suppose, plaque, grotesque, daily, descend, automatically
Objective	Step 5: Words ending in '-ture'	Step 11: Words where '-ing', '-en' and '-ed' are added to multisyllabic words	Step 17: Words that are homophones	Step 23: Words ending in '-ly'; exceptions	Step 29: Words that are homophones	Step 35: Revision Words
Words	adventure, future, picture, nature, creature, furniture, capture, sculpture, fracture, mixture	forgetting, forgotten, beginning, propelled, preferred, permitted, regretting, committed, forbidden, equipped	great, main, grown, missed, meet, grate, mane, groan, mist, meat	truly, slyly, fully, duly, shyly, wholly, drily, coyly, happily, daily	ball, bawl, break, brake, male, mail, fair, fare, berry, bury	teacher, scheme, history, mention, bawl, crescent, eighteen, regular, mane, disable
Objective	Step 6: Challenge Words	Step 12: Challenge Words	Step 18: Challenge Words	Step 24: Challenge Words	Step 30: Challenge Words	Step 36: Revision Words
Words	actual, bicycle, answer, circle, earth, enough, island, fruit, often, popular	centre, disappear, heart, minute, regular, decide, early, learn, notice, therefore	build, describe, imagine, library, natural, ordinary, promise, recent, suppose, weight	address, mention, arrive, occasionally, certainly, probably, experience, reign, history, sentence	accidentally, breathe, century, eight, consider, guard, heard, peculiar, possible, quarter	disappear, specifically, reaction, committed, misunderstanding, forbidden, capable, neighbour, personal, confusion

Spelling Practice Methods

<p>Look, say, cover, write, check</p>	<p>This is probably the most common strategy used to learn spellings. Look: first look at the whole word carefully and if there is one part of the word that is difficult, look at that part in more detail. Say: say the word as you look at it, using different ways of pronouncing it if that will make it more memorable. Cover: cover the word. Write: write the word from memory, saying the word as you do so. Check: Have you got it right? If yes, try writing it again and again! If not, start again – look, say, cover, write, check.</p>	<p>Drawing an image around the word</p> 	<p>This strategy is all about making a word memorable. It links to meaning in order to try to make the spelling noticeable.</p> <p>You can't use this method as your main method of learning spellings, but it might work on those that are just a little more difficult to remember.</p>
<p>Trace, copy and replicate (and then check)</p>	<p>This is a similar learning process to 'look, say, cover, write, check' but is about developing automaticity and muscle memory. Write the word out on a sheet of paper ensuring that it is spelt correctly and it is large enough to trace over. Trace over the word and say it at the same time. Move next to the word you have just written and write it out as you say it. Turn the page over and write the word as you say it, and then check that you have spelt it correctly. If this is easy, do the same process for two different words at the same time. Once you have written all your words this way and feel confident, miss out the tracing and copying or the tracing alone and just write the words.</p>	<p>Words without vowels</p>	<p>This strategy is useful where the vowel choices are the challenge in the words. Write the words without the vowels and pupils have to choose the correct grapheme to put in the space. For example, for the word <i>field</i>:</p> <p style="text-align: center;">f _ _ _ ld</p>
<p>Segmentation strategy</p>	<p>The splitting of a word into its constituent phonemes in the correct order to support spelling.</p>	<p>Pyramid words</p>	<p>This method of learning words forces you to think of each letter separately.</p> <p style="text-align: center;"> p py pyr pyra pyram pyrami pyramid </p> <p>You can then reverse the process so that you end up with a diamond.</p>
<p>Quickwrite</p>	<p>Writing the words linked to the teaching focus with speed and fluency. The aim is to write as many words as possible within a time constraint. Pupils can write words provided by the teacher or generate their own examples. For example, in two minutes write as many words as possible with the /i:/ phoneme. This can be turned into a variety of competitive games including working in teams and developing relay race approaches.</p>	<p>Other strategies</p>	<p>Other methods can include:</p> <ul style="list-style-type: none"> • Rainbow writing. Using coloured pencils in different ways can help to make parts of words memorable. You could highlight the tricky parts of the word or write the tricky part in a different colour. You could also write each letter in a different colour, or write the word in red, then overlay in orange, yellow and so on. • Making up memorable 'silly sentences' containing the word • Saying the word in a funny way – for example, pronouncing the 'silent' letters in a word • Clapping and counting to identify the syllables in a word.
<p>Drawing around the word to show the shape</p>	<p>Draw around the words making a clear distinction in size where there are ascenders and descenders. Look carefully at the shape of the word and the letters in each box. Now try to write the word making sure that you get the same shape.</p> 