

Welcome to Year 3



Information Booklet

Welcome to Year 3, the first year group within Key Stage 2. Here we hope to cultivate independent, resilient and creative individuals who enjoy their learning in our creative school. We have a positive philosophy and nurture a respectful ethos in our classes which in-turn makes for a super environment for learning. Where learning is rooted in challenge and fun and where children feel valued, they will inevitably flourish.

General Information

Class routines and information

- Children will store possessions in lockers so we ask that the equipment they bring in is kept to a minimum. A small bag containing their PE kits is advised. To ensure contamination risks are minimised, we will be sending P.E kits home each Friday to be washed. It is essential that these are then sent back to school on Monday as spare kits cannot be given.
- PE takes place every Monday and Tuesday. It is important that your child has their PE Kit in school on the correct days. In the spring term, children will take part in a swimming lesson (this is subject to restrictions)

Drop Everything and Read (DEAR)

Every day after lunch, between 1:00pm until 1:15pm children will engage in independent reading. During this time, children who have finished their books will take their Accelerated Reader quiz. Children will now be responsible for choosing a new reading book within their reading range.

Personal Belongings

Pupils are responsible for their own belongings and parents are asked to ensure that all garments and belongings are clearly named. Children are **not required** to bring in personal pencil cases as all required equipment will be provided by school. However, in Key Stage 2, children may wish to bring their own pencil cases with useful equipment. This is under the responsibility of your child.

Mid-morning snack

Pupils in KS2 are allowed to bring in a piece of fruit as a mid-morning snack to eat during playtime.

Water

Keeping hydrated is conducive to good learning. Please encourage your child to bring a named bottle of water to school to drink throughout the day. These can be topped up as required.

Contact details

It is very important also that we are updated with your current contact details in case we need to get in touch with you via the school text message service/ a telephone call. For those of you who do wish to receive school information via email, please inform the school office – admin@forsbrook.staffs.sch.uk

Home school link diaries

The home/school diary which your child received at the beginning of the year is key. Children will use this to write in any additional messages to go home and we will also write in it should we need to get a message to you. Diaries will now only be checked once a week on a Monday, if there is an important message you wish for us to read urgently, please make sure your child brings their diary directly to us or write a separate note. Please continue to make of note in the diary of when you have heard your child read or encourage your child to write in their own diaries however parents must sign this off.

Let's take a look at what is expected of us from our National Curriculum:

English

Reading

Word reading

Pupils should be taught to:

- apply their growing knowledge of root words, prefixes and suffixes, both to read aloud and to understand the meaning of new words they meet.
- read further exception words (Year 3 wordlist) noting the unusual correspondences between spelling and sound, and where these occur in the word.

Reading - comprehension

Pupils should be taught to:

develop positive attitudes to reading, and an understanding of what they read, by:

- listening to and discussing a wide range of fiction, poetry, plays, non-fiction and reference books or textbooks.
- reading books that are structured in different ways and reading for a range of purposes.
- using dictionaries to check the meaning of words that they have read
- increasing their familiarity with a wide range of books, including fairy stories, myths and legends, and retelling some of these orally.
- identifying themes and conventions in a wide range of books.
- preparing poems and play scripts to read aloud and to perform, showing understanding through intonation, tone, volume and action
- discussing words and phrases that capture the reader's interest and imagination.
- recognising some different forms of poetry [for example, free verse, narrative poetry].

understand what they read, in books they can read independently, by:

- checking that the text makes sense to them, discussing their understanding, and explaining the meaning of words in context
- asking questions to improve their understanding of a text.
- drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence.

- predicting what might happen from details stated and implied
- identifying main ideas drawn from more than 1 paragraph and summarising these.
- identifying how language, structure, and presentation contribute to meaning.
- retrieve and record information from non-fiction
- participate in discussion about both books that are read to them and those they can read for themselves, taking turns and listening to what others say.

Reading at home: The expectations of the school are that reading occurs x4 per week at home.



1. It's still good to share

Hearing a story read to you (rather than watching a story on TV or as a film) is hugely important for developing speaking and listening skills and also reading skills. A story read out loud also means that children can have access to books that may as yet be too challenging to read alone.

2. Open up the world of reading

Share the variety of your reading with your child: books, magazines, websites, and apps, to show how reading can help you to follow your interests and to get involved. Help them to join blogs, online communities and clubs that link to their hobbies whether it's swimming, football, dance or music. **Always check that any online communities children sign up to are safe and monitor their use of them.**

Developing fluency and understanding

1. Encourage prediction

When reading stories, good readers are always thinking ahead to start to work out what might happen next. You can help your child become better at this by asking key questions such as: 'I wonder if ... will happen? Who do you think will...?'

2. Inferencing- reading between the lines

When reading fictional texts, ask children questions that will encourage them to find evidence in the text to help support their answers. This is an invaluable skill and one that is extremely important in the KS2 curriculum.

3. Summarise

Once children have finished reading a paragraph, page, even a chapter-ask them to summarise with as much detail as possible what has happened so far. Then ask, can they summarise in one sentence? Encourage children to try to recount information chronologically and remember details that may lead them to predict what may happen next.

4. Vocabulary

Inspire children to discover new and challenging words in texts, encourage them to use dictionaries and thesauruses.

Writing



Writing - transcription

Spelling

Pupils should be taught to:

- use further prefixes and suffixes and understand how to add them
- spell further homophones.
- spell words that are often misspelt.
- place the possessive apostrophe accurately in words with regular plurals [for example, girls', boys'] and in words with irregular plurals [for example, children's]
- use the first 2 or 3 letters of a word to check its spelling in a dictionary
- write from memory simple sentences, dictated by the teacher, that include words and punctuation taught so far.

Handwriting

Pupils should be taught to:

- use the diagonal and horizontal strokes that are needed to join letters and understand which letters, when adjacent to one another, are best left unjoined.
- increase the legibility, consistency and quality of their handwriting, [for example, by ensuring that the downstrokes of letters are parallel and equidistant, and that lines of writing are spaced sufficiently so that the ascenders and descenders of letters do not touch]

Writing - composition

Pupils should be taught to:

- plan their writing by:

- discussing writing similar to that which they are planning to write in order to understand and learn from its structure, vocabulary and grammar
- discussing and recording ideas
- draft and write by:
 - composing and rehearsing sentences orally (including dialogue), progressively building a varied and rich vocabulary and an increasing range of sentence structures
 - organising paragraphs around a theme
 - in narratives, creating settings, characters and plot
 - in non-narrative material, using simple organisational devices [for example, headings and sub-headings]
- evaluate and edit by:
 - assessing the effectiveness of their own and others' writing and suggesting improvements
 - proposing changes to grammar and vocabulary to improve consistency, including the accurate use of pronouns in sentences
- proofread for spelling and punctuation errors
- read their own writing aloud to a group or the whole class, using appropriate intonation and controlling the tone and volume so that the meaning is clear

Writing - vocabulary, grammar and punctuation

Pupils should be taught to:

- develop their understanding of the concepts by:
- extending the range of sentences with more than one clause by using a wider range of conjunctions, including: when, if, because, although
- using the present perfect form of verbs in contrast to the past tense
- choosing nouns or pronouns appropriately for clarity and cohesion and to avoid repetition
- using conjunctions, adverbs and prepositions to express time and cause
- using fronted adverbials
- learning the grammar for years 3
- indicate grammatical and other features by:
 - using commas after fronted adverbials
 - indicating possession by using the possessive apostrophe with plural nouns
- using and punctuating direct speech

Maths



Number:

- Read and write numbers to at least 1000
- Recognise the place value of each digit in a 3-digit number
- Compare and order numbers to 1000.
- Add and subtract numbers with up to 3 digits.
- Mentally add and subtract numbers
- Recall multiplication and division facts for the 2, 3, 4, 5, 8 and 10 times tables.

Fractions

- Identify, name and write unit fractions up to $\frac{1}{12}$
- Recognise fractions that are equivalent to 1 and pairs of fractions that add up to 1.
- Add and subtract fractions with the same denominator.

Geometry and measures

- Recognise 2 and 3D shapes in different orientations
- Identify right angles and recognise that two right angle make a half turn and four a complete turn.
- Measure, compare, add and subtract lengths (m, cm, mm); mass (kg, g), volume/capacity (l/ml) and time (hrs/mins/seconds)

Data

- Read, interpret and present data using pictograms and bar charts with scales

Problem solving

- To use a range of strategies to solve problems that involve numbers, calculation, fractions, geometry, measures and data.

How you can help your child's maths learning:

One of the most valuable things you can do is talk to your child about their maths learning. Ask them what they have been learning and encourage them to explain. You may wish to encourage your child to use their learning in play or via real-world application.

Some ideas:

1. Count in jumps of the same size such as 1s, 2s, 5s, 10s and so on. Children should count backwards as well as forwards. Physical activities such as skipping and playing catch can be incorporated to encourage motivation.
2. Talk about the shape of 2D and 3D objects. Try and identify shapes in the world around us.
3. Ask your child to help when you are doing things with money such as paying for items in shops.
How much will these items cost? How much change will you receive?
4. Ask them to help when you are measuring items such as weighing ingredients or measuring the length or height of an object. Use metric units of measure.
5. Practise telling time by reading both digital and analogue clocks. Involve them in dates and diaries, knowing the calendar months, days in a year, family celebrations and appointments.
6. Use a magazine or the internet to find out about when a TV programme or film is on and how long it will last.
7. Read bus and train time tables and calendars.
8. Help them to learn their times tables and related division facts.

How to Help Your Child to learn their Times Tables.

Children who have mastered their tables gain a solid foundation in mathematics that will help them throughout their progression within the subject. The national expectation is that every child must be able to answer any times table question mentally within 5 seconds by the end of year 6.

Year 3	Year 4	Year 5	Year 6
2s, 3s, 4s, 5s, 8s, 10s times tables and related division facts.	All times tables and related division facts up to $\times 12$.	All times tables and related division facts up to $\times 12$ and apply these to other calculations e.g. $6 \times 6 = 36$ so $60 \times 6 = 360$.	All times tables and related division facts up to $\times 12$ and apply these to other calculations e.g. $6 \times 6 = 36$ so $60 \times 6 = 360$.

Homework

Reading

We ask that children read at least 4 times per week. Please sign your child's diary to indicate when they have read. On a Monday morning, we will check your child's diary for the previous week and stamp the bottom of the page if they have read at least 4 times. This will then gain them a star on the 'Reading Road to success' (which can be found in their reading diary). For every week your child reads at least four times, they will take another step along the road. When they eventually get to the bronze finish line, they will receive a certificate. Their next goal is then silver, where they will receive a special book mark, and then Gold. This is the ultimate goal, where they receive a book token.



Questions starters you may find useful:

- Which word tells you...?
- How did...feel...?
- Why did the author use...?
- What might happen...?
- How do you know...?

Spelling

At the beginning of each half term, parents will receive a list of Spelling words which shows which spelling patterns and spelling list words we will be focusing on each week in school. These spellings will then be tested at the end of each half term. After the test, your child will highlight all words they spelt correctly on their spelling lists (in their own reading diaries) and will spend time in school practising any words they struggle with. Please encourage your child to regularly practise their spellings at home.

Maths

At the beginning of each half term, a new 'Key Instant Recall Fact' (KIRF) will begin which your child will be focusing on for that half term. Please encourage your child to practise these at home as well as in school.

Creative Curriculum

Homework books containing optional homework tasks will be sent home at the beginning of each half term; these will all be linked to our topic for this term. We look forward to celebrating the wonderful creations that your children have done at home!

We hope this has been helpful. If you still need any further information or clarification on any of the above, please do not hesitate to contact us via home school diaries.

Many thanks,

The Year 3 Team