Year 3 Information Pack

Teachers:

3 Alban – Mrs Boyle

3 Newman – Miss Saxby

Teaching Assistants:

Mr Wright

The Family of Holy Rood will try to live, learn, grow and celebrate together, as friends, through the love of Christ.

A Welcome Message

Welcome from the whole of the Holy Rood Year 3 team!

It has been a pleasure to get to know your children this week. They have come back to school with smiles on their faces; they are settled, happy and ready to learn.

We are looking forward to a year full of learning, growing, experiences and fun, helping your child develop academically, personally and spiritually as they embark upon their new adventure into Key Stage Two. We are also looking forward to working with you to help your child achieve their very best.

As always, thank you for your continued support.

Every Week ...

P.E

Children will have two P.E. lessons for which they will need a full Holy Rood P.E. kit. Please ensure that your child has suitable footwear relevant to the sport/activity. P.E. kits should be brought into school on the first day of each half term. All PE kits will be sent home weekly to be washed should be brought back into school ready for the next week.

Both classes will have PE on Wednesday and Thursday each week.

If children fail to bring in a P.E kit including appropriate footwear this may result in your child being unable to participate in the lesson due to health and safety. Please note that children are required to remove all jewelry and hair must be tied back.

Homework

Homework is uploaded onto Google Classroom every Friday. The aim of homework is to continue the interest within the topics taught at school. We will provide information as to what we have covered that week during English and Mathematics. This will be accompanied by spellings and times tables to practice, as well as suggested extra activities that you may wish to engage with. Each term the children will be given a creative project to work on at home which is linked to a topic being taught in class. Please ensure that your child completes their homework to a high standard of presentation and effort.

Spellings

Spellings are sent out on a Friday and checked the following Thursday. This check may be in the form of a spelling test or a piece of dictation. We may sometimes challenge the children by include 'unseen' words which are words that follow the same spelling rule but would not have been sent home.

Times Tables

Children are expected to know their 2, 5 and 10 times tables and their related division facts. Through the year they will also learn the 3, 4, and 8 times tables. We will be encouraging children to challenge themselves to learn a range of other times tables too. Times tables challenges will also be on Thursdays. Children should practice regularly at home, and are encouraged to use various revision techniques, including Times Tables Rockstars.

Reading books and Reading Records

Our aim is to encourage a love of reading in year 3 and beyond. If you love reading, you will never be bored! Reading books will be changed on Monday and Thursday. It is the children's responsibility to put books in the box to be changed on these days.

We encourage children to read aloud to an adult for 10 – 15 minutes each evening and ask that you sign the Reading Record when this is done. You can also use the Reading Record to make comments on your child's reading. The Reading Record is for reading comments only. Should you need to tell us about anything other than their reading, please e-mail the school office. Please keep the Reading Record in your child's bookbag every day so that we can access it when reading with your child in class.

Guided Reading

Your child will participate in Guided Reading sessions with their class teacher each week. In addition to this, some children, where appropriate, may receive individual reading opportunities on a daily basis.

Reading Guidance

Reading in Year 3

Our aim is to encourage a love of reading in year 3 and beyond. If you love reading, you will never be bored! We use a range of high-quality fiction, poetry and non-fiction texts to engage and inspire our children. This helps to introduce children to a range of genres they may not choose for themselves. We aim to support children's reading development by providing opportunities for children to apply their developing reading and comprehension skills appropriately. Regular reading opportunities will not only support their comprehension skills, pace and fluency but will also aid writing development.

Why is reading at home also important?

Children will have the opportunity to read a range of books and to take these home. By including both fiction and non-fiction on a regular basis, this helps the children to understand and internalise text organisation and exposes them to the linguistic features. Furthermore, hearing texts read aloud helps to embed the transition from writing based on spoken language to a more formal, impersonal style. By reading with your child, you are supporting these benefits and helping your child to continue to develop as readers.

What can be done at home to support the development of reading?

Encouraging your child to read regularly at home is vital. It is important that your child is given opportunities to read with an adult. When your child is reading with you, to help develop their comprehension of the text, ask them some questions about the section they have read. Below are a selection of questions you could ask your child for both fiction and non- fiction texts.

Questions on Fiction Books:

Direct understanding:

When and where does the story take place?
What are the characters like? How do you know this?

Deducing and interpreting:

Why do you think .....(the character acted in that way)?
What does this tell you about what (character) was thinking?
Through whose eyes is the story told?
Which part of the story was your favourite? Why?
What do you think (character) is thinking?
How would you feel if it were you?
Who would you most like to meet in the story? Why?
How did the character change during the story?

Organisation and structure:

Were you surprised by the ending? Why?
How would you end the story?
Why is that word written in italics/bold/etc?

Language use:

Why do you think the writer chose these words?
How has the author used adjectives to describe the character?
What does the word ('scrambled') tell you about how (Susie got dressed)?
Why do you think the author has mentioned ..... in the story?
What do these words tell you about .....?
Why do you think the author choose this title?
How has the author made it appear frightening/sad/etc?
How has the author made you want to read on?
Which part of the story best describes the setting?

Overall effect:

Can you think of another story with a similar theme (good over evil/wise over foolish/etc)?
Could the story have been better? Is it as good as ...? Why?
How does the author make you feel about .....?

Relating texts to similar themes and other stories:

Do you know any other stories that have the same issues?
What do you think this character would think about ... (e.g. how he was treated)?
Does the story remind you of anything that has happened to you? Does
this story have the same story structure as any others you know?
Which other stories have openings/endings like this? How
would you feel if you were treated like.....?

Questions on Non-Fiction Books:

Direct understanding:

Questions about facts that have been read.
Where did you find the information about ...?
How could you find out about .....? Where would you look (sub-headings, pictures, labels, etc)?

Deducing and interpreting:

Which parts of the book could help you find the information you need? (e.g., contents, index, glossary)
What sort of person would find this book useful? Why?
When would someone want to read this type of book?

Organisation and structure:

What kind of text is this (e.g. non-fiction, information)? How do you know?
Which words tell you what order to follow the text in (first, next, finally)?
How does the layout help you to find the information?
How have the different parts been made clear?
How do the pictures help?
Why is that section written in bold/italics?
Why have these words been made to stand out?
Why is that part written in smaller font?
Why is that word in italics (referring to glossary)?
What are the subheadings for?
Why has that information been presented in a table?
What do the arrows show you about the structure of the text?
Why has that writing been put into boxes?

Language use:

What do these words mean?
What do these words tell you about.....?
Why did the author choose this subheading?
How do the pictures help you to understand the explanation?

Overall effect:

How does this affect the way you think about .....?
Which illustrations do you find most useful?
Did you find the book interesting? Why?

Relating texts to others with similar themes:

What other information books have you read? In what ways are they similar or different?
What do information books have in common?
Have you read any other books about the same subject? How does this one compare?

Grammar Guidance

The table below details the basic forms of word class your child will be taught throughout Year Three

Word Class	Definition	Example
Verb	Verbs can be action words, e.g. dancing, to think or said. They can also show a state of being, e.g. is, am, was or were. **Every sentence needs a verb.**	She **ran** to school. They **were talking** to their friends for ages. The man **said** he **will be** hungry soon.
Adjectives	Adjectives describe a noun.	The cheese was rather **smelly**. The pancakes were **hot** and **delicious**.
Nouns	Nouns are the **names** of people, animals, things and places.	I sat at my **table**. I love to eat **apples**. My **teacher** is called **Mrs. Thomas**. I wear a **tie** to **school** every **day**.
Pronouns	Pronouns take the place of a noun.	**I** bought a pet tortoise. **She** played football every week.
Conjunctions	Conjunctions join sentences or clauses.	The sweets were sour **but** tasty. I used my banknote **because** I had no change.
Prepositions	Express time, place or cause.	We left the park **before** it began to rain. The school was closed **because of** the heavy snow.
Expanded noun phrase	Expanded noun phrases are made up of one noun and at least one adjective. If more than one adjective is used to describe the noun, they are usually separated by a comma.	Once upon a time, there lived **a little old woman.** I would never spend the night in **a creepy, haunted house.**
Proper Nouns	Proper nouns are the names of specific people, things and places. They always start with a capital letter.	I am going to **Germany** with **Alice** on **Friday.**
Adverbs	Adverbs describe verbs and adjectives. They tell us when, where, how, how often and how much something is.	She laughed **loudly.** We are always told to eat **healthily.** We **sometimes** go to the shops by car. I will meet them **later**.

Punctuation Guidance

Children in Year Three will be required to understand and employ the following punctuation in their reading and writing this year and beyond.

Punctuation	Definition / Use	Example
Full stop	Used to demarcate the end of a statement **and** command sentence.	A hairy dog ran into the bushes. Please take off your muddy shoes.
Capital letter	Used to demarcate the beginning of sentences. Used to demarcate names of people, places and occasions.	She wanted to go to the park. On Saturday, Josh went to Wembley Stadium with Tanya.
Question mark	Used to demarcate the end of a question sentence.	Where is my pencil case?
Exclamation mark	Used to demarcate the end of an exciting sentence. Used to demarcate the end of an exclamation sentence.	The superhero flew as fast as lightning! How fast the superhero flew! What a speedy superhero he was!
Comma	Used to separate items in a list. Used to separate adjectives in expanded noun phrases.	Connor wanted fish, chips, peas and a carton of juice. Hannah was eating a tasty, nutritious salad for her lunch.
Apostrophe	Used to replace missing letter in contraction words. Used to demarcate possession.	Anne can't wait for playtime. It's her favourite time of the day. The boys asked to join in with Johnny's game.
Speech marks	Surrounds the spoken word within a text.	"Hello," said Fran. "Do you want to play football with us?"

Spelling Guidance

Below is a list of commonly used words that your child should know how to spell by the end of year 4. We will be focusing on these spellings throughout the next two years. Please encourage your child to practice these spellings at home.

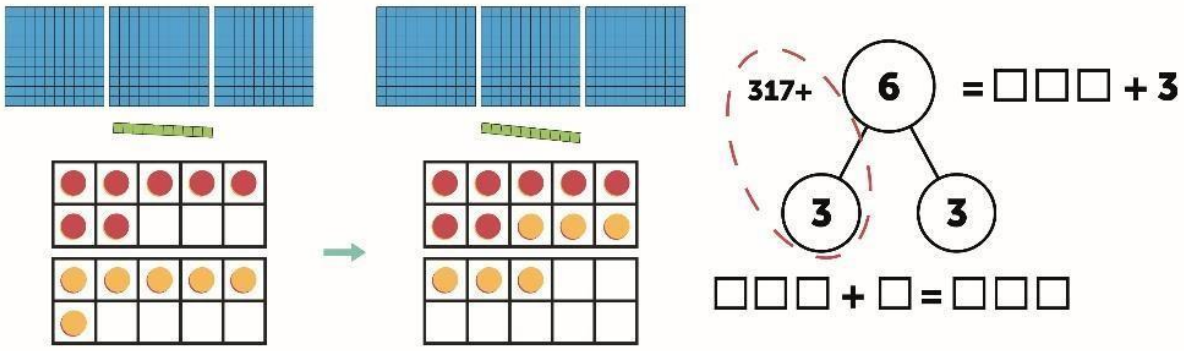
accident(ally)	early	knowledge	purpose
actual(ly)	earth	learn	quarter
address	eight/eighth	length	question
answer	enough	library	recent
appear	exercise	material	regular
arrive	experience	medicine	reign
believe	experiment	mention	remember
bicycle	extreme	minute	sentence
breath	famous	natural	separate
breathe	favourite	naughty	special
build	February	notice	straight
busy/business	forward(s)	occasion(ally)	strange
calendar	fruit	often	strength
caught	grammar	opposite	suppose
centre	group	ordinary	surprise
century	guard	particular	therefore
certain	guide	peculiar	though/although
circle	heard	perhaps	thought
complete	heart	popular	through
consider	height	position	various
continue	history	possess(ion)	weight
decide	imagine	possible	woman/women
describe	increase	potatoes	
different	important	pressure	
difficult	interest	probably	
disappear	island	promise	

Maths Guidance

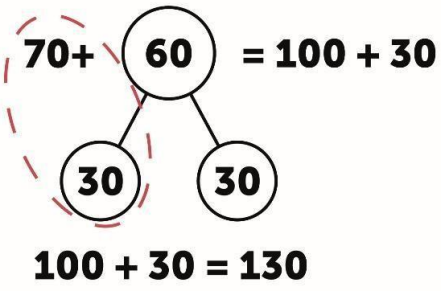
Please find included a list of the strategies we teach in the first half of the Autumn term for addition and subtraction. Children will revisit these a number of times throughout the course of the Autumn term.

Adding

Regrouping to 'think 10'



Regrouping to 'think 100'



100 + 30 = 130

Traditional column method

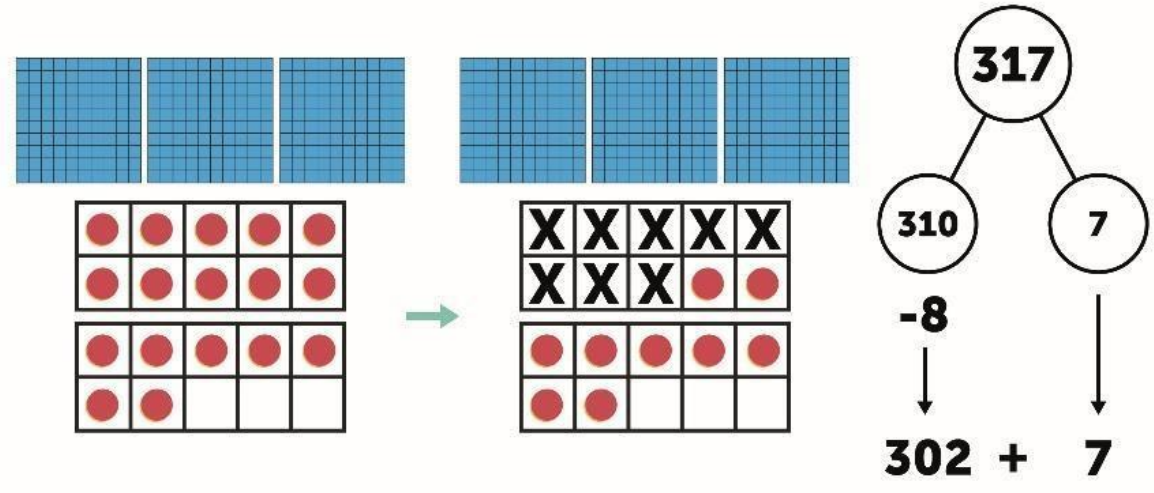
$$\begin{array}{r} 142 \\ +\ 334 \\ \hline 476 \\ \hline \end{array}$$

$$\begin{array}{r} 342 \\ +\ 278 \\ \hline 620 \\ \hline \end{array}$$

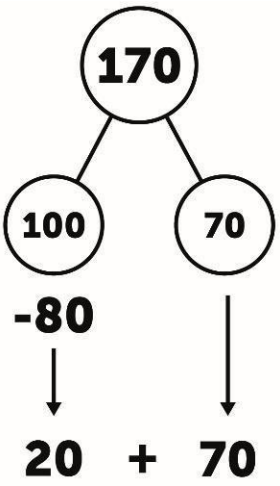
1 1

Subtraction

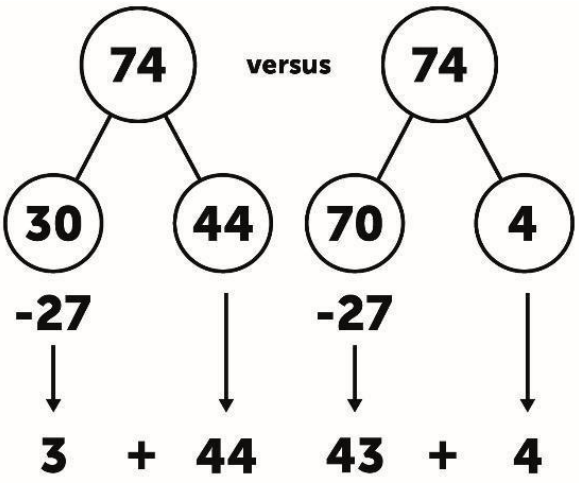
Regrouping to subtract ones



Regrouping to subtract tens



Regrouping to subtract two digit numbers



Traditional column subtraction

$$\begin{array}{r} 345 \\ -\ 124 \\ \hline 221 \end{array}$$

$$\begin{array}{r} \overset{8}{\cancel{9}}\ \overset{10}{\cancel{1}}4 \\ -\ 298 \\ \hline 616 \end{array}$$

Multiplication Grid

x	1	2	3	4	5	6	7	8	9	10	11	12
1	1	2	3	4	5	6	7	8	9	10	11	12
2	2	4	6	8	10	12	14	16	18	20	22	24
3	3	6	9	12	15	18	21	24	27	30	33	36
4	4	8	12	16	20	24	28	32	36	40	44	48
5	5	10	15	20	25	30	35	40	45	50	55	60
6	6	12	18	24	30	36	42	48	54	60	66	72
7	7	14	21	28	35	42	49	56	63	70	77	84
8	8	16	24	32	40	48	56	64	72	80	88	96
9	9	18	27	36	45	54	63	72	81	90	99	108
10	10	20	30	40	50	60	70	80	90	100	110	120
11	11	22	33	44	55	66	77	88	99	110	121	132
12	12	24	36	48	60	72	84	96	108	120	132	144

Highlighted in green are the 1, 2, 5 and 10 times tables, which the children should be confident with from Key Stage 1.

In Year 3, we will be focusing on learning the 3, 4 and 8 times tables.

The weekly times tables checks will involve both the previously learnt multiplications along with the newly practiced times tables.