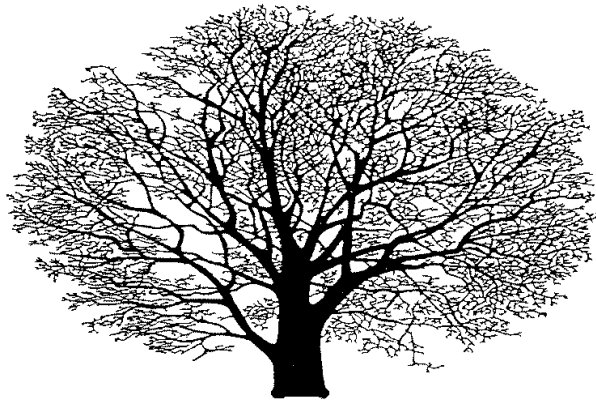


High Hesket CE Primary School



Parent's Information Booklet

Year 3

General information:

From September 2015, a new National Curriculum became statutory for all year groups. Each year group has a list of key objectives that the children are expected to achieve by the **end** of the academic year. The children will then be assessed against these year group expectations and it will be determined whether the children are working at one of the three stages below:

- **Working towards** the expected standard for their year group.
- **Working within** the expected standard for their year group.
- **Working at greater depth** within the expected standard for their year group.

*The national expectation will be that most children are working at the middle stage (**working within**) by the end of the academic year.*

Within this booklet, we have aimed to outline the following:

1. Suggestions for websites and questions to help your child at home.
2. The end of year expectations for your child's year group in English and Maths.
3. Our whole school calculation policy to show the calculation methods that are focused on in each individual year group — this is uploaded to the class page of the school website.
4. The list of common spelling words that your child is currently working on.

We hope that this information is of use. Please feel free to contact your class teacher if you would like any further information.

Year 3 End of Year Expectations:

READING:

Apply knowledge of root words, prefixes and suffixes to read aloud and understand unfamiliar words

Read further exception words

Read and listen to a range of fiction, poetry, plays and non-fiction texts

Discuss the texts that are read and listened to

Read aloud and independently

Ask relevant questions to understand a text

Read and understand books structured in different ways

Increase familiarity with a wide range of books, including fairy stories and myths and legends, and retell some orally

Identify themes in books

Predict what might happen based on details read

Draw inferences, such as a character's feelings, thoughts and motives from their actions

Use a dictionary to check the meaning of unfamiliar words

Identify the main points and summarise a paragraph

Explain how language, structure and presentation contribute to meaning

Describe some of the different types of fiction books

Use non-fiction texts to retrieve and record information

Recognise different forms of poetry

Read aloud and perform poems and play scripts using intonation, tone and volume

Discuss words that capture reader's interest

Check text makes sense and discuss understanding of words

Year 3 End of Year Expectations:

WRITING:

Spell words with additional prefixes and suffixes and understand how to add them to root words

Recognise and spell homophones

Use the first 2 or 3 letters of a word to check its spelling in a dictionary

Identify word families based on common root words

Spell the commonly mis-spelt words from the Y3/4 list

Increase legibility, consistency and quality of handwriting

Use diagonal and horizontal strokes to join letters and know which letters should be left unjoined

Discuss models of writing, noting structure, grammatical features and vocabulary

Plan by discussing and recording ideas within a given structure

Use increasingly varied and rich vocabulary

Compose sentences using a wider range of structures

Write narrative with clear structure, setting, characters and plot

Produce non narrative writing using simple organisational features, such as heading and sub headings

Suggest improvements to my own writing and that of others

Make improvements to grammar, vocabulary and punctuation

Use a range of sentences with more than one clause by using a range of conjunctions

Use the perfect form of verbs to mark the relationship of time and cause

Proof read to check for errors in spelling and punctuation

Express time, place and cause by using conjunctions, adverbs and prepositions

Use paragraphs to group related material

Use present perfect form of verbs instead of the simple past

Use full stops and capital letters correctly

Use exclamation marks, question marks and commas in lists

Use inverted commas to punctuate direct speech

Use 'a' or 'an' correctly

Understand the Year 3 terminology

Year 3 End of Year Expectations:

MATHS:

Count in multiples of 4, 8, 50 and 100

Compare and order numbers up to 1000

Add and subtract numbers mentally, including round numbers to HTU

Add and subtract using standard column method

Estimate answers to calculations and use the inverse to check answers

Know 3×, 4× and 8× tables

Count up and down in tenths

Understand that tenths are objectives or quantities divided into ten equal parts

Compare and order simple fractions

Recognise and show equivalent fractions

Find and write fractions of a set of objects

Add and subtract fractions with common denominators (less than one)

Measure, compare and calculate measures using standard units

Measure the perimeter of simple 2-D shapes

Add and subtract money, including giving change

Tell and write the time from an analogue clock, including using Roman numerals

Estimate and read time to the nearest minute

Identify horizontal, vertical, parallel and perpendicular lines

Identify whether angles are greater or less than a right angle

Interpret and present data using bar charts, pictograms and tables

Year 3/4 statutory spelling list:

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	

Useful websites:

www.ttrackstars.com

www.spellingshed.com

play.numbots.com/#/intro

www.mathplayground.com

www.arbookfind.co.uk (for finding Accelerated Reader books)

www.bbc.co.uk/education

resources.woodlands-junior.kent.sch.uk

Questions to ask your child when reading:

- What has happened in the story so far? What do you think will happen next?
- Who is your favourite character? Why? Who is the character you like least? Why?
- Do you think the author intended you to like / dislike this character? How do you know?
- Does your opinion of this character change during the story? How? Why?
- If you met one of the characters from the story, what would you say to him / her?
- Which part of the story is your favourite / least favourite? Why?
- Would you change any part of the story? How? Would you change any of the characters? How?
- Which part of the story was the funniest/scariest/ saddest/ happiest? Find some evidence in the text to support your opinion.
- What is the purpose of this book? How do you know?
- Why is this page laid out in this way? Could you improve it?
- Pick three favourite words or phrases from this chapter. Can you explain why you chose them?
- When do you think this book was written? How do you know?
- Do you think the title of the book is appropriate? What would you have called it?
- What is the genre of the book: sci-fi, mystery, historical, fantasy, adventure, horror, comedy? What are the features that make you think this?
- Find two sentences which describe the setting.
- Would you like to read another book by this author? Why/ why not?