

Top tips for Year 3

School starts at 8:50

Beech Class

School finishes at 3:20

Class teacher: Molly Winter-Jones

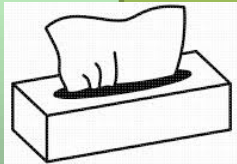
molly.winter-jones@greenway.herts.sch.uk

Current learning support: Mrs Doran, Mr Dodd

PPA teacher: Mrs Adams(Tuesdays AM)



Termly tissue box donations would be much appreciated!



PE is on a Monday and a Wednesday

Children **must** have a change of shoes for inside and outside... named!



Welcome!

It is lovely to meet you and get to know your children. They are a delight and are settling into Year 3 well. It's great to see how excited they are to learn and are already enjoying our Year 3 topics.

I'm looking forward to working with you to support your child holistically.





Beech



9:10



9:40



10:35



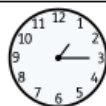
10:55



11:15



12:15



1:15



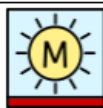
2:15



15:10



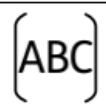
15:20



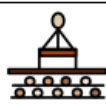
Monday



Guided Reading



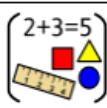
English



Assembly



Break



Maths



Lunch



PSHE



PE



Story/Newsround



Home



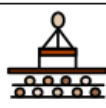
Tuesday



Science



Science



Assembly



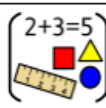
Break



Computing



Lunch



Maths



English



Story/Newsround



Home



Wednesday



Guided Reading



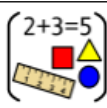
English



Assembly



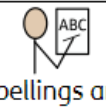
Break



Maths



Lunch



Spellings and Handwriting



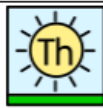
PE



Story/Newsround



Home



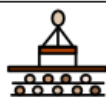
Thursday



Music



English



Assembly



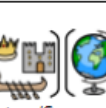
Break



Maths



Lunch



History/Geography



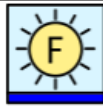
Art/DT



Story/Newsround



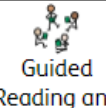
Home



Friday



Celebration Assembly



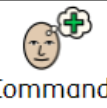
Guided Reading and Dictation



RE



Break



Commando Joe's



Lunch



French and Singing



Social Time



Story/Newsround



Home



Key information



- All children need to bring in a named water bottle every day and a healthy snack (e.g fruit, veg, plain carb – **no sesame, hummus, eggs, avocado or nut products**)

This is to keep ALL children safe!

- All admin that needs to go to the office please email admin@greenway.herts.sch.uk
- If your child has a medical/physical condition of which we are not aware, then please let us know. If they require any medication to be administered then it must be in writing for us to be able to give it to your child with your written consent
- Please ensure that if your child requires an epi-pen or inhaler that we have this in school and it is in date.



End of Year Expectations - Reading

Consistently and independently are key!

Year 3 Expectations: Word Reading

- Apply knowledge of root words, prefixes and suffixes to read aloud and to understand the meaning of unfamiliar words
- Read further exception words, noting the unusual correspondences between spelling and sound, and where these occur in the word
- Attempt pronunciation of unfamiliar words drawing on prior knowledge of similar looking words

Year 3 Expectations: Reading Comprehension

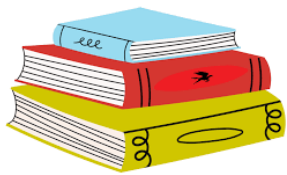
- Experience and discuss a range of fiction, poetry, plays, non-fiction and reference books or textbooks
- Know that non-fiction books are structured in different ways and be able to use them effectively
- Begin to understand that narrative books are structured in different ways, for example, quest stories and stories with dilemmas
- Ask questions to improve understanding of a text
- Predict what might happen from details stated

Year 3 Expectations: Reading Comprehension (continued)

- Draw inferences such as inferring characters' feelings, thoughts and motives from their actions
- Use dictionaries to check the meaning of unfamiliar words
- Identify main idea of a text
- Identify how structure, and presentation contribute to the meaning of texts
- Retrieve and record information from non-fiction
- Discuss books, poems and other works that are read aloud and independently, taking turns and listening to others' opinions
- Explain and discuss understanding of books, poems and other material, both those read aloud and those read independently
- Prepare poems to read aloud and to perform, showing understanding through intonation, tone, volume and action

Teachers use an assessment framework to assess against.





Reading



In Year 3, children choose their reading books, with guidance!

Phonics is still key!

Your child must bring in their reading record every day

Your child will have a reading record for them and yourselves to record their reading diet

Remember that re-reading a text is important for consolidation, fluency, expression and comprehension

Every day reading supports fluency.
Please write a comment about how they have read and sign the reading record once a week ready for us to change books on a Friday

Your child will bring home 2 books from school a week – but please read a range of texts too!

Checking children's understanding of words, phrases and events is key... never assume that they know!

So what does age related reading look like?

We will collect Reading Records and books in on a **Thursday**



Read Write Inc Story book progression

RWI book
scheme
finishes

Red

Green

Purple

Pink

Orange

Yellow

Blue

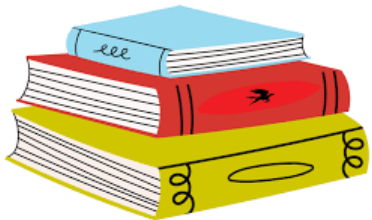
Grey

End of
Reception
Expected level

Year 1 End
of Autumn
Expected
level

End of Year 1
Expected level

$\frac{1}{2}$ half term
in Spring
Year 2
expected
level



What happens after Read Write

Inc?

Year 3
Autumn 1

Year 3
Autumn 2

Turquoise

Purple

Gold
star

White

Lime

Ruby

Black

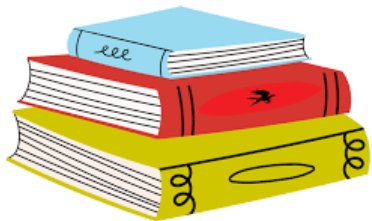
Autumn Year 2
Expected level

End of Year 2
Expected level

Year 3
Spring 1

Broadening
their reading
diet further

Continue to broaden
their vocabulary and
understanding of
words and phrases



A fluent reader is...



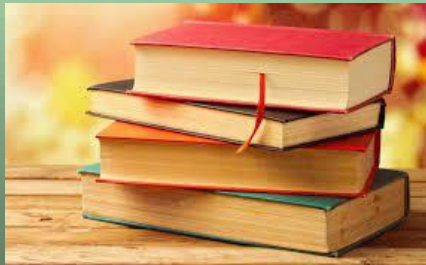
A child who is reading 90-95% of the words by sight

Understands what they are reading – verbally and in writing

Uses the punctuation to support their fluency

Uses a narrators voice

Uses intonation



Then after Read Write Inc...



They

become

a

READING RAVER!



Reading Ravers

Typically, children are choosing a range of age appropriate **texts** to share at home- recommended reads

Bookmark given today to support comprehension!



Once in a while
texts!



Age-related reader



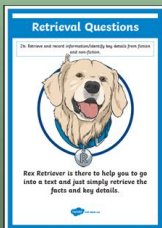
You'll notice I used:

- Intonation
- Correct tone when reading
- Self-correction
- Reading accurately of two or more syllable words
- Very few mistakes
- Uses phonics to decode 'completely' in their head

After reading, an adult needs to:

- Spend time discussing the text
- Asking and answering questions about the text together
- Predicting what might happen next
- Discussing the vocabulary and meaning of the language in the text
- Remember that re-reading a text is important for consolidation, fluency, expression and comprehension
- Please use the school bookmark provided to support reading comprehension
- Reading together for enjoyment!

We used Reading Dogs to support specific comprehension skills



Year 3 age related text example

IT was the morning of the potion test, and the girls were filing into the potion lab, each hoping she had learned the right spell, except for Ethel who knew everything and never worried about such matters.

'Come along, girls! Two to a cauldron!' barked Miss Hardbroom. 'Today we shall make a laughter potion. No textbooks to be used – put that book away this *instant*, Mildred! Work quietly, and when you have finished you may take a small sip of the *mixture* to make sure it is

correctly made. You may begin.'

Maud and Mildred were sharing a cauldron, of course, but unfortunately neither of them had learned that particular spell.

'I think I can remember it vaguely,' whispered Maud. 'Bits of it, anyway.' She began to sort through the ingredients which had been laid out on each workbench.

When everything was stirred together in the cauldron, the bubbling liquid was bright pink. Mildred stared at it doubtfully.

'I'm sure it should be green,' she said. 'In fact I'm sure we should have put in a handful of pondweed-gathered-at-midnight.'

'Are you *sure*?' asked Maud.

'Yes . . .' replied Mildred, not very definitely.

'*Absolutely* sure?' Maud asked again.

Remember reading is...

Being able to
read the
words on the
page-
decoding



Being able to
understand
the words on
the page-
comprehension

The pupil can:

- read accurately many polysyllabic and multi-morphemic words and further exception words

In age-appropriate¹ books, the pupil can:

- read most words accurately without overt sounding and blending, and sufficiently fluently to allow them to focus on their understanding rather than on decoding individual words
- read aloud with intonation that shows understanding
- read many words outside their spoken vocabulary, making a good approximation to the word's pronunciation.
- check that the text makes sense to them, correcting any inaccurate reading at the point of difficulty
- make a plausible prediction about what might happen on the basis of what has been read so far
- summarise main ideas from what has been read
- retrieve information from non-fiction
- draw inferences and begin to justify their opinions through discussions



Reading strategies reminder

Special friends



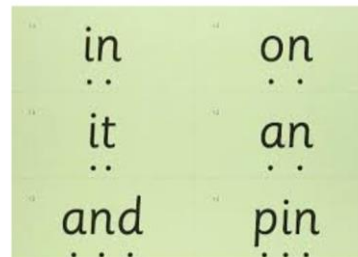
Fred talk



Read



Dot and dash



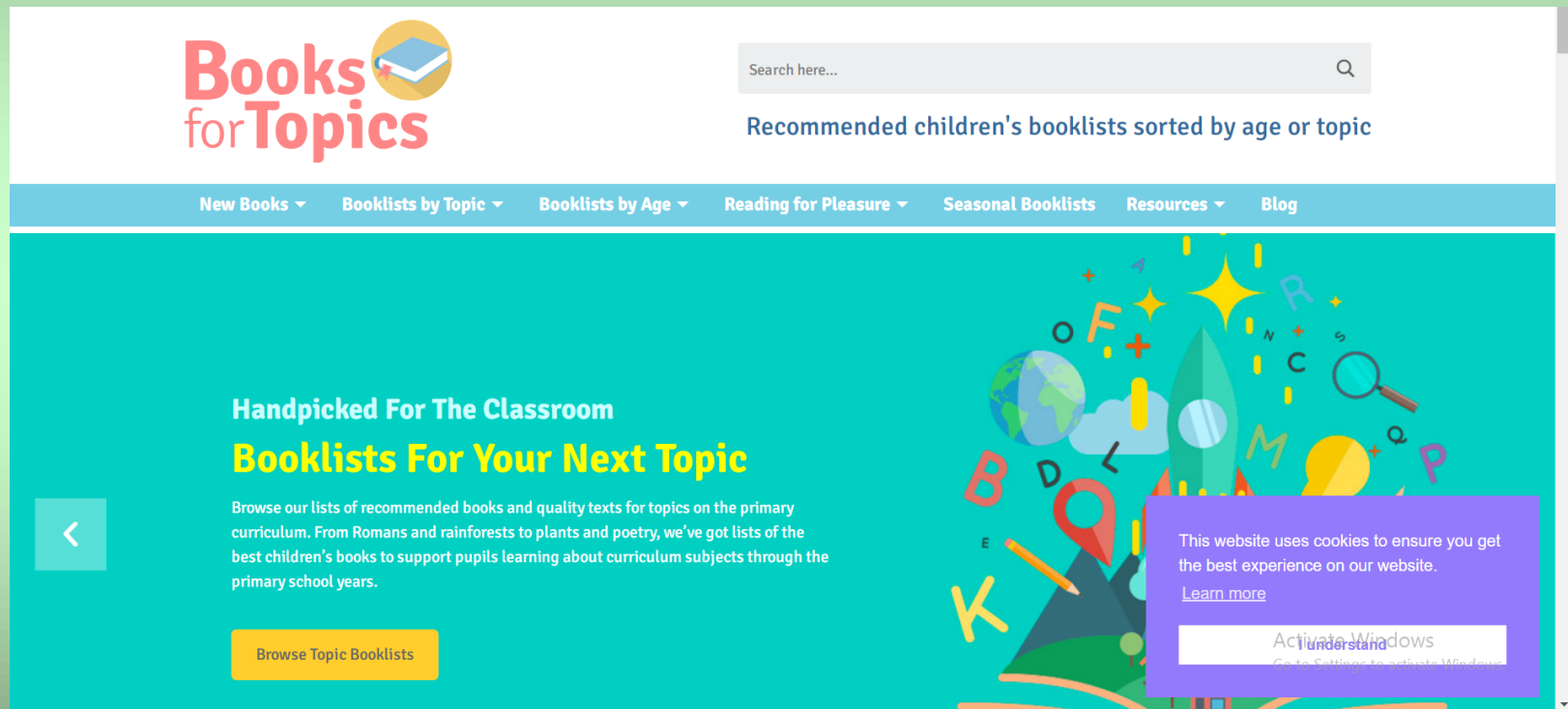
Bookmark
given today!

Greenway Primary
& Nursery School



Book list- Books for topics

Check out!



The screenshot shows the homepage of the 'Books for Topics' website. The header features the logo 'Books for Topics' with a book icon, a search bar with the placeholder 'Search here...', and a navigation menu with links: 'New Books', 'Booklists by Topic', 'Booklists by Age', 'Reading for Pleasure', 'Seasonal Booklists', 'Resources', and 'Blog'. Below the header, a teal banner contains the text 'Handpicked For The Classroom' and 'Booklists For Your Next Topic'. A paragraph describes the booklists as recommended for primary curriculum topics like Romans, rainforests, plants, and poetry. A yellow button labeled 'Browse Topic Booklists' is at the bottom left of the banner. On the right, a colorful illustration depicts a globe, a rocket, a magnifying glass, and various letters. A purple cookie consent banner is overlaid on the bottom right, stating 'This website uses cookies to ensure you get the best experience on our website.' with a 'Learn more' link and an 'I understand' button.

Books for Topics

Search here...

Recommended children's booklists sorted by age or topic

New Books ▾ Booklists by Topic ▾ Booklists by Age ▾ Reading for Pleasure ▾ Seasonal Booklists Resources ▾ Blog

Handpicked For The Classroom

Booklists For Your Next Topic

Browse our lists of recommended books and quality texts for topics on the primary curriculum. From Romans and rainforests to plants and poetry, we've got lists of the best children's books to support pupils learning about curriculum subjects through the primary school years.

[Browse Topic Booklists](#)

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Check out!



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66 BookClub!

Welcome to the 66 Book Club! Where 66 Books is open one weekend a month to members of the public & not businesses.

Come alone, with a friend or bring your kids (no booking required) - **it's 70% off all books for everyone!**

Membership is just £2 p.a. and that includes your household.

You can become a member only at the book club during the appointed weekends.

Opening times 9am - 6pm.

(We cannot guarantee entry after 4pm. You may need a few hours to see everything)

Greenway Primary
& Nursery School



End of Year Expectations - Writing

Consistently and independently are key!

Year 3 Expectations: Transcription

- Spell words with additional prefixes and suffixes and understand how to add them to root words, for example – form nouns using super, anti, auto
- Recognise and spell additional homophones, for example – he'll, heel, heal
- Use the first two or three letters of a word to check its spelling in a dictionary
- Spell correctly word families based on common words, for example – solve, solution, solver
- Spell identified commonly misspelt words from Year 3 and 4 word list
- Make analogies from a word already known to apply to an unfamiliar word
- Identify the root in longer words
- Use the diagonal and horizontal strokes that are needed to join letters
- Understand which letters, when adjacent to one another, are best left unjoined
- Increase the legibility, consistency and quality of handwriting

Year 3 Expectations: Composition

- Look at and discuss models of writing of the text type, purpose and audience to be written, noting: structure; grammatical features and use of vocabulary
- Compose sentences using a wider range of structures linked to the grammar objectives
- Write a narrative with a clear structure, setting, characters and plot
- Write a non-narrative using simple organisational devices such as headings and sub-headings
- Suggest improvement to writing through assessing writing with peers and self assessment
- Make improvements by proposing changes to grammar and vocabulary to improve consistency, e.g. the accurate use of pronouns in sentences
- Use a range of sentences with more than one clause by using a wider range of conjunctions, e.g. *when, if, because, although*
- Use the perfect form of verbs to mark relationships of time and cause
- Use conjunctions, adverbs and prepositions to express time and cause
- Proof-read to check for errors in spelling and punctuation errors

Teachers use an assessment framework to assess against.



Writing Top tips

Take a look at the age-related expectations!

Coherent

Punctuation

Conjunctions

Spelling rules

Handwriting -
cursive

Different
purposes

Correct tense

Writing
speech

We use a colour coded approach to
support sentence structure.

Plot + setting

Colour coded visual writing



Single (main) clause



Subordinate clause



Co-ordinating conjunction



Year 3

Working towards the expected standard

The pupil can, after discussion with the teacher:

- write simple, coherent narratives†
- write in a range of non-narrative forms
- use the range of punctuation taught up to and including Y2 mostly correctly^
- use co-ordination (e.g. or / and / but) and some subordination (e.g. when / if / that / because) to join clauses
- spell many common exception words*
- use phonic knowledge and other knowledge of spelling to spell many words relating to the KS1 programme of study correctly
- form capital letters and lower case letters correctly.



Year 3

Working at the expected standard

The pupil can:

- write for a range of real purposes and audiences, beginning to develop an awareness of appropriate language and form (e.g. letter; report writing)
- create settings, characters and plot in narrative†
- use speech punctuation correctly when following modelled writing
- use some conjunctions (e.g. and, because, when, even though), adverbs (e.g. often, quickly, very), and prepositions (e.g. next to, underneath, with) for cohesion and to add detail
- use past and present tense mostly correctly (e.g. ran, wander) and begin to use other verb forms (e.g. will go, have eaten)
- use the range of punctuation taught up to and including Y3 mostly correctly^ (e.g. apostrophes for possession, commas in lists)
- spell correctly words from learning in previous year groups, and some words from the year 3 / year 4 spelling list,* using phonic knowledge and other knowledge of spelling such as morphology, to spell words as accurately as possible
- spell most common exception words*
- increase the legibility, consistency and quality of handwriting (e.g. by ensuring that downstrokes of letters are parallel and equidistant)
- join letters with diagonal and horizontal strokes where appropriate.²



Year 3

Working at greater depth within the expected standard

The pupil can:

- write effectively and coherently for different purposes, drawing on their reading to inform the vocabulary and grammar of their writing
- use detail and vocabulary to interest and engage the reader
- use paragraphs
- improve the effect of their writing by making changes when editing (e.g. re-ordering sentences and adapting vocabulary).



Writing progression

Reception

[Yellow bar]

The cat lay on the mat.



Year 1

[Yellow bar] [Green bar] [Yellow bar]

The cat lay on the mat and he fell asleep.



Year 2 & 3

[Yellow bar] [Green bar] [Yellow bar]

The cat lay on the mat and he fell asleep.

[Yellow bar] [Pink bar]

The cat lay on the mat because he was tired.



Age related writing example

Most letters
joined

Rereading
and editing

Using
punctuations,
capital letters, and
conjunctions

Mini rabbit
✓ Several ~~the~~ seconds later mini rabbit was dashing out of the cave following a mysterious smell. A few moments later he was following the smell all the way home and he was sure the smell was... was... BERRIES! Before you know it mini rabbit is gone* take it outside, you eyed staring at mother rabbit holding a berry-cake mini rabbit's favourite.

* Mini rabbit stumbles through the snow, back hops back on the stones, splits through the sea and is back ~~from~~ through the woods. Now... home! Mini rabbit has been moving for along time but smelling cake-berries cake is still going to stop him, 'cause as you know... Mini rabbit is absolutely mad about cake!

15.02.24
The way home! He was surprised to see that mother rabbit was standing in the doorway holding a mouth-watering berry-cake with a can of actually pure ice cream? I love ice cream!

* Mini rabbit makes a sharp turn as he passes a chocolate tree. Mini rabbit's home is in the woods! Oh No! He's going the wrong way.

This writer has to do this consistently in a range of pieces!



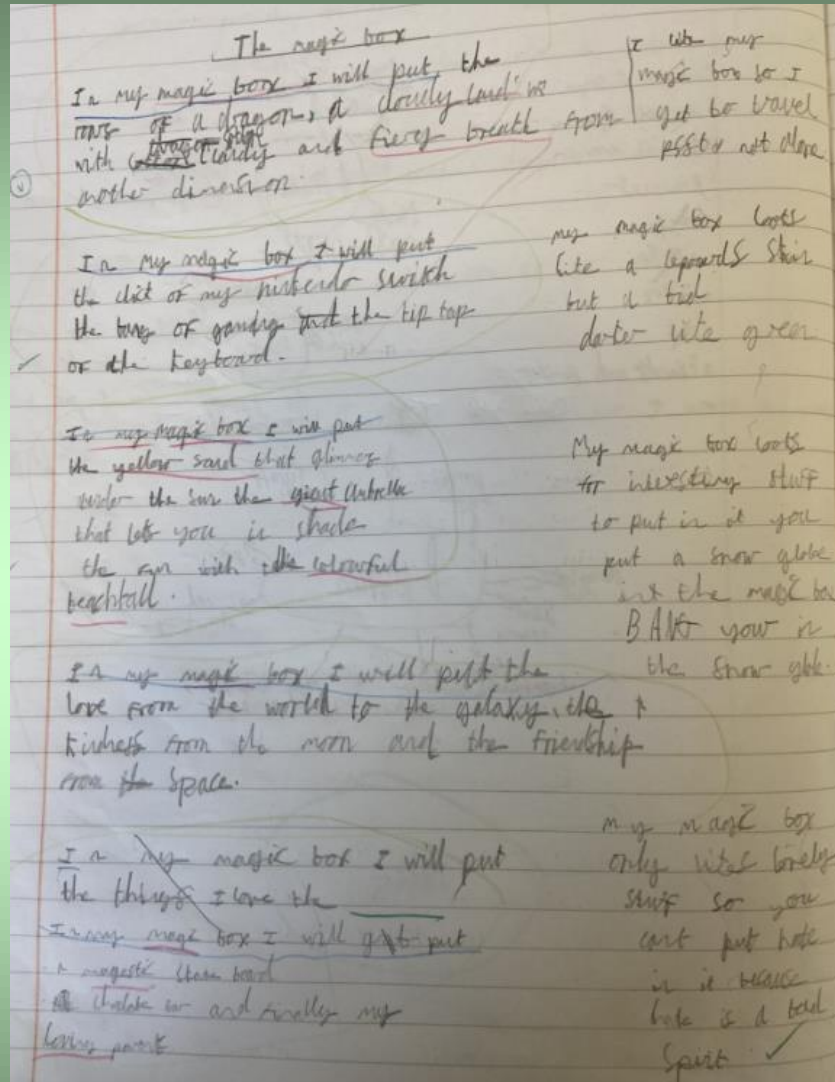
Age related writing example

Writing for a range of purposes

Non-narrative form

Mostly accurate
spelling

This writer has to do this consistently in a range of pieces!



Spelling Top tips



Celebrate making 'good mistakes' as a family

Frequent practise in different ways

Use 'Fred fingers'



Rainbow writing

Pyramid writing

Write the word, cut up each letter, reorder it!



Put spelling words into a silly story!

Put spelling words into sentences!



End of Year Expectations - Maths

Consistently and independently are key!

Year 3 Expectations: Number

- Compare and order numbers to 1000 and read and write numbers to 1000 in numerals and words
- Count from 0 in multiples of 4, 8, 50 and 100
- Recognise the value of each digit in a 3-digit number
- Understand and count in tenths, and find the fractional value of a given set
- Add and subtract fractions with a common denominator
- Derive and recall multiplication facts for 3, 4 and 8x multiplication tables
- Add and subtract mentally combinations of 1-digit and 2-digit numbers
- Add and subtract numbers with up to 3-digits using formal written methods
- Write and calculate mathematical statements for multiplication and division; including 2-digit number with a 1-digit number (from multiplication tables they know, ie, 2, 3, 4, 5, 8 and 10)
- Solve number problems using one and two step operations

Year 3 Expectations: Measurement, Geometry and Statistics

- Identify right angles; compare other angles to being greater or smaller than a right angle
- Identify horizontal and vertical lines and pairs of perpendicular and parallel lines
- Tell time to nearest minute and use specific vocabulary: seconds, am and pm
- Measure, compare, add and subtract using common metric measures
- Solve one-step and two step problems using information presented in scaled bar charts, pictograms and tables

Teachers use an assessment framework to assess against.



Maths Top tips- STRATEGY

Concrete



Pictorial



Abstract

Let's try ...



Maths Top tips- STRATEGY

$$423 \div 3 =$$

$$3 \overline{)423}$$



Maths Top tips- STRATEGY

A long division problem showing the division of 339 by 3. The quotient 113 is written above the dividend. The process involves three steps: dividing 3 by 3 to get 1, then 3 by 3 to get 1, and finally 9 by 9 to get 3. A strategy diagram is overlaid on the calculation. It consists of three vertical arrows pointing downwards. The first arrow is orange and points from the first '3' of the quotient '1' to the first '3' of the dividend. The second arrow is blue and points from the second '1' of the quotient to the second '3' of the dividend. The third arrow is purple and points from the '3' of the quotient to the '9' of the dividend. The numbers in the quotient and the corresponding numbers in the dividend are color-coded to match the arrows: the first '1' and the first '3' are orange, the second '1' and the second '3' are blue, and the '3' and the '9' are purple. The final result is 113 with a remainder of 0.

$$\begin{array}{r} 113 \\ 3 \overline{) 339} \\ \underline{-3} \\ 03 \\ \underline{-3} \\ 09 \\ \underline{-9} \\ 0 \end{array}$$



Home learning opportunities- Maths

- Times tables: 2, 5, 10, 3, 4, 8
- Telling the time confidently to the nearest 5 minutes (12 and 24hr clock) and then using time in every day life
- Number rehearsal – counting, ordering, estimating, sequencing numbers up to and including 3 digit numbers
- Using and recognising Maths in every day contexts – such as baking, shopping, using money, measuring
- Maths games – such as snakes and ladders, Monopoly, card games.



Home Learning

Maths and Writing will be set on alternating weeks on Fridays at 3pm on Google Classrooms. This needs to be submitted/uploaded to Google Classrooms by 3pm the following Thursday. Your child will complete their Maths home learning in their Maths home learning book, which is to stay at home. Writing home learning can be completed in their Spelling Journal, which should also stay at home.

Please mark their work with them so they get instant feedback.

Spellings are set weekly every Friday via Spelling Shed. The class will learn the rule and refer to it throughout the week along with revisiting it. This is to ensure that spellings are applied in writing rather than just learning them for a test.

Please practise with your child. If writing, please use their spelling books to practise writing on lines.

The dictation includes words using the same spelling rule.



Beech Curriculum Overview 2024-2025

	<u>Autumn</u>	<u>Spring</u>	<u>Summer</u>
<u>Science</u>	Animals including humans	Forces and magnets Light and shadows	Rocks and soils Plants
<u>Art and Design</u>	Gestural drawing with charcoal	Mixed media: paint, cloth, thread	Print and Collage: working with shape and colour
<u>Design and Technology</u>	Shell structures	2D shape to 3D product (textiles)	Healthy and varied diet
<u>Computing</u>	Online safety (including email) Touch typing	Branching databases Simulations Spreadsheets	Presenting Coding
<u>Geography</u>	Why do people live near volcanoes?	Who lives in Antarctica?	Are all settlements the same?
<u>French</u>	Phonetics 1 I am learning French and Animals	Musical instruments Ancient history	Fruits Little Red Riding Hood



Beech Curriculum Overview 2024-2025

<u>PE</u>	<p>Fundamentals</p> <p>Dance</p> <p>Swimming</p> <p>Gymnastics</p> <p>Target games</p>	<p>Dodgeball</p> <p>Rapid fire cricket</p> <p>Ball skills</p> <p>Basketball</p> <p>Table tennis</p>	<p>Athletics</p> <p>Hockey</p> <p>Tennis</p> <p>Rounders</p> <p>Cricket</p> <p>OAA</p>
<u>History</u>	<p>Stone Age: How did the lives of Ancient Britain's change during the Stone age?</p>	<p>Bronze Age: What is the secret of the standing stones?</p>	<p>Iron Age: How do artefacts help us understand the lives of people in Iron Age Britain?</p>
<u>R.E.</u>	<p>What makes us human? Where do our morals come from?</p>	<p>Is scripture central to religion? What happens if we do wrong?</p>	<p>Why is water symbolic? Why is fire used ceremonially?</p>
<u>Music</u>	<p>Elements of music</p> <p>Animals in music</p>	<p>The Orchestra</p> <p>Scales & Scores</p>	<p>Beat, rhythm and pitch</p> <p>Rhythmic patterns</p>
<u>P.S.H.E/SRE</u>	<p>Being me in my world</p> <p>Celebrating difference</p>	<p>Dreams and goals</p> <p>Healthy me</p>	<p>Relationships</p> <p>Changing me</p>

Educational visits will be linked to the curriculum and will be confirmed later on in the year.



PSHE scheme

- 'Changing me' is taught in the Summer term
- Main vocabulary: changes, uterus, womb, puberty, testicles, sperm, penis, ovaries, egg, vagina.
- Content covered: babies and how babies grow, body changes, family stereotypes and looking ahead to Year 4
- Further details are in the PSHE Policy



Special educational needs/disabilities

SEND

- Greenway School INCO-(Inclusion Co-ordinator) and Autism Lead is Dani Roe- dani.roe@greenway.herts.sch.uk
- INCO works in partnership with parents/carers, staff and professionals to ensure that pupils with SEND have the appropriate provision and **reasonable adjustments** in place in school
- SEND policy, School offer and Hertfordshire local offer for SEND is on website
- All pupils with SEND will have a One Page Profile. This will be shared and targets reviewed with staff and parents/carers
- If you have concerns regarding your child please email your class teacher and/or INCO.



Children's wellbeing

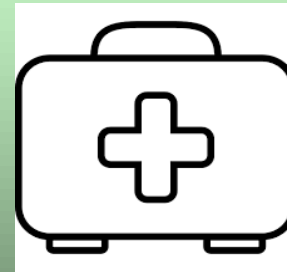
- Life is full of ups and downs!
- Please let us know of anything that may affect your child at school
- This will allow us to support you and your child.
- Examples might be...



Moving house



Parent travelling
or away



Family member
illness



Class reps

Thank you to Louise,
Eleanor and Rachel!

If you change your mobile phone number or e-mail address then please let the office know (if you have not given either of these to the office please do so asap).

Useful resources

BBC bitesize
Mathletics
TT Rockstars
Oak National Academy
Myminimaths
Nrich
Whiterose
Top Marks
Purple Mash

Thank you for
listening!



Thank you for listening

Ways that you can support at home:

Daily reading in a calm and quiet environment

Reading to your child

Frequent spelling practice

Practise times tables:
3s, 4s, 8s.

Counting in 2s, 3s, 4s,
5s, 8s and 10s

Telling the time in context

Purposeful writing opportunities (post cards, lists, mini stories, letters)

Celebrate making 'good mistakes' as a family

Playing board games

