

**A parent guide to Year 3**

In lower Key Stage 2, your child will build on their work from the infants to become more independent in both their reading and their writing. Most children will be confident at decoding most words – or will have extra support to help them to do so – and so now they will be able to use their reading to support their learning about other subjects. They will begin to meet a wider range of writing contexts, including both fiction and non-fiction styles and genres.

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| **English Year 3** |
| Speaking and Listening   * *Use discussion and conversation to explore and speculate about new ideas* * *Begin to recognise the need to use Standard English in some contexts* * *Participation in performances, plays and debates* * *Explain thinking and feeling in well-structured statements and responses*   Reading Skills  *Children begin to identify how authors choose words for effect, for example by selecting ‘wailed’ instead of ‘cried’, or ‘enraged’ rather than ‘cross’. They may begin to make such choices in their own writing, too.*   * Extend skills of decoding to tackle more complex words, including with unusual spelling patterns * Read a wide range of fiction, non-fiction and literary books * Recognise some different forms of poetry * Use dictionaries to find the meanings of words * Become familiar with a range of traditional and fairy tales, including telling some orally * Identify words which have been chosen to interest the reader * Ask questions about what they have read * Draw simple inferences about events in a story, such as how a character might be feeling * Make predictions about what might happen next in a story * Summarise ideas from several paragraphs of writing * Find and record information from non-fiction texts * Take part in discussions about reading and books Writing Skills   *Young children have a tendency to repeat nouns or pronouns, leading to several sentences containing ‘He’ or ‘They’. They can use alternatives to make writing more interesting. For example, alternatives for describing an individual character might include: he, the burglar, Mr Smith, John, the criminal, the villain, etc.*  *To add information to a sentence about its location, children might use conjunctions (“Although it was still early...”), adverbs (“Early that morning...”) or prepositions (“At about six-thirty that morning...”). Often these techniques allow children to write more complex sentences.*   * Write with joined handwriting, making appropriate join choices * Spell words that include prefixes and suffixes, such as anticlockwise * Spell some commonly misspelt words correctly, taken from the Y3/4 list * Use a dictionary to check spellings 19 * Use possessive apostrophes correctly in regular and irregular plurals, such as children’s and boys’ * Use examples of writing to help them to structure their own similar texts * Plan out sentences orally to select adventurous vocabulary * Use paragraphs to organise ideas * Use description and detail to develop characters and settings in story-writing * Write interesting narratives in stories * In non-fiction writing, use features such as sub-headings and bullet points * Review their own work to make improvements, including editing for spelling errors * Read others’ writing and suggest possible improvements * Read aloud work that they’ve written to be clearly understood * Extend sentences using a wider range of conjunctions, including subordinating conjunctions * Use the present perfect verb tense * Use nouns and pronouns with care to avoid repetition * Use conjunctions, adverbs and prepositions to add detail about time or cause * Use fronted adverbials * Use direct speech, with correct punctuation Grammar Support   For many parents, the grammatical terminology used in schools may not be familiar. Here are some useful reminders of some of the terms used:   * Present perfect tense: a tense formed using the verb ‘have’ and a participle, to indicate that an action has been completed at an unspecified time, e.g. The girl has eaten her ice-cream * Fronted adverbial: a word or phrase which describes the time, place or manner of an action, which is placed at the start of the sentence, e.g. “Before breakfast,...” or “Carrying a heavy bag,...” * Direct speech: words quoted directly using inverted commas, as opposed to being reported in a sentence |

**English Support at Home**

There are plenty of opportunities to practice at home, we hope these ideas will help you:

Listen to your child read their school book daily

Read a story, poem nursery rhyme or magazine

with / to your child(ren) Join a local library – they also have lots of events during the holidays.

Discuss their word choices – find alternatives – e.g. instead of ‘and’ ‘went’ or ‘said’ what could you replace it with?

Discuss an author’s word choice – how does it affect the plot of a story? Can you think of an alternative the author could use?

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| **Mathematics Year 3** |
| Number and place value   * Count in multiples of 4, 8, 50 and 100. * Recognise the place value of digits in three-digit numbers (using 100, 10s and 1s) * Read and write numbers up to 1000 using digits and words * Compare and order numbers up to 1000.   Calculations   * Add and subtract numbers mentally, including adding either 1s, 10s, or units to a 3-digit number * Use the column method for addition and subtraction for up to three digits * Estimate the answers to calculations, and use inverse calculations to check the answers * Learn the 3x, 4x and 8x tables and the related division facts for example knowing that 56 ÷ 8 = 7 * Begin to solve multiplication and division problems with two-digit numbers   Fractions  *Equivalent fractions are fractions which have the same value such as ½ and 3/6 or ¼ and 2/8.*   * Understand and use tenths, including counting in tenths * Recognise and show equivalent fractions with small denominators * Add and subtract simple fractions worth less than one for example 5/7 + 1/7 = 6/7 * Put a sequence of simple fractions into size order   Measurements   * Solve simple problems involving adding and subtracting measurements such as length and weight * Measure the perimeter of simple shapes * Add and subtract amounts of money, including giving change * Tell the time to the nearest minute using an analogue clock * Use vocabulary about time, including a.m. and p.m., hours, minutes and seconds * Know the number of seconds in a minute and the number of days in a year or leap year.   Shape  *Parallel lines are those which run alongside each other and never meet. Perpendicular lines cross over each other meeting exactly at right angles*   * Draw familiar 2-d shapes and make familiar 3-d shape models * Recognise right angles, and know that these are a quarter turn, with four making a whole turn * Identify whether an angle is greater than, less than or equal to a right angle * Identify horizontal, vertical perpendicular and parallel lines   Graphs and Data   * Present and understand data in bar charts, tables and pictograms * Answer questions about bar charts that compare two pieces of information |

**Maths Support at Home**

There are plenty of opportunities to practice maths at home, we hope these ideas will help you: Counting games: dominoes, snakes and ladders etc.

Counting: count out objects in 4, 8, 50 and 100

+ - x ÷: countdown, think of a number games

Using money: encourage your child to purchase small items with you whilst out shopping, working out change or totals.

Measuring: measuring themselves or others, cooking

Time: What’s the time Mr Wolf?, using a simple timetable to and talking about how long it takes, time it starts etc

Movements: walking somewhere, turn left, turn right, quarter turn, giving directions games recognising patterns when walking around, identifying shapes.