Year 3 Parent Workshop – Wednesday 27th November 2024

St. Mary's C of E Primary School

Miss Hayre and Miss Teladia

AIMS:

1. End of year expectations for reading
2. End of year expectations for writing
3. End of year expectations for maths
4. An opportunity to work with your children
5. Questions

ACRONYMS

WB – Working below the expected standard

EXP – Working at the expected standard

EXC – Working above the expected standard

ENGLISH

ENGLISH

ENGLISH – WRITING

ENGLISH – READING

SPELLING, PUNCTUATION AND GRAMMAR (SPAG)

HANDWRITING

WRITING AT ST. MARY'S

- Text-based English units using a book.
- Embedding grammar, punctuation and spelling teaching throughout.
- The taught skills are applied by writing across different fiction and non-fiction text types and genres.
- Children are encouraged to plan and edit throughout – making choices for themselves.
- Independent writes – assessment tool.

WRITING

By the end of Year 3, a child working at or above the age-related expectations in writing needs to:

- Use paragraphs, although this might not always be accurate
- In a paragraph, include detail to describe a setting/a character.
- Use accurate tense throughout a piece of writing.
- Read back and check that their work makes sense; adding punctuation and correcting spellings.
- Make ambitious and deliberate word choices, including some use of expanded noun phrases with commas accurately used.
- Use the correct article 'a' and 'an'.

WRITING

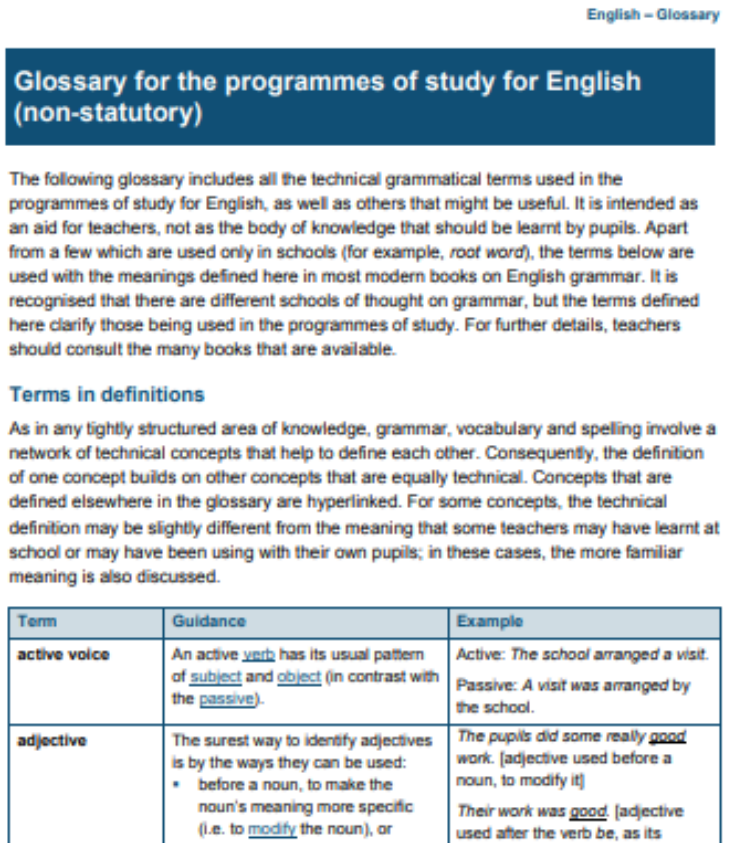
- Use a greater range of conjunctions, adverbs and prepositions correctly.
- Use subordinate clauses with an attempt to use commas correctly.
- Use fronted adverbials to signify time, with commas
- Uses full stops, capital letters, commas for lists, exclamation marks, questions marks and apostrophes for singular possession usually accurately (or can self-correct when editing). Inverted commas are sometimes used or can be used with support/models
- Write at least a page of writing that has the same level of consistency of standard throughout

WRITING

For support with knowing the terms used in the National Curriculum, type into a search engine: **KS2 English Glossary**.

You will find a document called: **The National Curriculum in England – Glossary**.

This document contains explanations, models and examples.



English – Glossary

Glossary for the programmes of study for English (non-statutory)

The following glossary includes all the technical grammatical terms used in the programmes of study for English, as well as others that might be useful. It is intended as an aid for teachers, not as the body of knowledge that should be learnt by pupils. Apart from a few which are used only in schools (for example, *root word*), the terms below are used with the meanings defined here in most modern books on English grammar. It is recognised that there are different schools of thought on grammar, but the terms defined here clarify those being used in the programmes of study. For further details, teachers should consult the many books that are available.

Terms in definitions

As in any tightly structured area of knowledge, grammar, vocabulary and spelling involve a network of technical concepts that help to define each other. Consequently, the definition of one concept builds on other concepts that are equally technical. Concepts that are defined elsewhere in the glossary are hyperlinked. For some concepts, the technical definition may be slightly different from the meaning that some teachers may have learnt at school or may have been using with their own pupils; in these cases, the more familiar meaning is also discussed.

Term	Guidance	Example
active voice	An active verb has its usual pattern of subject and object (in contrast with the passive).	Active: *The school arranged a visit.* Passive: *A visit was arranged by the school.*
adjective	The surest way to identify adjectives is by the ways they can be used: • before a noun, to make the noun's meaning more specific (i.e. to modify the noun), or	*The pupils did some really good work.* [adjective used before a noun, to modify it] *Their work was good.* [adjective used after the verb *be*, as its

READING AT ST. MARY'S

Daily shared reading.

1:1 reading with a teacher or teaching assistant.

Reading for pleasure.

Class read.

Phonics interventions.

English lessons looking at a book in further detail.

READING

The National Curriculum states that **children should 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;
- 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).

READING

The National Curriculum also states that children **should 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.

SPELLING

- New scheme being introduced from January – ELS Spelling

Word list – years 3 and 4

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	

HANDWRITING

To summarise the National Curriculum expectations, children should:

1. Ensure lower case letters are of the same size and are the correct way round. Capital letters are slightly larger but of the same size when compared with other capital letters and the correct way round. Digits are an appropriate size and the correct way round;

2. Letters that go below the line (descenders) are of an appropriate size. Taller letters (ascenders) stretch to an appropriate size.

3. Use spacing between words that is not too big (no longer needing to use their finger to make a finger space);

4. Begin to join their handwriting with an understanding of not joining capitals to lower case letters;

5. Their neat handwriting style is maintained throughout a piece of writing.

HOW YOU CAN HELP AT HOME

- Read, read, read!
- Oxford Reading Buddy
- Check that your child knows and can use the punctuation and grammar terms.
- Encourage your child to write stories.
- Check whether your child can read, spell, explain the meaning of and use in a sentence the words from the word list for years 3 and 4.

MATHS

MATHS AT ST. MARY'S

- Daily lessons
- Retrieval practise
- New learning introduced
- Manipulatives
- Independent practise
- Every lesson includes fluency, problem-solving and reasoning opportunities.

MATHS

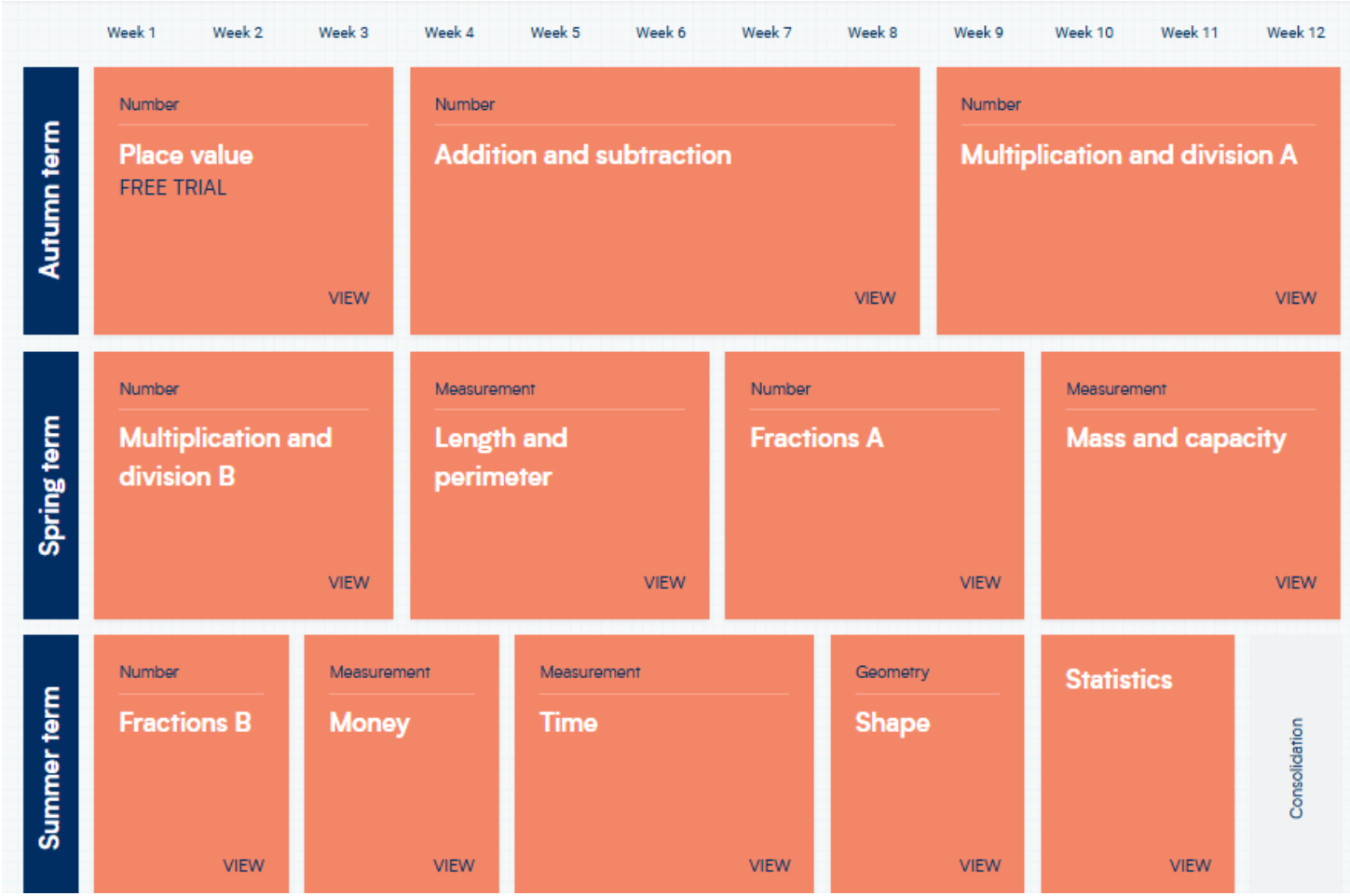
Fluency – practising using numbers in different contexts and with different tools.

Problem-solving – applying knowledge to solve problems

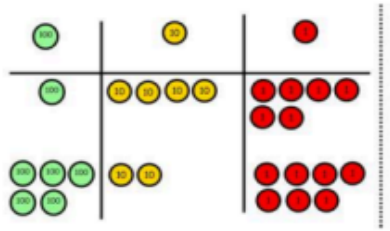
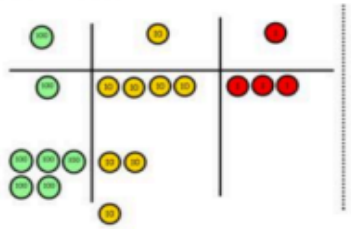
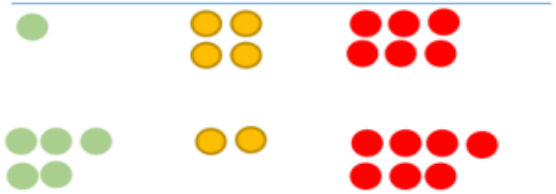
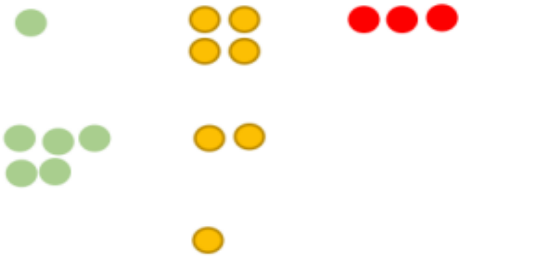
Reasoning – explaining/proving how you know

MATHS - YEAR OVERVIEW

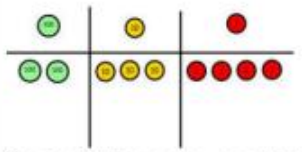
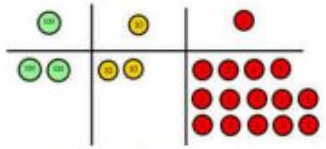
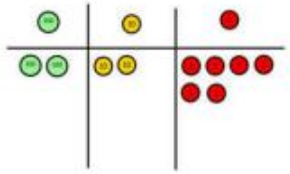
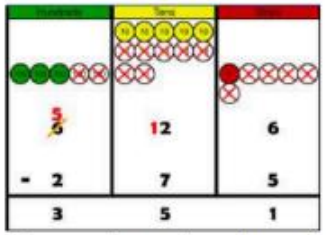
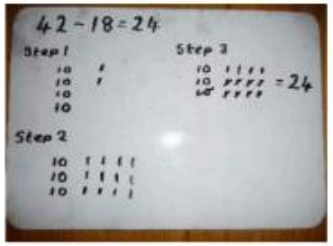
The weeks for each term may not be exact as teachers use their judgement based on continuous assessment in class. All areas will be covered by the end of the academic year.



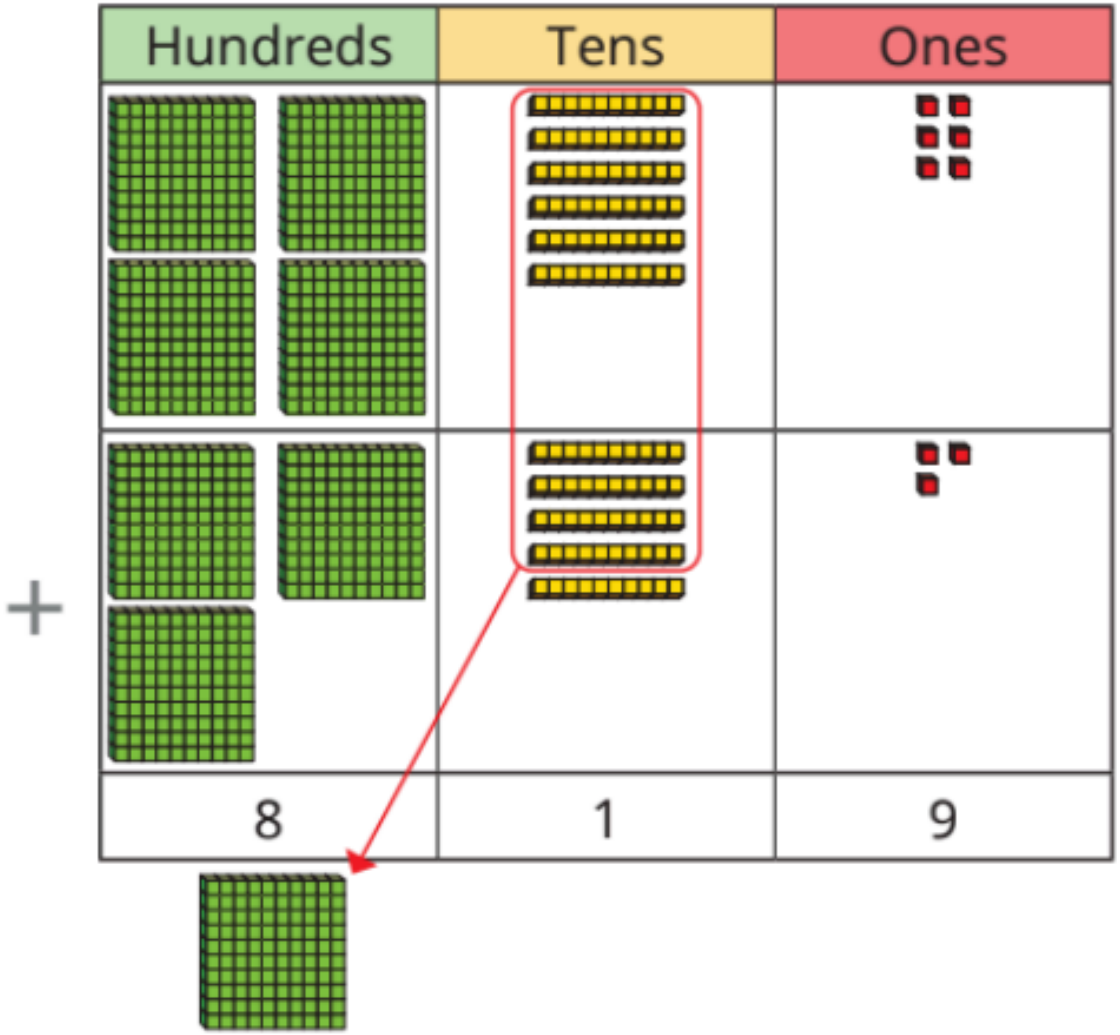
ADDITION METHODS

Objective	Concrete	Pictorial	Abstract
Column method with regrouping	Make both numbers on a place value grid.  146 + 527 Add up the units and exchange 10 ones for 1 ten.  146 + 527 As children move on to decimals, money and decimal place value counters can be used to support learning. **NB** By Year 4 children will progress on to adding four digit numbers.	100s 10s 1s  100s 10s 1s  Children can draw a pictoral representation of the columns and place value counters to further support their learning and understanding. **NB** Addition of money needs to have £ and p added separately.	100 + 40 + 6 500 + 20 + 7 600 + 70 + 3 = 673 As the children progress, they will move from the expanded to the compacted method. 146 + 527 673 1 As the children move on, introduce decimals with the same number of decimal places and different. Money can be used here.

SUBTRACTION METHODS

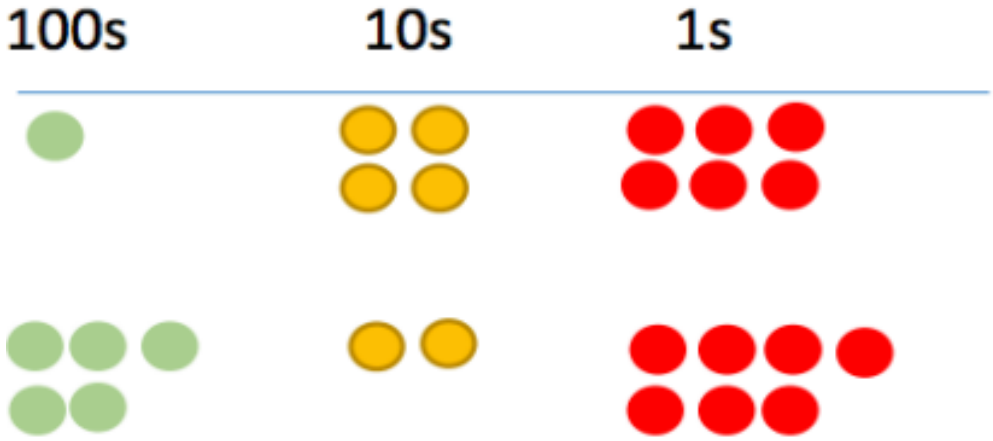
Objective	Concrete	Pictorial	Abstract
Column method with regrouping	Use Base 10 to start with before moving on to place value counters. Start with one exchange before moving onto subtractions with 2 exchanges. Make the larger number with the place value counters  Calculations 234 - 88 Start with the ones, can I take away 8 from 4 easily? I need to exchange 1 of my tens for 10 ones.  Calculations 234 - 88 Now I can subtract my ones.  Calculations 234 - 88	 Draw the counters onto a place value grid and show what you have taken away by crossing the counters out as well as clearly showing the exchanges you make. When confident, children can find their own way to record the exchange/regrouping. Just writing the numbers as shown here shows that the child understands the method and knows when to exchange/regroup. 	 Children can start their formal written method by partitioning the number into clear place value columns.  Moving forward the children use a more compact method. This will lead to an understanding of subtracting any number including decimals. 5 12 1 2 6 3 . 0 - 2 6 . 5 2 3 6 . 5

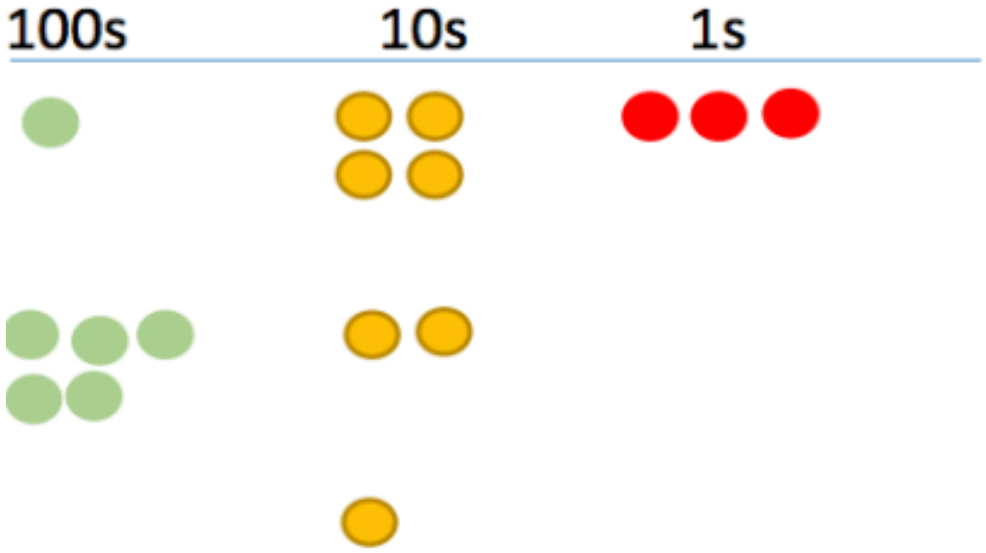
Nijah uses base 10 to work out 466 + 353



CONCRETE

146 + 527 = 673





PICTORIAL

		H	T	O	
		4	6	6	
	+	3	5	3	
		8	1	9	
		1			

ABSTRACT

$$\begin{array}{r} 68 \\ +\ 24 \\ \hline 92 \\ \hline 1 \end{array}$$

Use the language of place value to ensure understanding: 'Eight add four equals 12. Write two in the units column and 'carry' one (10) across into the tens column. 60 add 20 and the ten that we 'carried' equals 90. Write 9 (90) in the tens column. 92 is the answer.

MATHS

All children have access to Times Tables Rock Star – encourage children to use this to practise their times tables.

At the end of Year 4, all children will sit a Multiplication Check as part of the government's testing of standards in schools.

All children will be expected to recall all times tables up to 12x12.

HOW YOU CAN HELP AT HOME

Encourage	Encourage them to learn their times tables up to 12 x 12 – use TTRS.
See and use	See and use maths in the environment.
Teach	Teach your child to tell the time.

SCIENCE/TOPICS

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Science	How Plants Grow	Health and Movement	Rocks, Fossils and Soils	Light and Shadow	Forces and Magnets	
Geography	Technology in the local area	Where does our lunch come from?	International Space Station	Comparing regions	Volcanoes	Maloppolska, Poland
History	Protests	Discoveries and Inventions	Stone Age to Iron Age	Ancient Egypt	Roman Empire	Sumerian Invention

QUESTIONS

ACTIVITIES

EDIT AND CHECK FOR SPAG IN YOUR CHILD'S WRITING.

MATHS QUESTIONS – USING MANIPULATIVES

READING – 10 MINS