



Year 3 Parent Information 2022

3D Mr Downie

3M Mrs Mack

Supported by: Miss Copeland TA

Our Behaviour and Expectations Policy

Is based around our School Values and our RESPECT code.

Focuses on the positive with children being rewarded with House Points and Respect Tokens.

Children are awarded house points for learning completed in class. These will be awarded by the adults working with children in class. Children have their individual house point cards and work towards their Merit Badge (30 house points), then Bronze (50 house points), Silver (100 house points) and Gold Award (150 house points). Any children who reach their Gold Award will have the opportunity to work towards their Platinum Award (250 house points).

In Reception, children are not awarded house points but instead, children are able to move up the rocket. A child may move up the rocket for things such as completing some excellent learning in class, demonstrating the school RESPECT code, etc.

Children are awarded RESPECT tokens for demonstrating our RESPECT code around school, such as at breaktimes and lunchtimes, etc. When children are awarded a RESPECT token they add them into their house team's Perspex tube which is kept outside Mrs Robertson's office. At the end of each half term, these tokens are then added up and the house team with the most points will receive an end of term treat such as an extra break times, etc. Children may also receive a RESPECT sticker for demonstrating our RESPECT code around school.

Each week, Special Mentions Worship takes place on a Friday with class teachers nominating two pupils for going above and beyond in their learning or contributions to wider school life.

If a child behaves inappropriately in school they will receive a reflection sheet to complete and spend up to 15 minutes with a member of the school's Leadership Team.

If a child continues to behave inappropriately, parents will be contacted and a report card put in place.

For serious incidents a child will be suspended.

Our Behaviour and Expectations and Anti-Bullying Policies can be found on our school website.

Forgiveness

Friendship

Courage

Perseverance

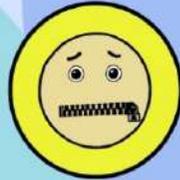
Belonging



Respect our school - everyone and everything



Everyone listens to instructions



Silence when asked



Please and thank you; be polite and kind



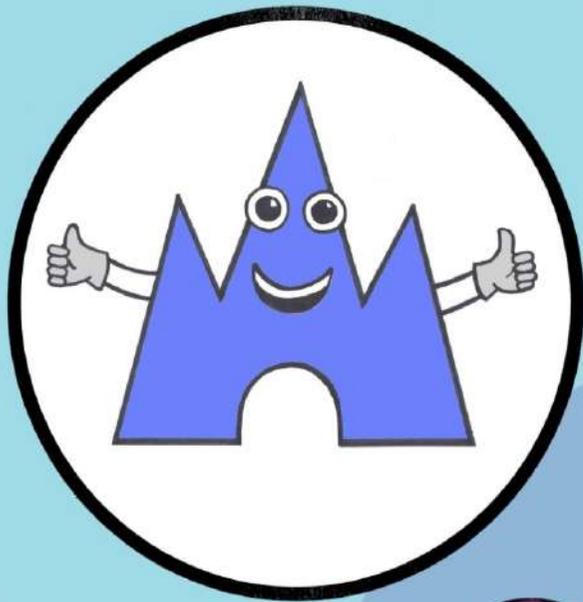
Enter and exit school calmly and sensibly - no running



Corridors - walk silently in single file to the left



Talking - one voice at a time







I'VE SHOWN

RESPECT

Year 3 Timetable

Year 3 – Autumn- 2022-2023

| DAY | 8.50 - 9 | 9- 9.30 | 9.30 - 10:30 | | 10.45 - 12.00 | 12- 12.15 | | 1.10 - 1.55 | 2.00 - 2.45 | 2.50 - 3.15 | |
|-----------|------------------|---------|--------------|-------|---------------|-------------|---|---|-------------|-------------|--|
| MONDAY | Morning Activity | Reading | English | BREAK | Maths | Class Novel | LUNCH 12.15 - 1.10pm | Science | | | |
| TUESDAY | Morning Activity | Reading | English | BREAK | Computing | Class novel | | French/Music (alternate weeks) | RE | WORSHIP | |
| | | | | | | | | <i>(Classes switch fortnightly with Computing then English)</i> | | | |
| WEDNESDAY | Morning Activity | Reading | English | BREAK | Maths | Class Novel | | PE | Art | WORSHIP | |
| THURSDAY | Morning Activity | Reading | English | BREAK | Maths | Class Novel | | Geography/History (alternate weeks) | | WORSHIP | |
| FRIDAY | Morning Activity | Reading | Outdoor P.E | BREAK | Maths | Class Novel | | Home Learning / Spellings | PSHE | WORSHIP | |
| | | | | | | | REGISTRATION | | | | |
| | | | | | | | <i>(Classes switch fortnightly with French & Music)</i> | | | | |

▶ Termly Topics

| | Autumn | Spring | Summer |
|-----------|--|--|--|
| Science | <ul style="list-style-type: none">• Animals including Humans | <ul style="list-style-type: none">• Rocks• Forces and magnets | <ul style="list-style-type: none">• Light• Plants |
| History | Stone Age and Iron Age | Ancient Egypt | Ancient Greece |
| Geography | Counties and Cities of the UK | Volcanoes and Earthquakes | Settlements |

Year 3 Core Skills



Excited About Learning

Year 3 Core Skills

| Year Three Maths Core Skills | Year Three Writing Core Skills | Year Three Reading Core skills |
|--|--|--|
| <p>I can compare and order numbers up to 1000. I can read and write all numbers to 1000 in numerals and in words.</p> <p>I can count from 0 in multiples of 4, 8, 50 & 100. I can recall and use multiplication and division facts for 3, 4, 8 tables. I can recognise the place value of each digit in any 3 digit number.</p> <p>I can add and subtract numbers mentally including: 3 digit number and ones, 3 digit number and tens, 3 digit number and hundreds. I can add and subtract numbers with up to 3 digits using formal written method (columnar) using inverse to check. I can multiply 2 digit by 1 digit, progressing to formal written method. I can count up/down in tenths. I can compare and order fractions with same denominator. I can add and subtract fractions with same denominator within one whole. I can tell time using 12 and 24 hour clocks and using Roman numerals. I can tell the time to the nearest minute. I know the number of seconds in a minute and number of days in each month, year and leap year.</p> | <p>I can use sub headings and headings to aid presentation.</p> <p>I can group sentences with same topic into paragraphs. I am beginning to create settings, characters and plot in narratives. I can use conjunctions (when, so, before, after, while, because). I can use adverbs (then, next, soon). I can use prepositions (before, after, during, in, because, of). I can experiment with adjectives to create impact. I can correctly use verbs in 1st, 2nd, 3rd person. I am beginning to use present perfect form of verbs in contrast to past tense. I can use the punctuation taught at Key Stage 1 correctly. (Use of capital letters, full stops, questions marks, and exclamation marks to demarcate sentences. Commas to separate items in a list and apostrophes to mark where letters are missing in spelling and to mark singular possession). I can use inverted commas for direct speech. I am beginning to use joined handwriting throughout independent writing. I can spell most common exception words in my writing. I am beginning to spell new words from Y3/4 list.</p> | <p>I can read further exception words.</p> <p>I can read books and texts that are structured in different ways and for a range of purposes.</p> <p>I can recognise different forms of poetry.</p> <p>I can ask questions to deepen understanding.</p> <p>I can identify and discuss themes and conventions.</p> <p>I can predict what might happen from details stated and implied.</p> <p>I can draw inferences such as character's feelings, thoughts and motives from their actions.</p> <p>I can justify inference with evidence.</p> <p>I can retrieve and record information from non-fiction.</p> |



| Year Three Maths Greater Depth | Year Three Writing Greater Depth | Year Three Reading Greater Depth |
|---|--|--|
| <p>I can solve problems, including missing number problems, involving multiplication and division, including positive integer scaling problems and correspondence problems in which n objects are connected to m objects.</p> <p>I can measure, compare, add and subtract: lengths (m/cm/mm); mass (kg/g); volume/capacity (l/ml).</p> <p>I can solve problems including missing number problems, using number facts, place value, and more complex addition and subtraction.</p> <p>I can identify, represent and estimate numbers using different representations.</p> <p>I can solve problems involving fractions.</p> | <p>I can create settings, characters and plot in narratives.</p> <p>I am beginning to organise paragraphs in fiction and non-fiction.</p> <p>I can use fronted adverbials.</p> <p>I can use inverted commas and am beginning to punctuate direct speech.</p> <p>I can use joined handwriting throughout independent writing.</p> | <p>I can read further exception words within a more demanding text.</p> <p>I can identify how language, structure and presentation contribute to meaning.</p> <p>I can justify inference with evidence from the text using point and evidence.</p> |

Teaching of Reading – KS2

In KS2, your child will have a minimum of four 30 minute 'Teaching of Reading' sessions per week. Reading is a priority in EVERY classroom in school; practice and provision is not just limited to these 30 minute slots, but throughout the curriculum subjects across the day too.

Each explicit Teaching of Reading session will focus on a particular element of the skills required to be a successful reader, all intertwined with a balance of independent/paired practice and teacher modelling.

The strategies and curriculum areas covered across the sequence will ensure all strands of the Scarborough Reading Rope (next slide) are included in our reading provision with the aim to have as many children as possible leave us in KS2 as skilled readers who are fluent in their execution, secure in their strategies to comprehend from a range of genres and enjoy reading for pleasure.

THE MANY STRANDS THAT ARE WOVEN INTO SKILLED READING

LANGUAGE COMPREHENSION

BACKGROUND KNOWLEDGE
(facts, concepts, etc.)

VOCABULARY
(breadth, precision, links, etc.)

LANGUAGE STRUCTURES
(syntax, semantics, etc.)

VERBAL REASONING
(inference, metaphor, etc.)

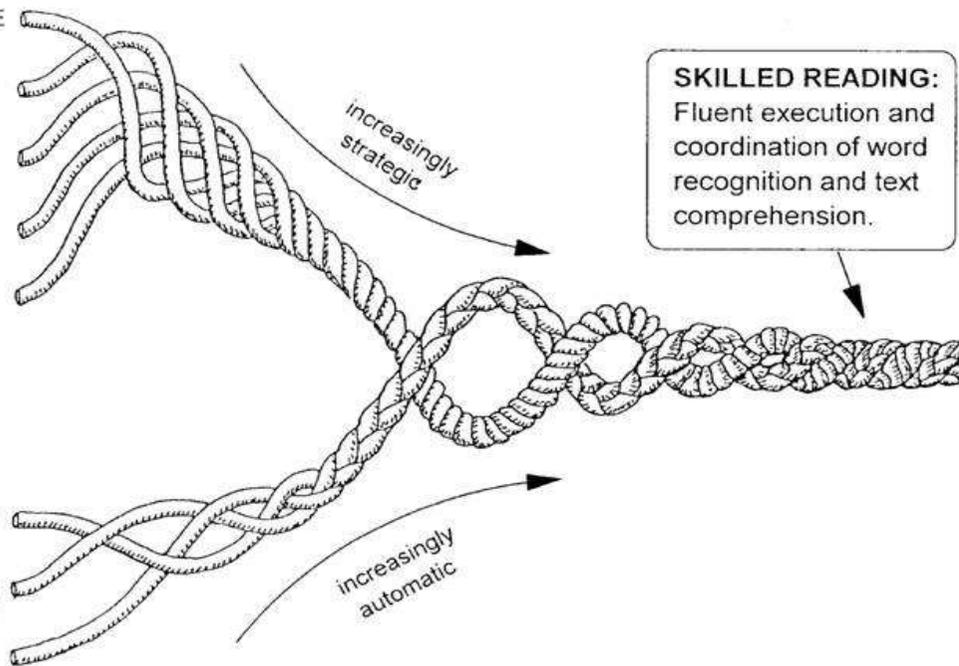
LITERACY KNOWLEDGE
(print concepts, genres, etc.)

WORD RECOGNITION

PHONOLOGICAL AWARENESS
(syllables, phonemes, etc.)

DECODING (alphabetic principle,
spelling-sound correspondences)

SIGHT RECOGNITION
(of familiar words)

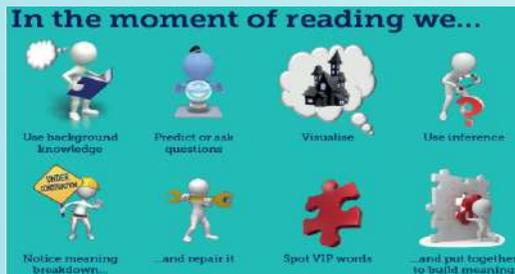


Teaching of Reading – Session Overviews

Session 1

Reading in the moment

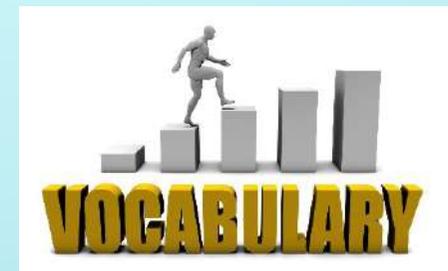
The focus for this first session is for the teacher to introduce the text the children will be focusing on that week. They model fluent and expressive reading whilst stopping at key points in the extract to 'Think Aloud' and model their own thought processes as they read. Children are also questioned on their opinions, predictions, inferences and links to their own background knowledge relating to the text. Unfamiliar vocabulary is identified and discussed and children are given the opportunity to perform a supported first read too.



Session 2

Vocabulary

The focus for the second session is to delve deeper into the vocabulary choices within the text. 'Goldilocks words' (words that are not too easy, not too hard, but just right) are selected and taught to the children explicitly. This process can include finding synonyms and antonyms, looking at the morphology/etymology of a word and having a go at using it in varying contexts. These words are added to a visual Word Wall display in the classroom for children to reference and use within their written and oral language at a later date. Once again, children will have the opportunity to read the text in pairs or with their teacher in this session.

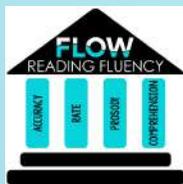


Teaching of Reading – Session Overviews

Session 3

Fluency and Prosody

The importance of children reading with strong fluency cannot be underestimated. These sessions provide them with the opportunity to enhance their expression, phrasing, smoothness and pace when reading, making it enjoyable for a reader to listen to whilst also aiding comprehension by emphasising certain words or phrases intended to stand out by the author. Prosody takes this one step further: pupils are given the opportunity to rehearse sections of a text, focusing on volume, pauses, pitch and speed to read the text in a way they feel is necessary and relevant to the context. Strong teacher modelling takes place in all of these sessions and children are often tasked with text marking and analysing a performer's use of strategies in their 'vocal toolbox' when reading aloud.



Reading fluency is the ability to **accurately** read at an appropriate **rate** while demonstrating **prosody** and **comprehension** of the text.

Session 4

Return to the Text

After a week of guided practice, the purpose of this final session is for the children to have the opportunity to independently engage with a text, answering a range of questions linked to the question domains: Vocabulary, Inference, Prediction, Explanation, Retrieval, Summarising & Sequencing (VIPERS). Children are expected to **apply** their strategies in 'In the Moment of Reading', 'Vocabulary Understanding' and 'Fluency' to a text. Preferences and opinions of a text are often discussed during this session too, providing children with the platform to build up their own personal bank of reading preferences across a range of genres, including poetry.





When your child fully completes the Read Write Inc. phonics program in school (being secure in the grey books and all of the taught sounds) they will move onto Accelerated Reader.

Accelerated Reader is a computer program that helps teachers manage and monitor children's independent reading practice. Your child picks a book at his/her own level and reads it at his/her own pace. When finished, your child can take a short quiz on the computer. (Passing the quiz is an indication that your child understood what was read.) Accelerated Reader gives both children and teachers feedback based on the quiz results, which the teacher then uses to help your child set targets and direct ongoing reading practice.

Steps involved in Accelerated Reader

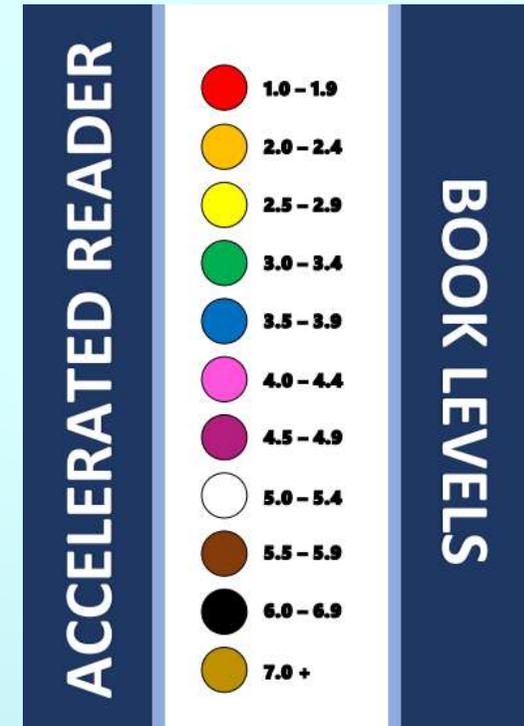
- 1** Teachers determine your child's reading by conducting a STAR reading test each half term. STAR Reading is a computerised reading assessment that uses computer-adaptive technology. Questions continually adjust to your child's responses. If the child's response to a question is correct, the difficulty level of the next question is increased. If the child misses a question, the difficulty level of the next question is reduced. The test uses multiple-choice questions and takes approximately 20 minutes. This, alongside their own teacher assessment, will determine your child's reading level.
- 2** The STAR reading test will create a ZPD score for each child. In independent literature-based reading, ZPD is the range of books that will challenge a child without causing frustration or loss of motivation. Your child will receive a ZPD range after taking the STAR Reading test, or teachers can use their best professional judgment to determine a ZPD. It is important for children to read with a high degree of comprehension and within their ZPDs.

3

All books in school are colour coded in relation to their ZPD score or book level (see image aside). Children can select a book from anywhere within their ZPD level. For example, if a child's ZPD score is 2.3–3.5, they may select appropriately-levelled books from the orange, yellow, green and possibly the blue collections. **Please note these book colours do not align with the previous book band colours used in school so do not worry if the colour of the book your child comes home with is different to those previously brought home.**

4

Once your child has read the book with you, they have the option to take a quiz to test themselves on their comprehension. There are over 35,000 Accelerated Reader quizzes available, with more being written every month – every book within the school Accelerated Reader stock is quizzed. The login details to take these quizzes can be found in your child's reading record. Every book that has an Accelerated Reader Reading Practice Quiz is given a points value. Accelerated Reader points are computed based on the difficulty of the book and the length of the book (number of words). Children earn points, or a portion of a book's points, depending on how well they do on the Reading Practice Quiz and each term will have a target to reach.



| Accelerated Reader | Book Levels |
|--------------------|-------------|
| Red | 1.0 – 1.9 |
| Orange | 2.0 – 2.4 |
| Yellow | 2.5 – 2.9 |
| Green | 3.0 – 3.4 |
| Blue | 3.5 – 3.9 |
| Pink | 4.0 – 4.4 |
| Purple | 4.5 – 4.9 |
| White | 5.0 – 5.4 |
| Brown | 5.5 – 5.9 |
| Black | 6.0 – 6.9 |
| Gold | 7.0 + |



Accelerated Reader Book Labels Explained

On the inside cover of each book, you will find a label containing lots of useful information. Below is a guide to what this information indicates:

Type in this number on the online platform (login details in the children's reading record) to take the book-related quiz and earn points.

The author of the book

The maximum number of points available when children complete the quiz.

The title of the book

Quiz No 219982
Billionaire Boy
Walliams, David
B.L.: 4.1
Points: 4.0
MY

The interest level attached to the book indicates age group appropriateness. Interest level is based on a book's content including theme, characterization, and plot. The interest levels are based on the recommendations of the publisher.

| Interest Level | Age (in years) |
|---------------------|----------------|
| LY - Lower Years | 5-8 |
| MY - Middle Years | 9-13 |
| MY+ - Middle Years+ | 12+ |
| UY - Upper Years | 14+ |

Children can, of course, still enjoy books together with you that sit outside of their ZPD level; however, when practicing their independent reading, it is very important to ensure that their books sit within their ZPD level to aid their progress in comprehension and fluency.

The website below will help you when selecting or purchasing books outside of the school stock, as it can quickly tell you what book level it is along with the quiz number and interest level.

<https://www.arbookfind.co.uk/default.aspx>

Reading Vipers

Reading Vipers

Vocabulary

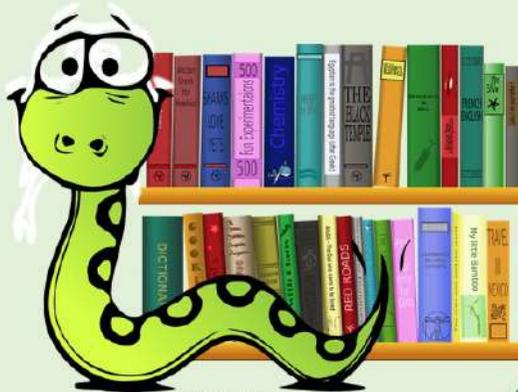
Infer

Predict

Explain

Retrieve

Sequence or Summarise



- VIPERS form much of the focus for our questioning within reading lessons and are skills that the children develop more and more each year they are at school.
- Pupils will focus on one particular skill each lesson and apply it to a variety of text types across the year.
- Question stems for parents to use when listening to their children read can be found on the school website.

Reading



- Reading should be done each day – please make a note in your child’s reading record when you they have read with you or initial the diary if your child writes their own comment.
- We encourage a minimum of three entries per week. All children who read three times in a week will be awarded a house point.



YEAR 3

6 BOOK READING CHALLENGE!



Throughout the year, try to read as many of the Year 3 Core texts as you can. You will receive 3 house points and a sticker per book along with a special prize if you complete them all!

DON'T FORGET TO WRITE ABOUT YOUR READING IN YOUR READING RECORD!

- ▶ Later on in the Autumn Term, we will begin our 6 Book Reading Challenge. Your child may come home with a selected challenge book to read with you.
- ▶ The level of these books may be slightly above your child's reading ability but they are there to be enjoyed and read together.

P.E Kit



Children should come to school in their indoor kits on Wednesdays and outdoor games kits on **Friday**:

- ▶ **Indoor kit** : Dark shorts with white or house colour t-shirt. Jogging trousers (which can be removed for PE) can be worn over the top of shorts.
- ▶ **Outdoor kit** : Dark tracksuit/jogging bottoms, white t-shirt/house colour t-shirt, house colour hoodie for outdoor games and trainers
- ▶ All long hair must be tied back.
- ▶ **NO FOOTBALL SHIRTS.**
- ▶ **No earrings are permitted on P.E days**
- ▶ Every other Wednesday, half a class will have **Forest school** with Mrs Beddows and should wear appropriate attire (further details will follow with regards to dates and groups)
- ▶ We will also attend **swimming lessons** in the Spring term (More details to follow nearer the time)

- ▶ *If the weather is due to be warm, children are welcome to come to school in their P.E shorts.*

Home Learning



Home Learning is provided to consolidate classroom learning.

From this week, children will be provided with a home learning book for English and Maths.

- ▶ Home Learning will be set on Friday and is due in the by the following Wednesday.
- ▶ Children will receive Maths, English/SPaG and spellings to learn each week – they will be tested on their spellings on a Thursday or Friday.
- ▶ Spellings are set on Spelling Shed and times tables are set on Times Tables Rockstars. Please see the following slides explaining how to log onto this software.
- ▶ The year 3 times tables to focus on this year are the 3s, 4s and 8s along with consolidating the 1s, 2s, 5s and 10s.
- ▶ A QR code enabling access to J2launch, numbots, TTrockstars and spelling shed will be issued to each child and can be found on the cover of your child's reading diaries.(more details on next slide)

Accessing J2launch, Numbots, TTRockstars and Spelling Shed from home

- ▶ Children can now access all of the above platforms from home using a single QR code. This means they will no longer need individual user names and passwords for each platform.

- ▶ To sign in type www.wonde.com in your toolbar



- ▶ Select log in

- ▶ Select pupil log in

- ▶ Select  Login with Magic Badge (allow camera access)

- ▶ Show QR code to camera Select the platform of choice by clicking on the relevant icon



Please let your child's teacher know if you have any difficulties signing on.

Spelling Shed Instructions

- ▶ Children use their unique QR code to sign in via Wonde.com (this means they won't need to remember passwords)
- ▶ Click 'play' on the Spelling Shed tab.

Click here to play games based on the current week's assigned word list. There will be 10 words to learn here each week and they will update each Friday.



Children will earn honey and trophies the more they access the spellings.

Printable word lists will also be shared to your child's BGfL weekly.

Click here to play a 'boggle style' word game.

Times Tables Rockstars Instructions

- ▶ Children use their unique QR code to sign in via Wonde.com (this means they won't need to remember passwords)

Click here to play against the clock times tables games. Scroll down to garage and press play.

The screenshot shows the Times Tables Rockstars (TTRS) website interface. At the top, there are navigation buttons: PLAY, SHOP, BATTLES, BANDS, and TOTR. A user profile for 'TED VAN FLEET ROCK HERO' is visible. The main content area displays performance statistics for 'LICHFIELD SCHOOLS AUTUMN 2020' (10th September - 23rd October) and 'BATTLE OF THE BANDS' (18th September - 22nd September). Below this, there are sections for 'SINGLE PLAYER' and 'MULTIPLAYER' games.

| Event | Band Total | Band Average | Chart Position |
|-------------------------------|------------|--------------|----------------|
| LICHFIELD SCHOOLS AUTUMN 2020 | 12,638 | 665 | 6 |
| BATTLE OF THE BANDS | 8,738 | 291 | 2 |

SINGLE PLAYER

- GARAGE (Teacher Set)
- STUDIO (12 x 12)
- SOUNDCHECK (25 questions)

MULTIPLAYER

- FESTIVAL (12 x 12)
- ARENA (Teacher Set)
- ROCKSLAM (12 x 12)

This shows our whole school position in Lichfield.

This shows any current battles with other classes and their duration.



J2launch Instructions

J2launch is the school Learning Platform where children and teachers can upload and share work along with communicate safely with each other. It was previously known as BGfL. This will now be primarily used for computing lessons.

- ▶ Children can now login via the Wonde website  logging in as a student using their QR code (see previous page for full instructions)

- ▶ Select J2launch



- ▶ Then select the required tile from the J2launch selection





Dates for your diary:

- **Stone Age school trip*** – Monday 10th October
- **Library visit** – 3M : Thursday 3rd November
3D : Thursday 10th November

**We welcome volunteers to join us on these trips.
please advise your class teacher if you would like to
help.**

***(Please note that due to limited availability on the coach,
we will require some volunteers to make their own way to
the Cannock Chase for our stone age experience day)**



We hope you have found this presentation useful

Other information, including the curriculum overviews and reading prompts, can be found on the St. Michael's School website.

<http://www.st-michaels-lichfield.staffs.sch.uk/>

Questions or Concerns

In the event you have any questions or concerns please contact your child's class teacher in the first instance.

Other contacts:

- ▶ Mrs Culverwell (Assistant Head KS2)
 - ▶ Mrs Robertson (Head Teacher)