



Year 3 Parent Information 2022

Miss Cousins (3C) and Mrs Mack (3M)

Supported by: Miss Broome and Mrs Downes (TA's)

Behaviour and Expectations

This 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 (See next slide), 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 the school 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.

At St Michael's we have 6 school values, with each one having a special focus during each half term. You can see these below:

Belonging

Respect

Friendship

Forgiveness

Perseverance

Courage

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



House Point
Cards



RESPECT
token tubes



RESPECT
Stickers



Year 3 Timetable

Year 3 – Autumn- 2023-2024

| DAY | 8.50 - 9 | 9-9.30 | 9.30 - 10:40 | | | 10.55 - 12.00 | | 12-12.15 | 1.10 - 3.15 | | |
|-----------|------------------|--------------------|------------------------------|---------------------------|-----------------|----------------------------------|--|-------------|-------------------------------------|---------|-------------------------|
| MONDAY | Morning Activity | Reading | Indoor PE/ Maths | | *BREAK with KS1 | Maths/Indoor PE | | Class Novel | Whole School worship | Science | |
| | | | PE (1)10-10.40am (KS2 break) | | | *PE (2)10-40-11.25am (KS1 break) | | | | | |
| TUESDAY | Morning Activity | Reading | English | Prayer and praise in hall | KS2 BREAK | Maths | | Class novel | French/Music (Alternate weeks) | | RE |
| WEDNESDAY | Morning Activity | Reading | English | | KS2 BREAK | Maths | | Class Novel | Geography/History (Alternate weeks) | | Storytime class worship |
| THURSDAY | Morning Activity | Reading | English | Pupil led worship in hall | KS2 BREAK | Maths | | Class Novel | PE | | PSHE |
| FRIDAY | Morning Activity | Reading/ Spellings | English | Special Mentions | KS2 BREAK | Maths | | Class Novel | Computing | Art/D&T | |

► Termly Topics

| | Autumn | Spring | Summer |
|-----------|-------------------------------|--|--|
| Science | 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 | Settlements | Volcanoes and Earthquakes |

Year 3 Core Skills



Excited About Learning

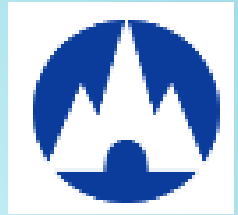
Year 3 Core Skills

| 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. I can decode unfamiliar words and make plausible inferences on its meaning and word class based on its context.</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> <p>I am beginning to demonstrate an understanding of figurative language and am able to distinguish shades of meaning among related words.</p> |

Home Learning



Home Learning is provided to consolidate classroom learning.

From next week, children will be provided with a home learning on their iPads for English and Maths

- ▶ Home Learning will be set on Fridays and is due in the by the following Wednesday. Home work will be set next week (once children have been guided through completing their homework using their ipads)
- ▶ 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.
- ▶ QR codes to access these online learning platforms will be sent home with the children's iPads. Please get in touch at office@st-michaels-lichfield.staffs.sch.uk if you are unsure on any of your child's usernames or passwords and we will email them to you.

Accessing J2launch, Numbots, TTRockstar 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  (allow camera access)



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



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.

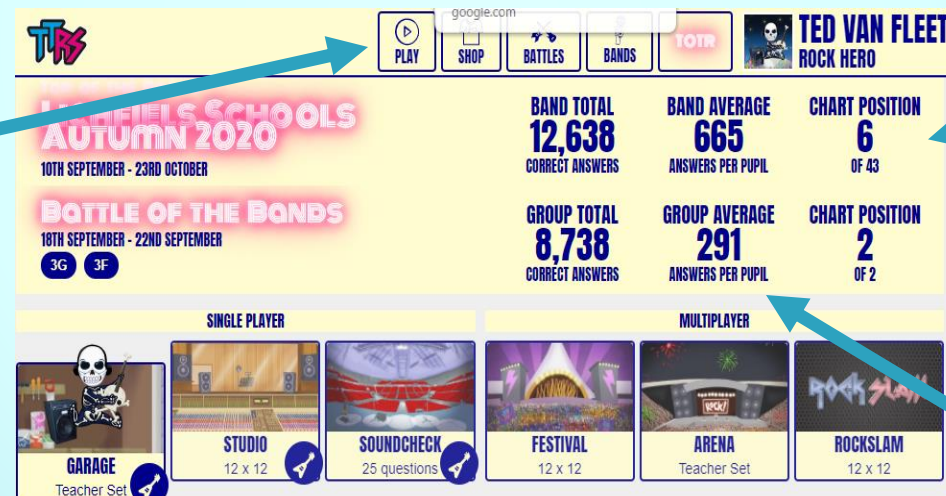
Click here to play a 'boggle style' word game.

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

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.



This shows our whole school position in Lichfield.

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

Learning Futures



Learning Futures

- ▶ All children in Y1 to Y6 have been issued with their very own iPad today **Wednesday 20th September** to enhance our existing curriculum and help to support children with their learning. These iPads will be used both in school and at home. Children will also be provided with their own stylus which will remain in school.
- ▶ Children in Reception will have access to an iPad one between two. These devices will remain in school.
- ▶ It is really important that your child brings their iPad to school everyday and that it is charged and ready to use. If an iPad is forgotten, a spare device will not be provided.
- ▶ Staff will be able to monitor what students are doing on their iPads using an app called Apple Classroom.
- ▶ Parents will be able to manage their child's device outside school hours using the JAMF Parent app (More information about this app can be found on the Learning Futures school website page).
- ▶ The ATLP IT team will monitor the use of the Learning Futures iPad to protect all users from access to harmful and inappropriate material. A programme called Smoothwall helps with this.
- ▶ Limitations to device functionality have also been applied between the hours of 20:00 and 7:00 to help keep children safe at home whilst using technology.
- ▶ More information on Learning Futures can be found on our school website page – <https://st-michaels-lichfield.staffs.sch.uk/about/learning-futures/>

Accelerated Reader and Read Write Inc

- Read ,Write Inc. At the start of the year some children will continue to benefit from the daily phonics lessons following the Read Write Inc programme. These children will come home with a new Read, Write Inc book and a reading for pleasure book each Friday. On completion of the Read, Write Inc programme these children will then move onto the Accelerated reading scheme.



Here at St Michael's we follow the Read, Write, Inc. Phonics program.

What is Read Write Inc?

Read Write Inc (RWI) is a complete phonics literacy programme which helps **all** children learn to read fluently and at speed so they can focus on developing their skills in comprehension, vocabulary and spelling. The programme is designed for children aged 4-7. However, here at St Michael's we will continue teaching RWI to children beyond the age of 7 if they still need support in their reading.

Read, Write, Inc was developed by Ruth Miskin.

More information about Read, Write, Inc can be found on our school website page at:

<https://st-michaels-lichfield.staffs.sch.uk/curriculum/read-write-inc-phonics/>



RWI Get Writing!

As part of the hour long Read, Write, Inc session for pupils in Year 1, 2 and some of year 3, children will also be developing their writing skills by completing tasks from the Read Write Inc. Phonics Get Writing! Books. These contain a range of writing activities for each of the Core Storybooks and selected Non-fiction books which are connected to what children have been reading.

They include step-by-step guidance to help children move from writing simple sentences to extended texts such as invitations, letters, descriptive texts and non-fiction texts. The books also contain some composition, grammar and spelling activities.



Accelerated Reader

- **Accelerated reader.** Over the coming weeks, those who have completed the programme will be assessed and will choose a book which will be suited to their reading ability. Children will be able to access a quiz online after reading a book which will earn them points.
- Quizzes can be accessed from a mobile device and should ideally be taken within 24 hours of completing a book.
- Children will be encouraged to select their own book from a range of books which will be suited to their needs. The new book levels are more specific than previously and the colour bands replace those used previously.
- Children will be able to change books as and when they finish them



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.)

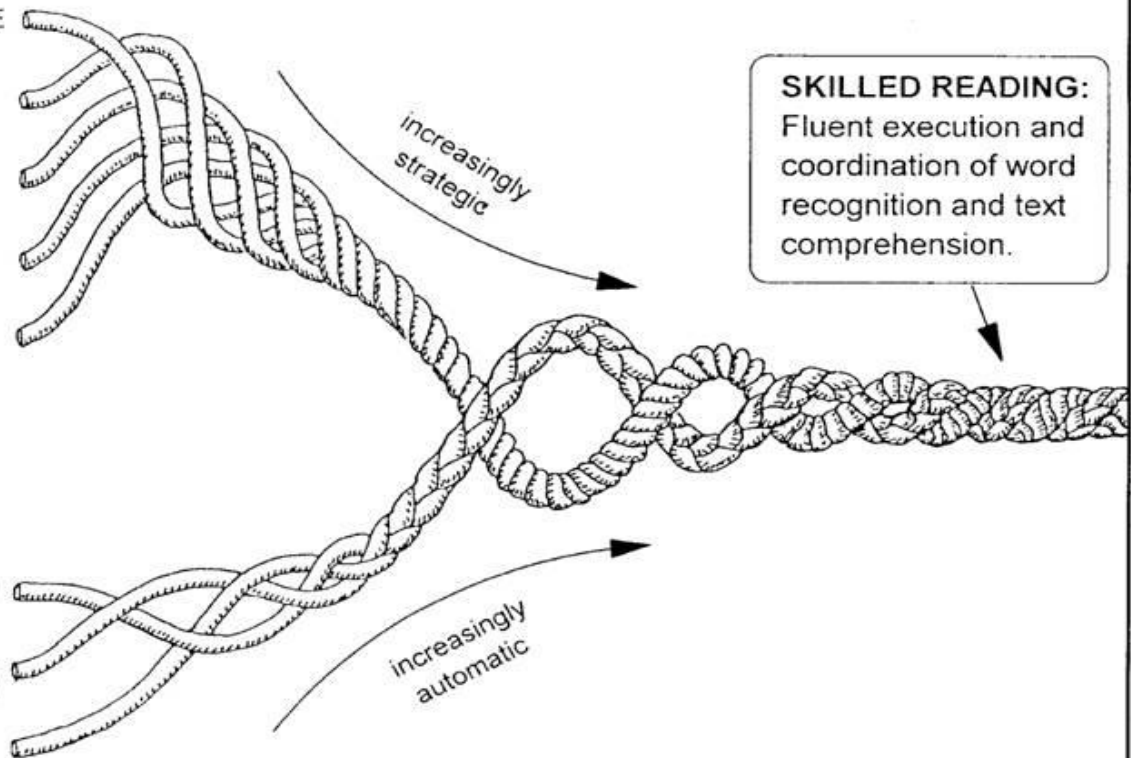
LITERACY KNOWLEDGE
(print concepts, genres, etc.)

WORD RECOGNITION

PHONOLOGICAL AWARENESS
(syllables, phonemes, etc.)

DECODING (alphabetic principle,
spelling-sound correspondences)

SIGHT RECOGNITION
(of familiar words)

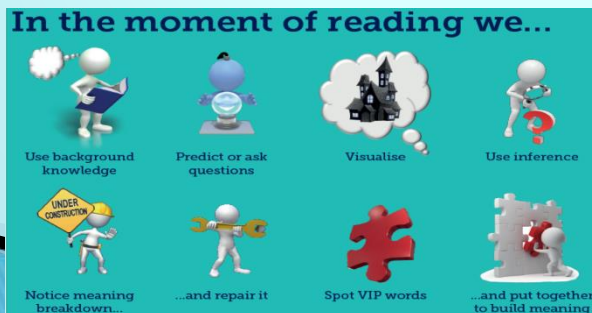


Teaching of Reading – Session Overviews

Session 1

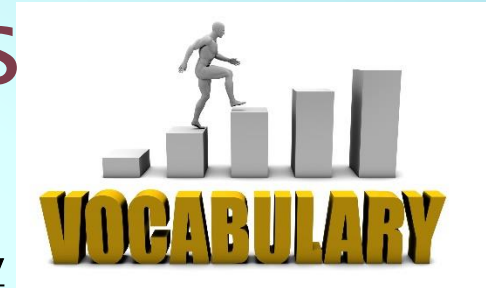
Reading in the moment

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

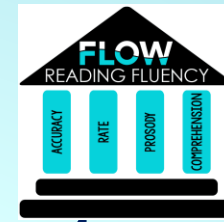


The focus for the second session is to delve deeper into the vocabulary choices within the text. 'Goldilocks words' (words that are not too easy, not too hard, but just right) are selected and taught to the children explicitly. This process can include finding synonyms and antonyms, looking at the morphology/etymology 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.

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 performers 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.



Reading Vipers

Reading Vipers

Vocabulary

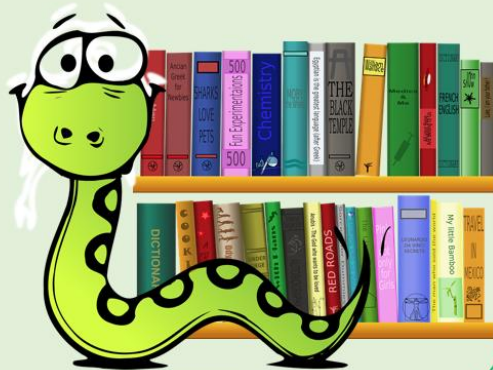
Infer

Predict

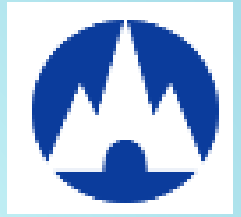
Explain

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 at home

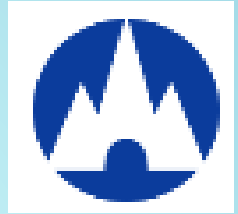
- Reading should be done each day.
- An online reading record is being introduced to be used with the new ipads, so watch this space!!

P.E Kit



Children should come to school in their indoor or outdoor games kits on **Monday** (indoor PE) and **Thursday** (outdoor PE):

- ▶ Dark tracksuit/jogging bottoms, white t-shirt/house colour t-shirt and house colour hoodie for outdoor games.
- ▶ Trainers
- ▶ All long hair tied back.
- ▶ NO FOOTBALL SHIRTS.
- ▶ **No jewellery is permitted on P.E days**
- ▶ *If the weather is due to be warm, children are welcome to come to school in their P.E shorts.*

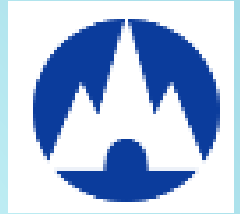


Dates for your diary:

- **Stone Age school trip – Wednesday 11th October**
(We would like to thank volunteers who have offered to join us on this trip. Please advise Miss Cousins if you would like to help.)

Future dates:

- ▶ Erasmus Darwin museum/geography field trip around Lichfield (Spring term– date TBC)
- ▶ Base camp 6–7th June 2024 (More details to follow nearer the time)



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