

ST MICHAEL & ALL ANGELS C. E. (FOUNDATION) PRIMARY  
AND PRE-SCHOOL



# St Michael and All Angels Curriculum Evening 2023

Welcome to Year 3

Miss Lawless and Miss Thomas

# School Values



## Behaviour Principles Written Statement

Our emphasis is on people within the school community taking responsibility for their actions, encouraging good choice-making through establishing high expectations, a focus on learning, as well as acknowledging and understanding actions have consequences whilst recognising and celebrating positive choices. Our policies are deeply rooted in a Restorative Approach.



What are the expectations in  
year 3 and what do we learn?

# Reading: Year 3 Expectations

## COMPREHENSION

### **Develop pleasure in reading, motivation to read, vocabulary and understanding.**

Experience and discuss a range of fiction, poetry, plays, non-fiction and reference books or textbooks.

Begin to understand that narrative books are structured in different ways. For example, quest stories and stories with dilemmas.

Know that non-fiction books are structured in different ways and be able to use them effectively.

Choose books for specific purposes.

Use dictionaries to check the meaning of unfamiliar words .

Discuss and record words and phrases that writers use to engage and impact on the reader.

Know a wider range of stories, including fairy stories and legends .

Orally re-tell some of the above stories.

Know and recognise some of the literary conventions in text types covered.

Prepare poems to read aloud and to perform, showing understanding through intonation, tone, volume and action.

Begin to recognise some different forms of poetry – list poems, shape poems, free verse etc

### **Understand what they read in books they can read independently**

Check the text is meaningful.

Discuss responses to text.

Explain the meaning of words in context.

Ask questions to improve understanding of a text.

Draw inferences such as inferring characters' feelings, thoughts and motives from their actions.

Predict what might happen from details stated.

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.**

# Reading: Year 3 Expectations

## WORD READING

### **Apply phonic knowledge and skills to read unfamiliar words.**

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

# Writing:

## Meeting Year 3 Expectations

### 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 assess
- 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

# Spelling:

## Meeting Year 3 Expectations



11. Words where 'ou' makes an /ow/ sound
2. Words where 'ou' makes a /u/ sound
3. Words where 'y' makes an /i/ sound
4. Words ending in '-sure'
5. Words ending in '-ture'
6. Challenge words
7. Words with the prefix 're-'
8. Words with the prefix 'dis-'
9. Words with the prefix 'mis-'
10. Words where '-ing' and '-ed' are added to multisyllabic words
11. Words where '-ing', '-en' and '-ed' are added to multisyllabic words
12. Challenge words
13. Words with the 'ai' digraph
14. Words with the 'ci' digraph

# Maths

## 'Must do' by the end of Year 3

Write down all numbers said to them up to 1000

Know place value of each digit in a 3-digit number

Order a set of 3-digit numbers: greatest first, smallest first

Count on and back from any number in 2s, 3s, 4s, 5s, 8s, 10s, 50s, and 100s up to 1000

Know 100 more than a given number to 1000

Know 100 less than a given number to 1000

Add 2 or 3 numbers with 3-digits, using column addition

Subtract 2 numbers with 3-digits using column subtraction

Rapid recall: Add rapidly a 3-digit number to a 1-digit number; to a 10s number; and to a 100s number

Subtract rapidly a 1-digit number from a 3-digit number; a 10s number and a 100s number

Rapid Recall: 2x, 3x, 4x, 5x, 8x, 10s tables and their inverses

Multiply a 2-digit number by a 1-digit number

Divide 2, 3, 4, 5, 8 and 10 into a 2-digit number (no remainder)

Fractions: Find  $\frac{1}{2}, \frac{1}{4}$ , ... of a 2-digit number

Order fractions from  $\frac{1}{2}$  to  $\frac{1}{12}$

Know pairs of fractions that make up 1 whole

Know equivalent fractions of  $\frac{1}{2}, \frac{1}{4}$ , ... and  $\frac{1}{10}$

Add 2 fractions with same denominator

Subtract 1 fraction from another with same denominator



# Assessment

- Three times per year
- Communicated through parents evenings and mid term report.
- Working towards, working at age related, greater depth

## Final points and questions




- Reading books – Can be changed every day. If your child is on the phonics reading scheme, this will be different.
- Homework – Reading, maths magicains/ Rockstars online and Spelling Shed tasks to complete <http://play.edshed.com/>
- There are educational games/ activites on our school website <https://www.st-michaelangels.calderdale.sch.uk/special/kidszone/>
- P.E will take place on Tuesdays and Thursdays. At the moment children should have their outdoor PE kit which is a t-shirt, navy bottoms, a jumper and trainers.

# Communication

- If you have any questions, you can call the school office to arrange a time to speak.

The **MORE** that you **READ**,  
 the more **THINGS** you will **KNOW**.  
 The **MORE** you **LEARN**,  
 the more **PLACES** you'll **GO!**  
 ~ Dr. Seuss

## WHY READ 20 MINUTES AT HOME?

Student A Reads	Student B Reads	Student C Reads
❖ 20 minutes per day.	❖ 5 minutes per day.	❖ 1 minute per day
❖ 3,600 minutes per school year.	❖ 900 minutes per school year.	❖ 180 minutes per school year.
❖ 1,800,000 words per year.	❖ 282,000 words per year.	❖ 8,000 words per year.
		
❖ Scores in the 90 <sup>th</sup> percentile on standardized tests.	❖ Scores in the 50 <sup>th</sup> percentile on standardized tests.	❖ Scores in the 10 <sup>th</sup> percentile on standardized tests.

If they start reading for 20 minutes per night in Kindergarten, by the end of 6<sup>th</sup> grade, Student A will have read for the equivalent of 60 school days, Student B will have read for 12 school days, and Student C will have read for 3.

(Oney and Ferman, 1992.)

**WANT TO BE A BETTER READER? SIMPLY READ.**