



How to help at home – Year 3

Reading

- Practise reading aloud every day, focusing on reading fluently. Use the pictures and what has happened so far to read unfamiliar words.
- Read a few pages of a book and then retell this section in your own words.
- Talk about the meaning of new words you see in a book and try to use them in your own sentences.
- When answering questions about the book, try to explain why you think this and how you know (using what has happened in the book to help you). (See below).
- Look for different punctuation in books, such as exclamation marks, question marks, speech marks, commas and talk about their purpose.

Writing

- Practise spelling common high frequency words, like 'they', 'them', 'this', 'you', 'your' and then practise writing them correctly in sentences (see below).
- Practise the year 3/4 spelling expectations (see below for a set of words) Can you use and write these in a sentence?
- Remember to use your sounds when you are writing. (See below).
- Talk about the meaning of the words on the half termly vocabulary plan and try to use these words in a sentence.
- Try to make your sentences longer by using words like, 'and', 'but', 'because'. (See below).
- Once you have said the sentence out loud, practise writing it...
- All the writing you practise at home should be in your neatest joined up handwriting using our cursive format (see below).

Maths

- Learning the 2, 5 and 10 times tables so you know them in any order. Once confident with these, practise the 3 and 4 times tables. These can be learnt off by heart / through online games / through quizzes – make it fun!
<http://www.topmarks.co.uk/maths-games/7-11-years/times-tables>
- Practise finding 1 or 10 more and 1 or 10 less of any two-digit number, e.g. $36 + 10 = 46$ or $48 - 1 = 47$.
- Practise quickly adding and subtracting numbers up to 20 in your head.
- Read the time to quarter hour intervals on an analogue and digital clock. (See below).
- Practise finding change from coin amounts by subtracting in your head, e.g. $50p - 20p = 30p$.
- Learn names and properties of shapes. (See below).

KS2 Reading Prompts

Parents often wonder how they can help to develop the reading skills of children who are already fluent readers. The best way is to continue to share books with your child, regularly listening to them read, sometimes reading to or with them, but also discussing books read in increasing depth. To become good reader's, children need to develop skills in seven key areas and it can be useful to think about these when reading with your child.

Decoding: this is the skill that parents are generally most familiar with, and deals with the varying strategies used by children to make sense of the words on the page. Even fluent readers can be stumped by an unfamiliar word, and it is useful at these times to discuss the range of strategies used to make a sensible guess.

Retrieval and recall: early readers need to develop this skill, in order to locate important information and to retell stories and describe events.

Inference: reading between the lines. Encouraging children to make inferences based on clues in the text and their understanding of the context of the book will help them to develop this important skill.

Structure and organisation: as children read a wider range of text types, they need to be able to comment on the features of each and how they are organised. Discussing the presentation of the text, e.g. the use of subtitles to assist reading of a non-fiction text, and the author's reason for organising the text in this way will support children's development in this area. Making links between the *purpose* of the text and its *organisation* is a useful place to start.

Language: specifically, thinking about the language choices made by writers, their possible reasons for making those choices and the effect the choices have on the reader. Discussing alternative choices and their effects can be a good way to begin discussion about the author's language and an opportunity to develop vocabulary generally.

Purpose and viewpoint: Who is the narrator of this story? What does the writer of this biography feel about his/her subject? Children need to understand that writers write for a purpose, and to be able to recognise that this will have an impact on the way a text is written. Newspapers and advertisements are perfect examples of this and can lead to lots of lively discussions.

Making links: as adults, we are constantly making links between ideas and experiences. Good readers connect with the book they are reading and link it with real life experiences or with other books they have read and stories heard. They may also link it with films; and with the context in which they were written. A child reading 'Goodnight Mister Tom', for example, will need to place the story within the context that it was written to fully understand it. They might also link it with other stories read, such as 'Friend or Foe' or 'Carrie's War'.

Useful Questions

- What has happened in the story so far?
- What do you think will happen next?
- Who is your favourite character? Why?
- Who is the character you like least? Why?
- Do you think the author intended you to like / dislike this character? How do you know?
- Does your opinion of this character change during the story? How? Why?
- Find two things the author wrote about this character that made him / her likeable?
- If you met one of the characters from the story, what would you say to him / her?
- Which part of the story is your favourite / least favourite? Why?
- Would you change any part of the story? How?
- Would you change any of the characters? How?
- Which part of the story was the funniest/scariest/ saddest/ happiest? Find some evidence in the text to support your opinion.
- What is the purpose of this book? How do you know?
- Why is this page laid out in this way? Could you improve it?
- Pick three favourite words or phrases from this chapter. Can you explain why you chose them?
- Did this book make you laugh? Can you explain what was funny and why?
- Have you read anything else by this author? Is anything similar?
- Does this book remind you of anything else? How?
- When do you think this book was written? How do you know? Does it matter? What would it be like if it was written now?
- Do you think the title of the book is appropriate? What would you have called it?
- What is the genre of the book: sci-fi, mystery, historical, fantasy, adventure, horror, comedy?
- What are the features that make you think this?
- Find two sentences which describe the setting.
- Is the plot fast or slow moving? Find some evidence in the text, which supports your view.
- If the author had included another paragraph before the story started what do you think it would say?
- Would you like to read another book by this author? Why/ why not?

Of course, it doesn't have to be you asking the questions. Why not turn the tables and let your child ask you about your reading material? You do not have to ask all of these questions every time you read but maybe choose a few each time.

The greatest encouragement for your child is to see you - their most influential role model – reading!

First 100 High Frequency Words

in frequency order reading down the columns

the	that	not	look	put
and	with	then	don't	could
a	all	were	come	house
to	we	go	will	old
said	can	little	into	too
in	are	as	back	by
he	up	no	from	day
I	had	mum	children	made
of	my	one	him	time
it	her	them	Mr	I'm
was	what	do	get	if
you	there	me	just	help
they	out	down	now	Mrs
on	this	dad	came	called
she	have	big	oh	here
is	went	when	about	off
for	be	it's	got	asked
at	like	see	their	saw
his	some	looked	people	make
but	so	very	your	an

hfe/100fp.pdf

Design © www.highfrequencywords.org

Precursive

Next 200 High Frequency Words

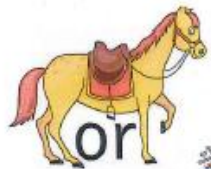
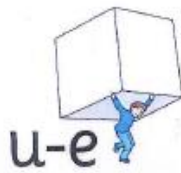
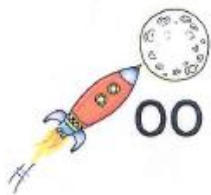
in frequency order reading down the columns (water to laughed then let's to grow)

water	bear	find	these	live
away	can't	more	began	say
good	again	I'll	boy	soon
want	cat	round	animals	night
over	long	tree	never	narrator
how	things	magic	next	small
did	new	shouted	first	car
man	after	us	work	couldn't
going	wanted	other	lots	three
where	eat	food	need	head
would	everyone	fox	that's	king
or	our	through	baby	town
took	two	way	fish	I've
school	has	been	gave	around
think	yes	stop	mouse	every
home	play	must	something	garden
who	take	red	bed	fast
didn't	thought	door	may	only
ran	dog	right	still	many
know	well	sea	found	laughed

New Curriculum Spelling List Years 3 and 4



accident	century	experiment	interest	particular	remember
accidentally	certain	extreme	island	peculiar	sentence
actual	circle	famous	knowledge	perhaps	separate
actually	complete	favourite	learn	popular	special
address	consider	February	length	position	straight
answer	continue	forwards	library	possess	strength
appear	decide	fruit	material	possession	suppose
arrive	describe	grammar	medicine	possible	surprise
believe	different	group	mention	potatoes	therefore
bicycle	difficult	guard	minute	pressure	though
breath	disappear	guide	natural	probably	although
breathe	early	heard	naughty	promise	thought
build	earth	heart	notice	purpose	through
busy	eight	height	occasion	quarter	various
business	eighth	history	occasionally	question	weight
calendar	enough	imagine	often	recent	woman
caught	exercise	increase	opposite	regular	women
centre	experience	important	ordinary	reign	



Connectives

connectives are used to link one sentence to another or to extend a sentence



and...

then...

next...

after...

when...

finally...

so...

first...

last...

because...

but...

while...

with...

if...

although...

also...

contrary to...

however...

nevertheless...

as well as...

despite...

besides...

so as to...

even though...

soon...

subsequently...

in addition to...

contrary to...

fortunately...

unfortunately...

happily...

as a result...

consequently...

just then...

sadly...

therefore...

for this reason...

I felt as...

moreover...

© Copyright 2013, www.spellbox.co.uk



a b c d e f g h i j k
l m n o p q r s t u
v w x y z

Telling the Time

O'Clock
A new hour begins when the minute hand points to 12.

Minute Hand
The long hand points to the minutes past or to the hour.

Quarter To
45 minutes into the hour and 15 minutes before a new hour begins.

Quarter Past
15 minutes into the hour. 15 is one quarter of 60.

Half Past
30 minutes into the hour. 30 is half of 60.

Hour Hand
The short hand points to the hour. If this hand is pointing in between hours, it is the earlier hour of the two.



2D Shapes

Circle	Triangle	Square	Rectangle	Pentagon
Hexagon	Heptagon	Octagon	Nonagon	Decagon

3D Shapes

Sphere	Prism	Cuboid	
Cube	Cylinder	Pyramid	Cone