

Buckstones C.P. School



Parental Handbook

Year 3

Website: buckstones.oldham.sch.uk

Telephone: 0161 770 5850

Year 3

Dear Parents,

Welcome to Year 3 and the Juniors. The purpose of this booklet is to help you to understand the requirements and expectations during Year 3 and show how you can help to support your child in school and at home.

General Information

In Year 3, it is important that children should develop their independence by, for example, remembering things they need on a daily basis, e.g. handing in homework, changing reading books themselves, bringing in the correct PE kit, etc... Included with this booklet is a list of things your child will need on a daily basis. Please encourage your child to look at this list each day.

Please label all of your child's belongings clearly. Thank you.

Reading

In addition to whole class and guided reading sessions, children will continue to read 1:1 with adults in school, although the frequency will vary according to the needs of each child.

It is extremely important that children continue to read their school scheme books at home for approximately 10 minutes every night with an adult, discussing the text and new vocabulary. This is much more valuable for the development of children's comprehension skills than reading a book a night with no discussion.

The bookmark reward scheme continues throughout the Juniors. Children need to read four times a week (signed by parents in their reading journal) in order to get a sticker on their bookmark each Friday.

When your child has finished reading a book, they should respond to it in their reading journal by completing a short book review, i.e. a few sentences explaining their thoughts and feelings about the book. Examples of alternative reading journal activities for the children to do will be sent home in due course.

This year, we are continuing the Reading Challenge for each year group. This will be inserted in your child's reading journal once we have explained to the children exactly what they should do to complete it. It consists of a range of reading activities for your child to complete by the end of Year 3.

Writing

In Writing our main focus in school is a regular writing cycle, using quality texts as a basis for children's own writing. They will engage and respond to the texts being studied, analysing the features of that genre, before planning and writing a similar type of text. Further writing activities will be included as part of other curriculum subjects.

In Year 3, we focus on improving the accuracy of basic skills: grammar, spelling, punctuation and handwriting as well as developing the use of more complex sentences and adventurous vocabulary.

Children will have one or two 20-minute handwriting sessions per week to develop joined handwriting, along with shorter practice sessions throughout the week. The school style of handwriting will be sent home with homework at the appropriate time.

Maths

The focus in Maths is on securing knowledge and use of basic number facts and operations in order to solve problems.

A guide to the Year 3 Maths expectations and calculation methods are included with this booklet.

It is important for all children to learn their times tables thoroughly, since much of the Maths curriculum relies on the knowledge and rapid recall of these facts. Parental help with this learning at home makes a huge difference to your child's confidence and progress. Details of fun online activities for your child to do to help them improve their speed of recall will be sent home as appropriate.

Time and Money.

It is very important that children have frequent experience at home of dealing with money and time in real situations. Parental help here is extremely valuable.

Homework

Homework will be handed out on Thursdays along with the weekly spelling list. Homework should be handed in on Mondays and the spelling tests will take place each Tuesday. Homework will consist of English and Maths to consolidate work done in class. Sometimes activities will support work we are doing in other curriculum subjects. In addition, children will be expected to do daily reading,

spelling practice and times tables practice for around 5-10 minutes each per day.

Swimming

Year 3 will visit Royton Baths every Tuesday afternoon for Swimming lessons. An information letter from Oldham Schools Swimming Service has already been sent home.

Topics

These are the main Science, History and Geography topics studied in Year 3:

Science: Food and Nutrition; Magnets; Plants; Rocks; Light.

History: Changes in Britain from the Stone Age to the Iron Age; Ancient Egypt.

Geography: The United Kingdom, Rivers and Mountains.

Hometime

Please inform school if there is a change in the person picking up your child on a particular day.

Phone: 0161 770 5850

Year 3, 2022 - 2023

This list will help you remember what you need to bring into school each day. Put it up in your bedroom, and look at it every evening so you can get everything you need ready the night before.

You should keep your school reading book and your reading journal in your book bag and bring them to school every day.

Monday: Hand Homework in.

Tuesday: Spelling Test.
Swimming.

Thursday: Outdoor Games. Children should bring the full kit each week: trousers, T-shirt, warm jumper or jacket, trainers.

(Outdoor Games may change to a different day in future terms. You will be notified of any changes at the time.)

Homework given out.

New spellings given out.

Friday: Stickers given out for reading.
If you have read your scheme reading book at home at least four times during the week, you will be given a sticker on your bookmark. Please keep these safe. When your bookmark is full, you will be able to choose a free book!

Year 3 Homework Equipment

Below is a list of items that children in Year 3 will need to have at home in order to complete their Homework tasks appropriately:

- Pencil and pencil sharpener
- Coloured pencils
- Ruler
- Rubber
- Junior dictionary
- Scissors
- Glue stick
- Dice and counters

Many thanks for your support,

J. Charnley

J. Charnley

Reading

At

Buckstones

How you can help your child with their reading?



Parents and Carers,

At Buckstones Primary School, we consider reading to be of great importance and the key to all other aspects of learning as it impacts on everything a child does.

In school, your child may experience a wide range of reading opportunities, which include:

- Independent reading
- Guided reading (teacher working with a group to develop particular reading skills).
- Shared text work in Literacy lessons
- Comprehension
- Research (using ICT/reference books)
- Group reading (sharing a text with other children).

Some reading may happen in the Literacy/Guided Reading session but equally, the children may have these opportunities through any other subjects.

This leaflet is designed to help you, help your child at home.

How you can help your child with their reading

If children see parents reading, they'll copy. Don't feel guilty about relaxing with a book, a newspaper or magazine. You are setting a good example.

Spend a little time reading with (or to) your child every day, even if it's just a few minutes. It soon becomes a special time that you'll both value.

Letting children choose their own books gives them a chance to express themselves and gives children real confidence.

Reading with your child can be a way of giving homework support, but you don't need to just read the books issued by school. You could encourage your child to also read magazines, newspapers, non-fiction books and comics.

Reading with your child should be fun and relaxed, and should give your child the chance to practise their reading skills without fear of 'getting it wrong'.

Every so often pause and ask questions, look at illustrations and discuss interesting points or words in texts.

Guided Reading

In school the children work with the teacher on a Guided Reading activity. This is a planned session giving the teacher opportunity to teach or practise the relevant reading skills for your child's ability. We use this session to teach different reading strategies, hear your child read and/or ask questions to ensure understanding of the text.

Reading at home

Please encourage your child to read their book to you (several times if necessary) until they are familiar with the words and demonstrate a good level of understanding. Always encourage your child to stop if what they have read does not make sense and have another go.

Each of the home readers have information to help you know what to expect of your child on that level of the scheme.

Reading Journals

All the children in the school are given a Reading Journal. This needs to be brought into school each day with the child's home reading book. We also ask parents to sign and date when you hear your child read at home.

In the journals there will be pointers to help your child with their reading and questions you can ask them when you read together.



Reward for Reading

Your child will be rewarded for efforts made with reading. A good reader is not a child who races to the top of a reading scheme but one who has a breadth of reading experiences and can discuss, predict, explain etc. a variety of texts. As a school we will offer the children a range of opportunities to develop these skills.

Year 3 and 4 will receive a sticker on their book mark if they have:

- 1) read and talked about their book for four nights per week (signed by Parent in their reading journal).
- 2) read a book of their own choice through the week as well.
- 3) completed a book review per week.

Once they have filled their book mark they will be presented with a book.



A child who follows this path will be a successful learner.

READING CRITERIA

Name:	Academic Year :					
	Rec.	Y1	Y2	Y3	Y4	Y5

Working Towards the Expected Standard:						
The pupil(s) can:	Y1	Y2	Y3	Y4	Y5	Y6
read accurately most words of two or more syllables.						
read most words containing common suffixes.*						
read most common exception words.*						
read words accurately and fluently without overt sounding and blending, e.g. at over 90 words per minute, in age-appropriate texts.						
sound out most unfamiliar words accurately, without undue hesitation.						
check a familiar text, which they can read accurately and fluently, makes sense to them.						
answer questions and make some inferences on the basis of what is being said and done in a familiar text.						

* These are detailed in the word lists within the spelling appendix to the national curriculum (English Appendix 1). Teachers should refer to these to exemplify the words that pupils should be able read as well as spell.

Working Towards+ within the Expected standard:

<p>The pupil(s) can:</p>									
<p>make inferences on the basis of what is said and done in a text they can read independently.</p>									
<p>predict what might happen on the basis of what has been read so far in a text they can read independently.</p>									
<p>make links between the text they are reading and other texts they have read (in texts that they can read independently).</p>									

READING CRITERIA

Name:	Academic Year :					
	Rec.	Y1	Y2	Y3	Y4	Y5
Working at the Expected Standard:						
Pupil(s) are beginning to independently apply their knowledge:						
to use their phonic knowledge to decode quickly and accurately (may still need support to read longer unknown words).						
to apply their growing knowledge of root words and prefixes, including in-, im-, il-, ir-, dis-, mis-, un-, re-, sub-, inter-, super-, anti- and auto- (as listed in English Appendix 1*) to begin to read aloud.						
to apply their growing knowledge of root words and suffixes/word endings, including -ation, -ly, -ous, -ture, -sure, -sion, -tion, -ssion and -cian (as listed in English Appendix 1*) to begin to read aloud.						
to begin to read further Y3/Y4 exception words (as listed in Appendix 1*).						
to develop a positive attitude to reading and understanding of what they read by:						
<ul style="list-style-type: none"> beginning to use appropriate intonation and volume when reading aloud; recognising and discussing the different features of a variety of texts; discussing authors' choice of words and phrases for effect. 						
to understand what they read, in books they can read independently, by:						

<ul style="list-style-type: none"> • asking and answering questions appropriately, including some simple inference questions based on characters' feelings, thoughts and motives; • checking that the text makes sense to them, discussing their understanding and explaining the meaning of words in context. 	
to retrieve and record information from non-fiction.	

* These are detailed in the word lists within the spelling appendix to the national curriculum (English Appendix 1). Teachers should refer to these to exemplify the words that pupils should be able to read as well as spell.

<p>discussions about them:</p> <ul style="list-style-type: none"> • using appropriate terminology when discussing texts (plot, character, setting). <p>to understand what they read, in books they can read independently, by:</p> <ul style="list-style-type: none"> • predicting what might happen from details stated and implied. • drawing simple inferences with evidence such as inferring characters' feelings. <p>to retrieve and record information from non-fiction using conventions such as indexes, contents pages and glossaries.</p>								
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* These are detailed in the word lists within the spelling appendix to the national curriculum (English Appendix 1). Teachers should refer to these to exemplify the words that pupils should be able to read as well as spell.

Prefix: is a group of letters that can be added to the beginning of a root word, e.g. im + possible.

Preposition: a word that tells us the position of one object in relation to another, e.g. on, between, under.

Pronoun: a word that takes the place of a noun, e.g. he, she, it, they. Possessive pronoun: tells you who or what owns a noun, e.g. his, her, our.

Buckstones Primary School

Grammar and Punctuation

A Guide for Parents

Year 3 and 4



September 2014

Year 3 and 4

Adverb: gives more meaning to a verb. Many tell us how something happened, but it can also tell us when or where.

Adverbial phrase: a group of words that tells us more about the verb.

Adverbs of manner: tell us how something happened.

Adverbs of time: tell us when something happened.

Adverbs of place: tell us where something happened.

Apostrophes: apostrophes used to mark singular and plural possession, e.g. the girl's name, the girls' names.

Article: (a or an) 'an' is used with words that begin with a vowel.

Clause: a group of words that can be used as a whole sentence or part of a sentence. It contains subject and verb. (Main clause makes sense on its own. Subordinate clause does not, e.g. Although I was scared, I crossed the bridge.).

Common noun: name of a general thing e.g. boy, train, table.

Complex sentence: link two or more ideas together within one sentence. Sometimes conjunctions are used to link ideas; sometimes verbs are used.

Compound sentence: two simple sentences joined together. A conjunction like: and, but or so, is used to join the sentences.

Conjunction: a word used to join ideas within a sentence e.g. and, because, so, when.

Connective: a word used to join two phrases/clauses/sentences (a conjunction is also a connective) e.g. therefore, finally, furthermore.

Comparative adjective: used to compare two nouns, e.g. bigger.

Determiner: goes in front of a noun and its adjective to help tell us which person or thing the sentence is about, or how much or how many of them there are. Articles are also determiners, e.g. one, many, every.

Inverted commas: direct speech is when the actual words of a person are shown by using inverted commas around those words, e.g. "We are going to the cinema for my birthday tomorrow," Jonathan said.

Paragraph: a group of sentences that are about an idea or topic.

Phrase: a group of words that does not make sense on its own and it doesn't contain a verb, e.g. with the class.

Predicate: this is the part of the sentence which tells us what the subject is or does. It always contains a verb, e.g. The dog sleeps in his basket. **The dog** is the subject and **sleeps in his basket** is the predicate.

WRITING CRITERIA

Name:	Academic Year :					
	Rec.	Y1	Y2	Y3	Y4	Y5
Working Towards the Expected Standard:						
Pupil(s) are beginning to meet the following aims with support:						
To rehearse orally their ideas for writing and record their ideas using a modelled planning format.						
To demonstrate some understanding of purpose and audience (although this may not be sustained).						
To use the simple structure of a wider range of text types.						
To proof-read their work to check for errors and make simple improvements with guidance.						
To make more ambitious word choices (often reflecting those modelled by a teacher).						
To usually maintain the correct tense (including the progressive form).						
Uses the full range of punctuation from previous year groups including:	full stops, capital letters, question marks and exclamation marks.					
	commas within lists.					
To begin to add inverted commas to mark direct speech (may not be	apostrophes to show possession and to form contractions.					
	To begin to add inverted commas to mark direct speech (may not be					



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Maths

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Buckstones



A guide to Year 3 expectations in Maths

Following the changes in the National Curriculum, we are providing some information to support you with your child's learning.

Please use this guide to support your child with their maths homework throughout the course of the year.

The following calculation methods have been approved by the government. Your child will be expected to confidently and independently use and apply the majority of these skills by the end of the school year.



Year 3 Expectations in Maths

Number and Place Value

- Count from 0 in multiples of 4, 8, 50 and 100
- Find 10 or 100 more or less than a given number
- Recognise the place value of each digit in a 3-digit number
- Compare and order numbers to 1000
- Identify, represent and estimate number using different representations
- Read numbers up to 1000 in numerals and words
- Write numbers up to 1000 in numerals and words
- Solve problems, including missing number problems, using number facts and place value

Addition and Subtraction

- Add and subtract mentally a 3 digit number and ones
- Add and subtract mentally a 3 digit number and tens
- Add and subtract mentally a 3 digit number and hundreds
- Add numbers with up to 3-digits using column method
- Subtract numbers with up to 3-digits using column method
- Estimate the answer to a calculation and use inverse operations to check answers
- Solve problems, including missing number problems, using number facts, place value and more complex addition and subtraction.

Multiplication and Division

- Derive and recall multiplication facts for 3,4, 8 multiplication tables
- Write and calculate mathematical statements for multiplication using tables they know, including $2d \times 1d$ numbers, using mental methods and progressing to formal written methods
- Write and calculate mathematical statements for division using tables they know, including $2d \times 1d$ numbers, using mental methods and progressing to formal written methods
- Solve problems, including missing number problems, involving multiplication, including integer scaling
- Solve problems, including missing number problems, involving division, including integer scaling
- Solve problems, including missing number problems, involving multiplication, correspondence problems in which n objects are connected to m objects
- Solve problems, including missing number problems, involving division, including correspondence problems in which n objects are connected to m objects
- Estimate the answer to a calculation and use inverse operations to check answer

Fractions

- Add fractions with a common denominator, e.g. $\frac{1}{7} + \frac{5}{7}$
- Subtract fractions with a common denominator
- Understand and count in tenths. Recognise that tenths arise from dividing an object into 10 equal parts and in dividing one digit numbers or quantities by ten.
- Recognise, find and write fractions of a discrete set of objects: unit fractions and non- unit fractions with small denominators
- Recognise, and use fractions as numbers: unit fractions and non- unit fractions with small denominators
- Recognise and show using diagrams, equivalent fractions with small denominators
- Compare and order unit fractions, and fractions with the same denominators
- Solve problems involving fractions

Measurement

- Measure and compare lengths (m/cm/mm), mass (kg/g) and capacity (l/ml)
- Add and subtract lengths (m/cm/mm), mass (kg/g) and capacity (l/ml)
- Measure the perimeter of simple 2D shapes
- Add and subtract amounts of money to give change , using £ and p in practical contexts (manageable amounts)
- Tell and write the time from an analogue and digital clocks for 12- hour
- Tell and write the time from an analogue clock with Roman numerals from I- XII
- Estimate and read time to the nearest minute
- Use vocabulary such as a.m./p.m. morning afternoon and midnight
- Know the number of seconds in a minute and the number of days in each month, year and leap year
- Record and compare time in terms of seconds, minutes, hours and o'clock
- Compare durations of events

Geometry (Properties and Position)

- Draw 2D shapes, make 3D shapes using modelling materials and recognise 3D shapes in different orientations and describe them
- Identify right angles. Recognise right angles as a description of a turn. Recognise that 2 right angles make a half turn, 3 make $\frac{3}{4}$ of a turn and 4 make a full turn.
- Recognise angles as a property of a shape
- Identify whether angles are greater or less than a right angle
- Identify horizontal and vertical lines
- Identify pairs of perpendicular and parallel lines

Statistics

- Interpret and present data using bar charts, pictograms and tables
- Solve one step questions using information presented in scaled bar charts, pictograms and tables
- Solve two step questions using information presented in scaled bar charts, pictograms and tables



Addition

$$235 + 342$$

2 + 3 digit numbers not crossing 10s barrier

$$\begin{array}{r} 200 + 30 + 5 \\ \hline 300 + 40 + 2 \\ \hline 500 + 70 + 7 \\ \hline \end{array}$$

$$\begin{array}{r} 24 \\ + 33 \\ \hline 57 \end{array}$$

$$224$$

$$+ 533$$

$$\hline 757$$

add numbers with up to three digits, using formal written methods of columnar addition and subtraction

crossing 10s barrier (units only)

$$\begin{array}{r} 224 \\ + 537 \\ \hline 761 \\ \hline \end{array}$$

crossing 100s; 10s barrier (units + tens)

$$\begin{array}{r} 284 \\ + 567 \\ \hline 851 \\ \hline \end{array}$$

Year 3

$$\begin{array}{r} 678 \\ + 543 \\ \hline 1221 \\ \hline \end{array}$$

$$\begin{array}{r} 8492 \\ + 1321 \\ \hline 9813 \\ \hline \end{array}$$

add numbers with up to 4 digits using the formal written methods of columnar addition and subtraction where appropriate

Year 4

Subtraction

Columnar method without exchange:

$$\begin{array}{r} 54 \\ - 23 \\ \hline 31 \end{array}$$

$$\begin{array}{r} 154 \\ - 23 \\ \hline 131 \end{array}$$

$$\begin{array}{r} 567 \\ - 314 \\ \hline 253 \end{array}$$

subtract numbers with up to three digits, using formal written methods of columnar addition and subtraction

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$$\begin{array}{r} 582 \\ - 323 \\ \hline 209 \end{array}$$

$$\begin{array}{r} 821 \\ - 332 \\ \hline 489 \end{array}$$

$$\begin{array}{r} 804 \\ - 312 \\ \hline 492 \end{array}$$

subtract numbers with up to 4 digits using the formal written methods of columnar addition and subtraction where appropriate

Year 4

Multiplication

$$23 \times 5$$

$$3 \times 5 = 15$$

$$20 \times 5 = 100$$

$$100 + 15 = 115$$

$$\begin{array}{r} 24 \\ \times 6 \\ \hline 144 \\ 44 \\ \hline 144 \end{array}$$

Pupils develop reliable written methods for multiplication, starting with calculations of two-digit numbers by one-digit numbers and progressing to the formal written methods of short multiplication.

Year 3

$$\begin{array}{r} 342 \\ \times 7 \\ \hline 2394 \\ 394 \\ \hline 2394 \end{array}$$

Multiply two-digit and three-digit numbers by a one-digit number using formal written layout. Pupils practise to become fluent in the formal written method of short multiplication and short division with exact answers (see [Mathematics Appendix 1](#)).

Year 4

Division

Recall and use multiplication and division facts for the 3, 4 and 8 multiplication tables
Pupils develop reliable written methods of for division, starting with calculations of two-digit numbers by one-digit numbers and progressing to the formal written methods of short multiplication and division.

$$\begin{array}{r} 22 \\ 4 \overline{) 88} \end{array}$$

$$\begin{array}{r} 12 \text{ r } 1 \\ 4 \overline{) 49} \end{array}$$

$$\begin{array}{r} 16 \text{ r } 3 \\ 4 \overline{) 67} \end{array}$$

Year 3

Recall multiplication and division facts for multiplication tables up to 12 x 12
Pupils practise to become fluent in the formal written method of short division with exact answers (see Mathematics Appendix 1).

$$\begin{array}{r} 14 \\ 7 \overline{) 98} \end{array}$$

$$\begin{array}{r} 022 \text{ r } 2 \\ 6 \overline{) 134} \end{array}$$

Year 4