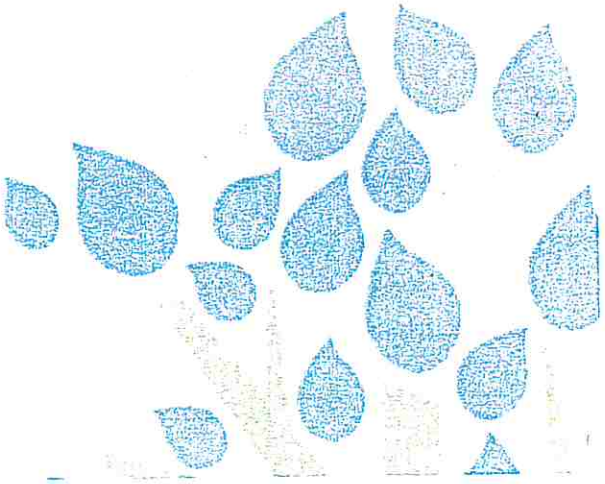
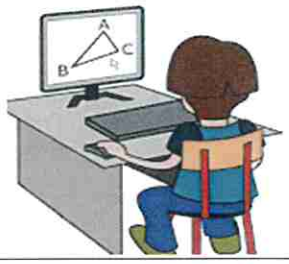
DORRIDGE
PRIMARY SCHOOL

Year 3

Parent Information

2024/2025



Monday	• Year 3 book change • Spellins and English homework are sent home. • Library time (PM)	
Tuesday	• Mathletics (or TT Rockstars) homework set online	
Wednesday	• Lunchtime library day	
Thursday	• English homework to be handed in. • Year 3 book change	
Friday	• Spelling Test • PE/Forest School Day	

Year 3 CEW Spellings

Accident	Centre	Difficult	Increase	Quarter
Accidentally	Century	Eight	Important	Question
Actual	Certain	Eighth	Minute	Recent
Actually	Circle	Experiment	Notice	Remember
Address	Complete	Famous	Occasion	Sentence
Appear	Consider	Favourite	Occasionally	Strange
Arrive	Continue	February	Often	Suppose
Bicycle	Decide	Fruit	Opposite	Surprise
Calendar	Describe	History	Ordinary	Therefore
Caught	Different	Imagine	Popular	Weight

Year 3 timetable

	Arrive	Reg'n & ERIC	9.00 to 9.20	9.20 to 10.30	Break	10.50 to 11.10	11.10 to 12.15	Lunch	1.30 to 3.30 (incl. Daily Mile)
Mon	8.40 to 8.50	8.50 to 9.00	**Check HSO Change Reading Books** **Homework**	**Shared Reading** **Spelling Rule** **English**	10.30 to 10.50	Endeavour (SMT)	**Maths**	12:15 to 1.30	R4P 1.30 to 1.45 **Science** **LIBRARY TIME**
Tues	8.40 to 8.50	8.50 to 9.00	**Shared Reading**	**English**	10.30 to 10.50	Jigsaw (SMT)	**Maths**	12:15 to 1.30	**R.E** **French** **PSHE** R4P 3.15 to 3.30
Weds	8.40 to 8.50	8.50 to 9.00	**Shared Reading**	**Re-cap Spelling Rule** (9.20-9.30) **English**	10.30 to 10.50	Yr. 3/4 Teacher Led	**Maths**	12.15 to 1.30 Library Day	R4P 1.30 to 1.45 **DPC**
Thurs	8.40 to 8.50	8.50 to 9.00	**Shared Reading** **Change Reading Books**	**English**	10.30 to 10.50	Yr. 5/6 Teacher Led	**Maths**	12:15 to 1.30	**Computing** **Handwriting** **Music** R4P 3.15 to 3.30
Fri	8.40 to 8.50	8.50 to 9.00	**Shared Reading** **Spelling Test & Dictation**	**English**	10.30 to 10.50	Song Practice or Story (SMT)	**Maths**	12:15 to 1.30	**P.E or FOREST SCHOOL**

Reading Prompt Questions Mat LKS2

What happened in the story?

Where does the story take place?

Who is telling the story?

Why is the text arranged in the way it is?

Does the layout and colour of the text have an impact on the reader?

How are the beginning and end similar? Is order of events important?

Where and when is this story/text set? How does the writer show this?

What effect does the setting have on the story?

What is the genre of the story? How do you know?

Have you read any other books in this series/by the same author?

Whose 'voice' is the poem written in?

What does this poem make you feel?

What did you enjoy about the story?

What was the most exciting/interesting part? Can you explain why?

Which part of the story best describes the setting?

Can you identify words in the text which help the author create effect?

Does the poem tell a story?

Does the poem follow the pattern of natural speech?

Reading Prompt Questions Mat LKS2

If you could ask a character a question, what would you ask?

Is there a section of the text that you don't understand?

Why do you think authors use short sentences?

Choose a character, and say what they felt/thought/did in response to events.

How did the character's actions affect the outcome of the story?

Can you create a timeline of events?

How are the beginning and end similar?

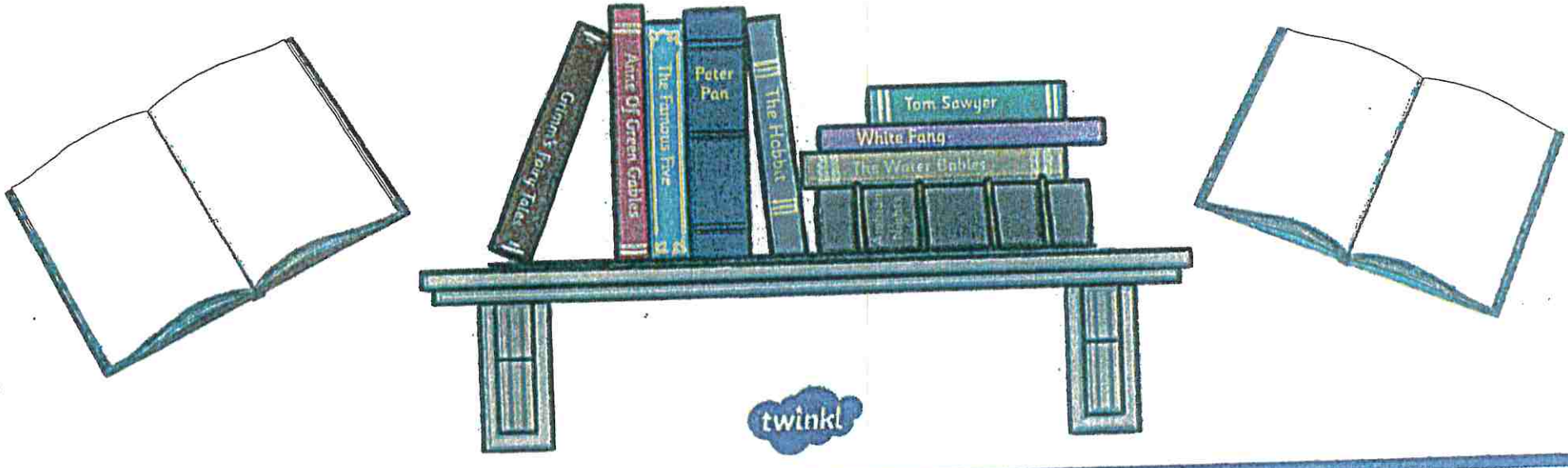
What do you think might happen next in the story?

What is the text about? What title could you give this text?

What type of text is it?

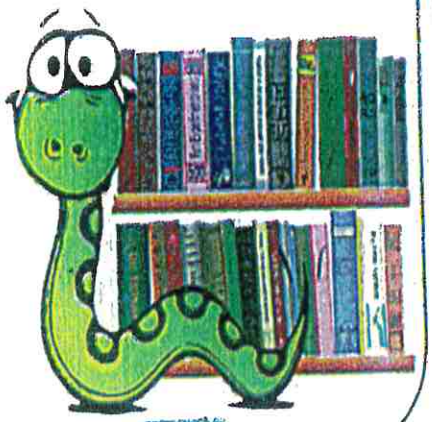
Who would you recommend this book to?

What are the arguments for or against the subject of this text/story?



Reading Vipers

Vocabulary
Infer
Predict
Explain
Retrieve
Sequence or Summarise



Understand, describe and retrieve	Deduction and Inference	Choices of Structure	Use of words and pictures	The effect the book has on the reader	How the story relates to my own experiences
Refer back to things that happened in a story or make appropriate notes	Say why events happened in a story using images and text to guide me	Start to talk about how paragraphs work in a story and how they affect the reading	Refer to words, phrases, images that have been used to create a certain mood or build tension	Comment on how I think the author/illustrator wants me to respond at certain points in the book	Make links between events and characters from different texts
Sum up what has happened in a story, or a section of the text	Say what is going to happen in a story with good reasoning	Talk about how paragraphs can leads from one idea or piece of information and build up ideas	Talk about the choices of words/phrases or images the author/illustrator has used	Say why I think one Non-Fiction / Fiction book is better than another	Make connections between different plot ideas that occur in separate books
Justify the reasons for my predictions in a story by using image and/or text	Talk about why characters take the actions they do using text/image to support me	Start to about different layouts in text and image and formatting of words too	Talk about the technical words the author has used in Non-Fiction books and why they were chosen	Talk about how a book is presented and if I think the author/illustrator was successful in hooking in their readership	Share my ideas about how people and places in story reflect some elements of the real world
Find information quickly by using skimming and scanning techniques	Discuss the main elements of a story using just a few sentences	Start to use contents, index, headings and sub-headings to find information	Begin to notice how the author is using figurative language for effect	Give a response to what I think the message of a story is	Link characters and stories across a range of stories
Talk about the main ideas and events in a story and can use them to explain my thoughts about a text	Discuss the main elements of a story using just a few sentences	Identify the main features of different text types	Talk about how an author/illustrator's style makes me feel	Start to explain how the author/illustrator has affected the way I feel about a character	Link what happens in a story and its structure across a range of tales

Local Authority Teacher Moderation Framework at the end of Year 3 - Reading

Working towards the expected standard **The pupil can :**	SAMPLES					
	1	2	3	4	5	TE
• Read some common exception words and words with common suffixes from Year 3/4 list.						
• Start to identify themes and conventions, finding similarities and differences, comparing and contrasting.						
• Infer finding a point of reference in the text.						
• Predict what might happen with some accuracy on the basis of what has been read so far.						
• Able to retrieve and record information from non-fictions texts.						
• Listen to and discuss a range of reading materials that are structured in different ways.						
• Make links between the book they are reading and other books they have read.						
• Check the text makes sense and start to ask questions.						
Working at the expected standard **The pupil can :**						
• Compare and contrast texts, identifying similarities and differences.						
• Draw inferences about characters' thoughts and feelings from their actions using evidence from the text.						
• Predict what might happen from details stated and implied with increasing accuracy.						
• Identify main ideas from what has been read and summarise in their own words.						
• Retrieve and record relevant information from non-fiction texts.						
• Discuss unfamiliar words that capture their interest and imagination.						
• Check a text makes sense by confidently asking questions to improve understanding.						
• Demonstrate a positive attitude to reading by listening to and discussing a wide range of texts including non-fiction and fiction poetry.						
• Read for a range of purposes, for enjoyment and for information and suggest possible meaning.						
Working at greater depth within the expected standard **The pupil can :**						
• Infer about characters', thoughts, feelings and actions and find evidence to justify their ideas.						
• Predict what might happen, confidently using evidence to back up their predictions.						
• Summarise succinctly what has been read, showing understanding by including main details.						
• Discuss what has been read whilst starting to take account of the views of others.						
• Use a dictionary to check for meaning.						

Local Authority Teacher Moderation Framework at the end of Year 3 - Writing

Working towards the expected national standard **The pupil can:**	SAMPLES					
	1	2	3	4	5	6
• Write simple, coherent narratives about personal experiences and those of others (real or fictional).						
• Write about real events, recording these simply and clearly.						
• Demarcate most sentences in their writing with capital letters and full stops and use exclamation marks and question marks correctly when required.						
• Use present and past tense mostly correctly and consistently.						
• Use co-ordination (eg or/and/but) and some subordination (eg when/if/that/because) to join clauses.						
• Segment spoken words into phonemes and represent these by graphemes, spelling many of these words correctly and making phonically-plausible attempts at others.						
• Spell many common exception words from the Year 2 list correctly.						
• Form capital letters and digits of the correct size, orientation and relationship to one another and to lower-case letters.						
Working at the expected national standard **The pupil can:**						
• Write effectively and coherently for different purposes, drawing on their reading to inform the vocabulary and grammar of their writing.						
• Make use of paragraphing and organisational devices to structure writing.						
• Use co-ordination and subordination to extend sentences (eg when, if, because, although).						
• Make simple additions, revisions and proof-reading corrections to their own writing.						
• Use the punctuation taught at key stage 1 correctly.						
• Spell most common exception words from the Year 2 list and some from the Year 3/4 list.						
• Spell contracted words correctly.						
• Add suffixes to spell most words correctly in their writing (eg –ment, -ness, -ful, -less, -ly).						
• Use the diagonal and horizontal strokes needed to join letters.						
Working at greater depth within the national standard **The pupil can:**						
• Write narratives with some description to setting and character.						
• Signpost the reader through non-fiction by using organisational devices for clarity.						
• Use of paragraphs is more consistent across the range.						
• More varied tenses used eg perfect form.						
• Some use of punctuation for direct speech.						
• Extend range of sentences using a range of conjunctions appropriate to the genre.						

Year 3 Maths Assessment Checklist

Number and Place Value

- ☐ I can count from 0 in multiples of 4, 8, 50 and 100.
- ☐ I can recognise the place value of each digit in a three-digit number (hundreds, tens, ones).
- ☐ I can compare and order numbers up to 1000.
- ☐ I can identify, represent and estimate numbers using different representations.
- ☐ I can read and write numbers up to 1000 in numerals and in words.
- ☐ I can solve number problems and practical problems involving these ideas.

Addition and Subtraction

- ☐ I can add and subtract numbers mentally, including:
  - ☐ a three-digit number and ones
  - ☐ a three-digit number and tens
  - ☐ a three-digit number and hundreds
- ☐ I can add and subtract numbers with up to three digits, using formal written methods of columnar addition and subtraction.
- ☐ I can estimate the answer to a calculation and use inverse operations to check answers.
- ☐ I can solve problems, including missing number problems, using number facts, place value, and more complex addition and subtraction.

Multiplication and Division

- ☐ I can recall and use multiplication and division facts for the 3, 4 and 8 multiplication tables.
- ☐ I can write and calculate mathematical statements for multiplication and division using the multiplication tables that I know, including for two-digit numbers times one digit numbers, using mental and progressing to formal written methods.

Year 3 Maths Assessment Checklist

Measurement (continued)

- [ ] I can estimate and read time with increasing accuracy to the nearest minute; record and compare time in terms of seconds, minutes and hours; use vocabulary such as o'clock, a.m./p.m., morning, afternoon, noon and midnight.
- [ ] I know the number of seconds in a minute and the number of days in each month, year and leap year.
- [ ] I can compare durations of events [for example to calculate the time taken by particular events or tasks].

Geometry – Properties of Shapes

- [ ] I can draw 2-D shapes and make 3-D shapes using modelling materials; recognise 3-D shapes in different orientations and describe them.
- [ ] I can recognise angles as a property of shape or a description of a turn.
- [ ] I can identify right angles, recognise that two right angles make a half-turn, three make three quarters of a turn and four a complete turn; identify whether angles are greater than or less than a right angle.
- [ ] I can identify horizontal and vertical lines and pairs of perpendicular and parallel lines.

Statistics

- [ ] I can interpret and present data using bar charts, pictograms and tables.
- [ ] I can solve one-step and two-step questions [for example, 'How many more?' and 'How many fewer?'] using information presented in scaled bar charts and pictograms and tables.

Notes

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