



What Are We Learning in Year 3?

Writing in Year 3

Sentence Structure and Organisation

- Use simple and compound sentences (using coordinating conjunctions) mostly accurately
- Express time, place and cause using conjunctions (when, before, after, while)
- Express time place and cause using adverbs (then, next, soon, therefore)
- Express time, place and cause using prepositions (before, after, during)
- Use inverted commas to punctuate direct speech
- Use commas to mark grammatical boundaries

Text Organisation

- Write stories based on experience using a clear structure start-middle-end, finishing writing effectively.
- Begin to use paragraphs to group related information
- Use 1st and 3rd person consistently
- Use organisational devices such as headings, numbered lists or bullet points to aid structure
- Structure the whole piece of work using paragraphs, using opening paragraphs and separate paragraphs to progress the story/non-fiction writing

Effect on Audience

- Mimic authorial voice following modelled writing
- Use detail when describing settings, characters and emotions
- Use dialogue effectively to progress the story
- Use similes and metaphors
- Adopt a viewpoint
- Use vocabulary appropriate to the text type, and maintain a formal/informal style

Handwriting and Spelling

- Begin to join writing, understanding when letters need to be joined or are best left un-joined
- Spell some words relating to the Y3/4 curriculum correctly

Young children have a tendency to repeat nouns or pronouns, leading to several sentences containing 'He' or 'They'. They can use alternatives to make writing more interesting. For example, alternatives for describing an individual character might include: he, the burglar, Mr Smith, John, the criminal, the villain, etc.

To add information to a sentence about its location, children might use conjunctions ("Although it was still early..."), adverbs ("Early that morning...") or

prepositions ("At about six-thirty that morning..."). Often these techniques allow children to write more complex sentences.

Grammar Help

For many parents, the grammatical terminology used in schools may not be familiar. Here are some useful reminders of some of the terms used:

- Present perfect tense: a tense formed using the verb 'have' and a participle, to indicate that an action has been completed at an unspecified time, e.g. The girl has eaten her ice-cream
- Fronted adverbial: a word or phrase which describes the time, place or manner of an action, which is placed at the start of the sentence, e.g. "Before breakfast,..." or "Carrying a heavy bag,..."
- Direct speech: words quoted directly using inverted commas, as opposed to being reported in a sentence

Parent Tip

When children are writing outside of school – or when you are looking at school work with them – why not discuss their choices of vocabulary? Some common words, such as 'went' and 'said' can often be replaced by more specific words that give a sense of the action, such as 'raced' or 'yelled'. You can also take opportunities to look at words like this that crop up in books you read with your child, considering how the choice of word affects your understanding of a story.

Reading in Year 3

Vocabulary

- Identify new vocabulary and sentence structure
- Identify and understand the meanings of a wide range of conjunctions used to link events together
- Identify a range standard words/phrases used at various stages of a narrative e.g. introduction, build up etc.

Retrieving

- Refer back to the text for evidence when explaining
- Extract information from tables and charts
- Recognise some different forms of poetry
- Retrieve information from text where there is competing (distracting) information
- Use the contents pages and indexes to locate, retrieve and record information from non-fiction texts
- Recognise different narrative genres
- Notice the difference between 1st and 3rd person accounts
- Identify the conventions of different types of writing e.g. *greetings in a letter/email, diary entries, numbers and headings in instructions*

Summarising

- Summarise main ideas from a text
- Begin to identify themes across texts e.g. friendship, good and evil, bullying

Inferring

- Justify their views about what they have read
- Identify how settings are used to create atmosphere e.g. what words/phrases in this description indicate that bad things might be about to happen in this place?
- Identify evidence of relationship between characters based on dialogue and behaviour
- Analyse the use of language to set scenes, build tension or create suspense
- Explain how words/phrases in the description are linked to create an overall and consistent impression on the reader, for example, 'what other words/phrases in this passage tell us that he is a sinister character?'
- Predict what might happen from details stated and can indicate the strength/likelihood of their prediction being correct

Analysis

- Analyse and compare plot structure
- Recognise the move from general to specific detail

Authorial Intent

- Evaluate the effectiveness of texts in terms of function, form and language features
- Identify how language structure and presentation (*font size, bold,*) contribute to meaning

Comparing

- Comment on the effect of scene changes e.g. *moving from a safe to a dangerous place to build tension*

Reading Behaviours and Fluency

- Ask increasingly informed questions to improve understanding of a text e.g. 'I wonder if this is like because (*linking to other texts*)', 'Perhaps he did that because (*linking own experiences/that of other characters*)'
- Comment on use of language using terminology including alliteration, rhythm, rhyme, simile
- Use dictionaries independently to check meaning of new vocabulary

Terminology

- **Use the terminology outlined in the Vocabulary, Grammar and Punctuation appendix of the Programme of Study when discussing their reading:** (in addition to previous terminology) preposition, conjunction, word family, prefix, clause, subordinate clause, direct speech, consonant, consonant letter, vowel, vowel letter, inverted commas (or 'speech marks')

Children begin to identify how authors choose words for effect, for example by selecting 'wailed' instead of 'cried', or 'enraged' rather than 'cross'. They may begin to make such choices in their own writing, too.

Mathematics in Year 3

During the years of lower Key Stage 2 (Year 3 and Year 4), the focus of mathematics is on the mastery of the four operations (addition, subtraction, multiplication and division) so that children can carry out calculations mentally, and using written methods. In Year 3 your child is likely to be introduced to the standard written column methods of addition and subtraction.

Number and Place Value

- Count in multiples of 4, 8, 50 and 100
- Recognise the place value of digits in three-digit numbers (using 100, 10s and 1s)
- Read and write numbers up to 1,000 using digits and words
- Compare and order numbers up to 1,000

Calculations

- Add and subtract numbers mentally, including adding either 1s, 10s or units to a 3-digit number
- Use the standard column method for addition and subtraction for up to three digits
- Estimate the answers to calculations, and use inverse calculations to check the answers
- Learn the 3x, 4x and 8x tables and the related division facts, for example knowing that $56 \div 8 = 7$
- Begin to solve multiplication and division problems with two-digit numbers

Fractions

- Understand and use tenths, including counting in tenths
- Recognise and show equivalent fractions with small denominators
- Add and subtract simple fractions worth less than one, for example $\frac{5}{7} + \frac{1}{7} = \frac{6}{7}$
- Put a sequence of simple fractions into size order

Equivalent fractions are fractions which have the same value, such as $\frac{1}{2}$ and $\frac{3}{6}$.

Measurements

- Solve simple problems involving adding and subtracting measurements such as length and weight
- Measure the perimeter of simple shapes

- Add and subtract amounts of money, including giving change
- Tell the time to the nearest minute using an analogue clock
- Use vocabulary about time, including a.m. and p.m., hours, minutes and seconds
- Know the number of seconds in a minute and the number of days in a year or leap year

Shape and Position

- Draw familiar 2-d shapes and make familiar 3-d shape models
- Recognise right angles, and know that these are a quarter turn, with four making a whole turn
- Identify whether an angle is greater than, less than or equal to a right angle
- Identify horizontal, vertical, perpendicular and parallel lines

Parallel lines are those which run alongside each other and never meet.
Perpendicular lines cross over each other meeting exactly at right angles.

Graphs and Data

- Present and understand data in bar charts, tables and pictograms
- Answer questions about bar charts that compare two pieces of information

Look on the school's website for the calculation policy. It will show you the methods which we use in school and when they are usually introduced.

Science in Year 3

During Key Stage 2 (Years 3 to 6), the strands of science begin to become more recognisable as biology, chemistry and physics, although they will usually be grouped together in primary school. Children will continue to carry out their own experiments to find out about the world around them, and to test their own hypotheses about how things work.

Scientific Investigation

Investigation work should form part of the broader science curriculum. During Year 3, some of the skills your child might focus on include:

- Set up simple comparative tests, ensuring that they are carried out fairly
- Make systematic observations, using appropriate equipment and standard units
- Gather and record information to help to answer scientific questions
- Use results to draw simple conclusions or to raise further questions
- Use straightforward scientific evidence to answer questions

Plants

- Identify the basic functions of a plant's roots, stem/trunk, leaves and flowers
- Understand that plants need air, light, water, nutrients and room to grow
- Understand the role of flowers in the life cycle, including pollination and seed dispersal

Pollination is the act of reproduction in which pollen is transferred – usually to another plant – to make seeds. Seed dispersal is the distribution of seeds by actions such as sprinkling, through the wind, or by being eaten as part of a fruit.

Animals including Humans

- Know that animals get their nutrition from food, and need the right types and amounts of nutrition
- Identify that humans and some other animals have skeletons and muscles, and know their basic functions

Rocks

- Compare and group different types of rocks based on their appearance and properties
- Describe how fossils are formed
- Recognise that soils are made from rocks and organic material

At this level, rocks are often grouped into one of three categories:
Igneous: rocks formed from magma under the Earth's surface, often after a volcano, or deep underground.
Metamorphic: rocks formed under great heat or pressure under the Earth's surface, such as slate or marble.
Sedimentary: rocks formed where sediment builds up in deposits under lakes or oceans.

Light

- Recognise that we need light to see things
- Notice that light is reflected from surfaces
- Know how shadows are formed, and identify how the size of a shadow changes

Forces and Magnets

- Notice that some forces need contact to act, but that magnetic forces can act at a distance
- Observe how magnets attract or repel each other, describing magnets as having two poles
- Compare and group objects according to whether or not they are magnetic

Parent Tip

Many families will have a magnet of some form about the house, and this makes a great tool for scientific investigation. A fun experiment is to compare whether household objects are attracted to magnets, such as keys, tins, cans, and even different denominations of coin.