

A Booklet for Year Three Parents

End of Year Expectations- Social and English



These are the things our Year Three children are expected to show at all times throughout the year.

SOCIAL

- To be able to play co-operatively
- To be able to resolve problems independently
- To be able to take turns and share consistently
- To be able to take responsibility for the choices they make
- To be able to adapt to change, such as different events and social situations and routines
- To follow the rules consistently
- To be able to understand consequences of their actions
- To be able to accept responsibility for actions and express themselves in an appropriate way
- To take responsibility of own belongings and other peoples
- To show respect for self and others
- To engage and contribute to class discussions
- To work co-operatively in a team
- To remain focused on their learning at all times.
- To be confident in approach and attitude towards work.

ENGLISH

These illustrate what most children are expected to achieve by the end of Year 3. However, some children may need consolidation of earlier objectives, or structured support to help them achieve aspects of these, therefore greater focus will be given here. Some children will have exceeded these targets, and will be working to more challenging objectives, deepening their understanding and application skills.

Speaking and Listening

- To develop ideas and feelings through sustained speech
- To organise and structure talk to help the listener
- To adapt language and non-verbal features to suit content and audience
- To respond to the speaker's main ideas, developing them through generally relevant comments and suggestions.
- To recognise and comment on different ways that meaning can be expressed in own and others' talk

Writing

- To understand how to add prefixes and suffixes to words.
- To increase the legibility and quality of their handwriting.
- To discuss and plan their writing using ideas from similar texts.
- To orally rehearse their writing.
- To organise their work into paragraphs.
- To create characters, setting and plot for a story.
- To organise non-fiction texts using heads and sub-headings.
- To evaluate their own writing and that of others and make improvements.
- To use a wide range of connectives.
- To use capital letter, full stops, exclamation marks, question marks, speech marks,

possessive apostrophes and commas accurately.

To extend sentences by using more than one clause.

Spell some commonly misspelt words correctly, taken from the Y3/4 list

Use a dictionary to check spellings

Reading

To read accurately new words of 2 or more syllables.

To read tricky words, noticing the differences between spelling and sounds.

To listen to and discuss a wide range of texts

To prepare poetry and play scripts to read aloud using varying tone and volume so that the meaning is clear.

To recognise some different forms of poetry.

To understand what they read by drawing inferences, such as inferring characters feelings, thoughts and motives from their actions.

Predicting what might happen next in a story.

To use features of a non-fiction text.

To explain and discuss their understanding of what they read, maintaining their focus on the topic

To ask questions to improve their understanding of a text.

Use dictionaries to find the meanings of words

Identify words which have been chosen to interest the reader

Draw simple inferences about events in a story, such as how a character might be feeling

Summarise ideas from several paragraphs of writing

Tips and ideas for Supporting English at home. For more ideas please see our English section on the school website <http://www.salford.bathnes.sch.uk/curriculum>

Speaking and Listening

Discuss their day with them when you see them after school

Try to have a family meal together as often as possible

Encourage your child to talk about their views and interests with others, include what is going on in the news into your discussions (the BBC Newsround site is an excellent stimulus)

Ask them about their homework and get involved with it

Switch off television and laptops well before bedtime: chat or read a bedtime story together instead

Play family games together, like I Spy, Charades, Chinese Whispers and Articulate

Read books and poetry aloud together

Re-tell familiar stories and have fun making up your own

Writing

Play word-building games to develop descriptive vocabulary such as Boggle, Scrabble, Guess Who, 'What am I?' (one person thinks of something to describe. They give clues by describing it, without saying its name. Other players have to guess what it is with as few clues as possible.)

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'.

Create silly sentences or tongue twisters using alliteration (a group of words that all begin with the same sound) e.g. Sad Sid slipped on Sam's salad sandwich.

If a character went on a shopping trip, what would they need? Children can write out some items a character needs in a story (what does the Little Red Hen need to make her cakes, for instance). It could get more creative –making up new plots for their favourite character, and then suggesting some items they might need to purchase.

Invite your child to write a newspaper article about some of the events in a favourite story. This will really get them thinking about the needs of the reader as they'll have to explain the facts clearly and succinctly and in order, pretending that the reader knows nothing of the events that have occurred. Try "The Three Little Pigs" or another tale they know really well. Have a look at some articles together to help your child become familiar with the format.

Make letter writing a habit for your child. Have your child write letters to family and friends. Say "Thank You" - Let your child get in the habit of writing "Thank You" notes for gifts or whenever it is appropriate to do so.

Have your child write and post postcards on family holidays or special outings.

Make a Menu - Let your child design and write the menu for a family dinner. This is a great activity that will keep a child busy while mum or dad is cooking. If some of the words are difficult, write them down on a separate sheet of paper for the child to copy.

If your child likes a particular song, have him/her copy the lyrics. Children can also copy their favourite poem, quotation, or short book. Encourage neatness for legibility.

Spellings

Write words in alphabetical order

Play 'I Spy' and 'Hangman' which encourage use of sounds and spellings

Try splitting the word into parts (syllables). Every syllable must have a vowel in it, e.g. four-teen, tea-cher

Ask your child to write down their spelling words. Ask them to colour all the short vowels red, the long vowels blue and all the blends green.

Count the number of letters each word has. Focus on how many vowels, consonants, double letters etc. Jumble up the letters and see if your child can unscramble them correctly to spell the word.

Make a word search using the spelling words and ask your child to do the same. When you have both finished making your word searches, swap them over and see if you can find the hidden words.

Challenge your child to write a really silly sentence, including as many of the words on their list as possible.

Encourage your child to spot familiar letter patterns in the words on their spelling list and then to collect other words that contain the same letter pattern.

Reading

Please see our comprehensive reading section on the school website:

<http://www.salford.bathnes.sch.uk/reading/>

As well as reading aloud to someone who is listening carefully and giving help where needed, children need to talk about the book and be read to themselves.

Encourage your child to read stories, poetry, plays and all kinds of information texts. They also need to be able to choose the kinds of books that they enjoy. It is at around this age that children can get hooked on to a particular writer or type of book

Join the local library.

If they really like or dislike a book, encourage them to identify why. Is it the story line or the characters? Who is their favourite character in the book? Perhaps the story goes too slow or too quick for them?

Make cakes and biscuits together, read the recipe together. You could try to make biscuits in the shape of letters.

Research on the internet together. You could look at team websites, or find their favourite author or TV programme and find out more about them.

Re-read books that are familiar to your child:

- i) they enjoy and get satisfaction from re-reading good books. This helps to turn them on to reading and gives them confidence.
- ii) When they know most of the words, they can then turn their attention to reading fluently and with expression
- iii) Children can read on their own without having to wait for someone to help them. This means they can do more reading which helps them to become better readers.

Recorded books are excellent, as they can let your child experience books that he/she couldn't manage on his/her own. They can also be borrowed from libraries.

Check your child really understands the book by asking them to relate the story to you.

When your child reads and gets a word wrong, allow them to complete the sentence before correcting them. Children can often work out the 'difficult' word by understanding the rest of the sentence. You can also help your child to break down 'difficult' words into parts that they recognise.

Confident readers can read to younger members of the family.