



Parent Information Session

Year Three



Curriculum:

Mathematics-

The national curriculum for mathematics aims to ensure that all pupils:

- become **fluent** in the fundamentals of mathematics, including through varied and frequent practice with increasingly complex problems over time, so that pupils develop conceptual understanding and the ability to recall and apply knowledge rapidly and accurately – *times tables, number knowledge, procedures e.g. $L \times W = \text{Area}$*
- **reason mathematically** by following a line of enquiry, conjecturing relationships and generalisations, and developing an argument, justification or proof using mathematical language – *being able to say why, spotting connections e.g. $3 \times 2 = 6$, $30 \times 2 = 60$, $30 \times 20 = 600$*
- can **solve problems** by applying their mathematics to a variety of routine and non-routine problems with increasing sophistication, including breaking down problems into a series of simpler steps and persevering in seeking solutions - *having more than one possible answer.*

English-

Speaking and Listening Expectations

Aims for the National Curriculum:

- Read easily, fluently and with good understanding.
- Develop the habit of reading widely and often, for both pleasure and information.
- Acquire a wide vocabulary, an understanding of grammar and knowledge of linguistic conventions for reading, writing and spoken language.
- Appreciate our rich and varied literary heritage.
- Write clearly, accurately and coherently, adapting their language and style in and for a range of contexts, purposes and audiences; use discussion in order to learn; they should be able to elaborate and explain clearly their understanding and ideas.

- Are competent in the arts of speaking and listening, making formal presentations, demonstrating to others and participating in debate.

Reading Expectations

The programmes of study for reading at key stages 1 and 2 consist of two dimensions:

- Word reading.
- Comprehension (both listening and reading).

A pupil's ability to comprehend what they are reading may sometimes impact on their reading level in school. Pupils must show not only a fluency in reading but they must also have a good knowledge of what they are reading in order to move up levels.

- Comprehension skills develop through pupils' experience of high-quality discussion with teachers and parents/carers.
- Pupils need to read and discuss a range of stories, poems and non-fiction. All pupils must be encouraged to read widely across both fiction and non-fiction and poetry to develop their knowledge of text types and gain knowledge across the curriculum.
- Reading widely and often increases pupils' vocabulary because they encounter words they would rarely hear or use in everyday speech. Reading also feeds pupils' imagination.

Reading Expectations at home

- All pupils must read every day at home, even if this is just a few pages.
- Parents/carer or adults hearing pupils reading must sit away from any other distractions when listening to their child reading.
- Please ask your children questions about the book they are reading. (See page 5 for further support with this).
- Parents must sign their child's reading record when they have heard them read.

Reading Expectations at school

- All pupils participate in a daily 20 minute guided reading session in school.
- All individual reading record books to have a weekly focus learning objective (L.O). All comments made reflect this L.O.
- All pupils in FS2/KS1 are heard read individually at least x3 weekly. This is x2 weekly in KS2.
- All class teachers ensure that they hear all pupils read individual reading books, at least once over a two- week period.

- All pupils have access to both libraries and will take a new book home once a week.

Writing

The programmes of study for writing at key stages 1 and 2 are constructed similarly to those for reading:

- Transcription (spelling and handwriting)
- Composition (articulating ideas and structuring them in speech and writing).

Writing Expectations

More of a focus on:

- Independent planning and writing.
- Pupils editing and redrafting work independently.
- Each piece having a real purpose.
- Grammar and punctuation are taught within writing and all lessons.
- Spelling also covered within writing sessions and weekly spelling tests are given. These focus on spelling rules and patterns for each year group.

Spelling, Punctuation and Grammar (SPAG)

- Pupils should be shown how to understand the relationships between words, how to understand nuances in meaning, and how to develop their understanding of, and ability to use, figurative language.
- Pupils should be taught to control their speaking and writing consciously and to use Standard English.

| Year 3: Detail of content to be introduced (statutory requirement) | |
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| Word | <p>Formation of nouns using a range of prefixes [for example <i>super-</i>, <i>anti-</i>, <i>auto-</i>]</p> <p>Use of the forms <i>a</i> or <i>an</i> according to whether the next word begins with a consonant or a vowel [for example, <u>a</u> rock, <u>an</u> open box]</p> <p>Word families based on common words, showing how words are related in form and meaning [for example, <i>solve</i>, <i>solution</i>, <i>solver</i>, <i>dissolve</i>, <i>insoluble</i>]</p> |
| Sentence | <p>Expressing time, place and cause using conjunctions [for example, <i>when</i>, <i>before</i>, <i>after</i>, <i>while</i>, <i>so</i>, <i>because</i>], adverbs [for example, <i>then</i>, <i>next</i>, <i>soon</i>, <i>therefore</i>], or prepositions [for example, <i>before</i>, <i>after</i>, <i>during</i>, <i>in</i>, <i>because of</i>]</p> |
| Text | <p>Introduction to paragraphs as a way to group related material</p> <p>Headings and sub-headings to aid presentation</p> <p>Use of the present perfect form of verbs instead of the simple past [for example, <i>He has gone out to play</i> contrasted with <i>He went out to play</i>]</p> |
| Punctuation | <p>Introduction to inverted commas to punctuate direct speech</p> |

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| Terminology for pupils | <p>preposition, conjunction</p> <p>word family, prefix</p> <p>clause, subordinate clause</p> <p>direct speech</p> <p>consonant, consonant letter vowel, vowel letter</p> <p>inverted commas (or 'speech marks')</p> |
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You can access the National Curriculum Framework via the link below:

https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/381344/Master_final_national_curriculum_28_Nov.pdf

For more school information, class pages or school news please visit:

www.christthekingleeds.co.uk

Questions to test children's understanding of texts:

Why...

What do you think will happen?

Why do you think...

What is the problem?

Why did the character...

What can you conclude about...

What is most likely true about...

Predict what would happen if...

Predict what will happen when...

What lesson does this text teach?

How does the author feel about?

How did the character feel when...

What generalisation can you make?

What lesson did the character learn?

From this story, you could probably guess...

What might happen in a sequel to this story?

Does this remind you of anything?