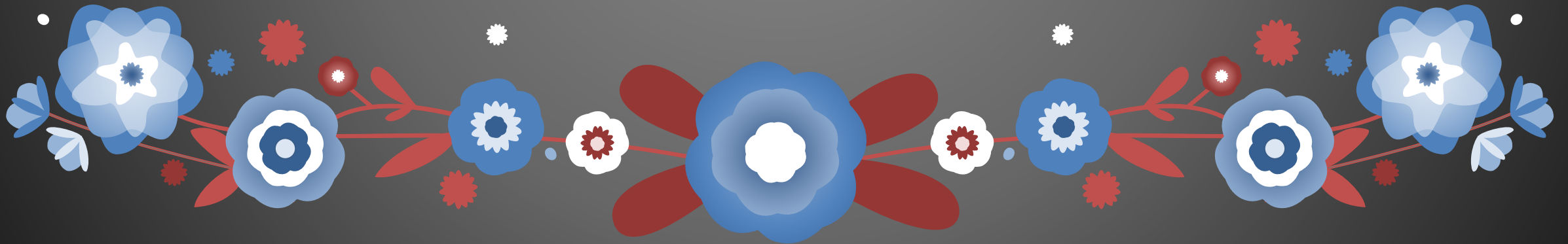


Year 3 expectations

October 2020



Our school day: 9.00am – 3.15 pm

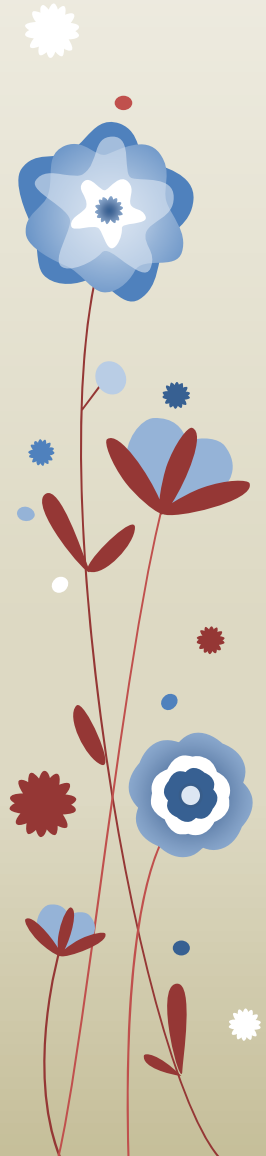
Please ensure you collect promptly. Please wear a face covering when dropping off/collecting your child. Thank you.

Everyday uniform consists of:

- Castle polo neck t-shirt
- Castle sweatshirt/cardigan
- Grey trousers/skirt/pinafore
- Black shoes

School PE kit to be worn on a Thursdays:

- Plain white t-shirt – no patterns, designs, labels
- Blue/black shorts/jogging bottoms
- Trainers



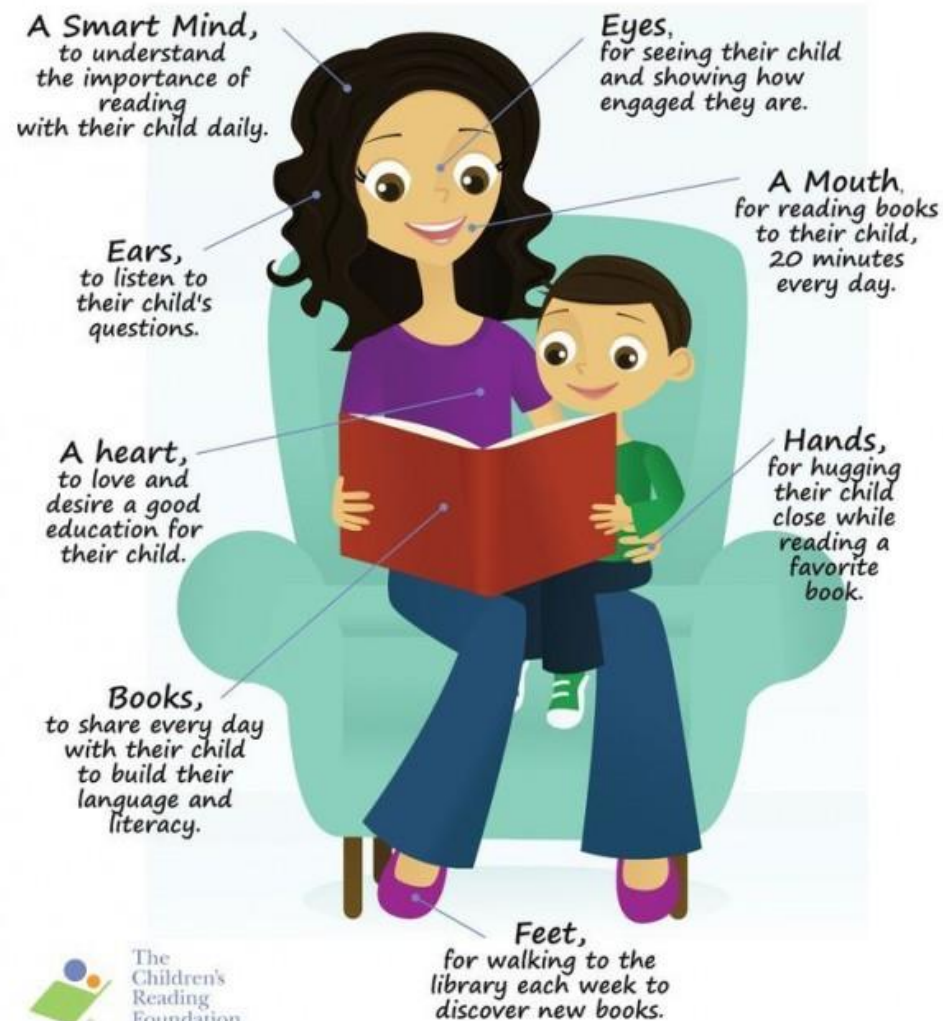
Year 3 expectations:

- **Reading records** due in on Thursdays and signed by an adult.
- **Homework** is handed out on Thursdays – due in on Thursdays.
- **Spellings, English and Maths** will be given weekly.
- **A topic grid** to cover the term will be given and **one** activity is expected to be completed weekly.
- Children will need to log into **Bug Club** and **Sumdog** each week. We will check this weekly in school. The children's log in details can be found at the front of their reading records. If you do not have access at home provision will be made in school.

Reading

- Books will be changed a minimum of once a week. If your child has read a book and wants to change it more often, please ask them to make us aware of this in school.
- We would like you to read with your child at least 5 times a week.
- Reading records need to be signed and dated daily to represent this and children will receive housepoints for reading at home.

The Parts of a Parent Reader



VIPERS

Children will be working on their VIPERS skills during class reading, whether it is reading as a class, in a small group, or one-to-one with an adult. It would be fantastic if parents could also be referring to VIPERS when they listen to their child read at home. We have provided a set of questions which could enhance reading time at home – it is not just about reading the words but understanding the story!

Vocabulary

Find and explain the meaning of words in context

Example questions

- What do the words and suggest about the character, setting and mood?
- Which word tells you that.....?
- Which keyword tells you about the character/setting/mood?
- Find one word in the text which means.....
- Find and highlight the word that is closest in meaning to.....
- Find a word or phrase which shows/suggests that.....



Infer

Make and justify inferences using evidence from the text.

Example questions

- Find and copy a group of words which show that...
- How do these words make the reader feel? How does this paragraph suggest this?
- How do the descriptions of show that they are
- How can you tell that.....
- What impression of do you get from these paragraphs?
- What voice might these characters use?
- What was thinking when.....
- Who is telling the story?



Predict

Predict what might happen from the details given and implied.

Example questions

- From the cover what do you think this text is going to be about?
- What is happening now? What happened before this? What will happen after?
- What does this paragraph suggest will happen next? What makes you think this?
- Do you think the choice of setting will influence how the plot develops?
- Do you think... will happen? Yes, no or maybe? Explain your answer using evidence from the text.



Explain

- Explain how content is related and contributes to the meaning as a whole.
- Explain how meaning is enhanced through choice of language.
- Explain the themes and patterns that develop across the text.
- Explain how information contributes to the overall experience.

Example questions

- Why is the text arranged in this way?
- What structures has the author used?
- What is the purpose of this text feature?
- Is the use of effective?
- The mood of the character changes throughout the text. Find and copy the phrases which show this.
- What is the author's point of view?
- What affect does have on the audience?
- How does the author engage the reader here?
- Which words and phrases did effectively?
- Which section was the most interesting/exciting part?
- How are these sections linked?



Retrieve

Retrieve and record information and identify key details from fiction and non-fiction.

Example questions

- How would you describe this story/text? What genre is it? How do you know?
- How did...?
- How often...?
- Who had...? Who is...? Who did...?
- What happened to...?
- What does.... do?
- How is
- What can you learn from from this section?
- Give one example of.....
- The story is told from whose perspective?



Summarise

Summarise the main ideas from more than one paragraph

Example questions

- Can you number these events 1-5 in the order that they happened?
- What happened after
- What was the first thing that happened in the story?
- Can you summarise in a sentence the opening/middle/end of the story?
- In what order do these chapter headings come in the story?



What we are learning!

It would be great if your child could conduct some research or practice some skills at home.

History

Stone age to Iron age

Science

Rocks

Animals Including Humans
(What Makes us)

Languages

Spanish

PSHE

Being me in my world
Respectful Relationships and
caring friendships

Art

Drawing on the walls
(Stone Age art)

Music

Learning to sing
Musical notation

