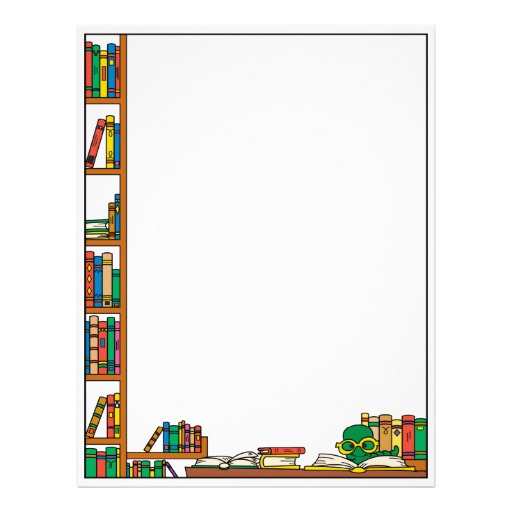
[](http://www.google.co.uk/url?sa=i&rct=j&q=&esrc=s&frm=1&source=images&cd=&cad=rja&uact=8&ved=0ahUKEwiR98rvn_nTAhXI2RoKHS-iBDsQjRwIBw&url=http://clipart-library.com/book-page-border.html&psig=AFQjCNGtfH6fsP5OzhnIsBtGgYmw-OCniQ&ust=1495190239902132)



**Year 3**

**English**

**Reading**

Reading is a very important part of your child’s learning. Regular reading will build up a rich and varied vocabulary, which will also improve their speaking and writing skills. Please listen to your child read every day and ask them questions about the book. Remember to sign their reading diary!

**By the end of Year 3 your child needs to:**

* Use knowledge of root words, prefixes (including dis-, mis-, in-, il-, im-, ir-), and suffixes (including -ly) to understand meaning of new words.
* Read further exception words – see list.
* Understand and talk about books which they have read.
* Infer from a character’s action and speech.
* Use clues from the text to predict what might happen next.
* Find information using non-fiction texts.
* Read words accurately and fluently without overt sounding and blending
* Sound out most unfamiliar words accurately.
* Read accurately most words of two or more syllables
* Read most words containing common suffixes: ed, ing, s, es, ly, er, est, ment, ful and ness.
* Read most common exception words (see list).
* Check it makes sense to them
* Answer questions and make some inferences on the basis of what is being said and done.

**Your child will also complete a reading test where they have to write the answer to the questions. They must use the text to find the answer!**

**How can you help your child with their reading?**

There are lots of ways that you can encourage your child to read more. Here are some:

* Read with your child every day.
* Ask them questions about what they have read.
* Read stories to your child every day.
* Show them different types of texts such as magazines, newspapers, books, recipe books and shopping lists.
* Discuss the vocabulary in the story as well as the punctuation.
* Encourage your child to look up and discuss new and unfamiliar words.

**Ask questions about what they are reading**

Here are some examples you could use

* What do you think the book could be about?
* Where is the story set?
* What could happen next?
* How is the character feeling? How do you know?
* Why do you think they did/said that?
* Find the word that means the same as \_\_\_\_\_\_\_\_\_\_\_.

\_\_\_\_\_\_\_.

**Writing**

In Year 3 children are expected to be able to write for a variety of purposes: fictional short stories, formal and informal letters, poetry, diary entries, descriptions and instructions.

You can support your child with developing this writing ability in a number of ways and some suggestions for this are listed below:

1) Encourage your child to use their senses – what can they see? Hear? Feel? Taste? Smell? Ask your child to describe the world around them, encouraging them to experiment with vocabulary. Then ask them to do the same with an imaginary world.

2) Read with and to your child. The greater the number and variety of texts read, the more vocabulary. Any reading material is helpful: magazines, non-fiction and fiction books, leaflets, letters and advertisements.

3) Play word games e.g. describing another person using adjectives or suggesting actions for them by thinking of verbs, starting with each letter of the alphabet. You can do this in the car, while making dinner etc.

In Year 3, children need to know what these types of sentences are:

**Sentence types**

Your child needs to make their sentences longer and more interesting by using

conjunctions – when, before, after, while, so, because

adverbs – then, next, soon, therefore

prepositions – before, after, during, in, because of

**Handwriting**

All children are required to form their letters according to the Castlefield Handwriting Policy. The letters are formed in such a way that makes joining easier and more fluent. The children should sit upright at a desk with their feet flat on the floor. They should hold a pencil in a firm but comfortable grip.

In Year 3 the children are required to:

* Form all the letters the same size (except capitals which should be larger and unjoined)
* Form the letters with the body sitting on the line
* Make the tall letters\* taller in relation to the rest
* Make the hanging letters hang below the line\*\*
* Use diagonal and horizontal strokes to join their writing
* Know which letters are best left unjoined\*\*\*

\*b d f h l t

\*\*f g j p q y

\*\*\*g j x y z and all capital letters

**SPaG** (Spelling, Punctuation and Grammar)

**Word types**

Children need to know what these types of words are:

* Nouns, adjectives, verbs (from Year 2)
* Adverb, preposition, conjunction
* Word family, prefix
* Clause, subordinate clause
* Direct speech
* Consonant, vowel
* Inverted commas (or ‘speech marks’)

They need to make nouns using prefixes e.g. supermarket, autograph, anticlockwise and know when to use ‘a’ or ‘an’ (an apple, a rock).

**Sentence types**

Your child needs to make their sentences longer and more interesting by using

* Conjunctions – when, before, after, while, so, because
* Time adverbs – then, next, soon, therefore
* Prepositions – before, after, during, in, because of

**Punctuation**

In Year 3 children need to consolidate using a range of punctuation from Year 2. They need to begin to use inverted commas to show speech and paragraphs to group ideas.

Children are expected to independently include capital letters, full stops, commas in lists, question marks and exclamation marks in their writing.

Please encourage your child to proof read and edit their writing, making grammatical changes as required.

**Spelling**

Spelling is extremely important in Year 3. Children are expected to make new words using prefixes and suffixes, know the spelling rules needed to add –ing or –ed to words and spell words that sound the same or nearly the same (homophones);

**Examples of prefixes**

**dis-** disappoint, disagree, disobey

**mis-** misbehave, mislead, misspell

**un-** unhappy, undo

**in-** inactive, incorrect

**Examples of suffixes**

**-ly** sadly, completely, usually, finally, comically

**-ed** preferred, limited

**-ing** forgetting, beginning, gardening

**List of homophones**

accept/ except, affect/ effect, ball/ bawl, berry/ bury,

brake/ break, fair/ fare, grate/ great, groan/ grown,

here/ hear, heel/ heal/ he’ll, knot/ not, mail/ male,

main/ mane, meat/ meet, medal/ meddle, missed/ mist,

peace/ piece, plain/ plane, rain/ rein/ reign, scene/ seen,

weather/ whether, whose/ who’s

**It is important that your child learns the spellings each week and that they use them in their writing.**

**Useful websites**

<https://www.topmarks.co.uk/english-games/7-11-years/spelling-and-grammar>

<http://www.bbc.co.uk/bitesize/ks2/english/spelling_grammar/>

<http://www.ictgames.com/lcwc.html>

[www.bbc.co.uk/bitesize/ks2/writing](http://www.bbc.co.uk/bitesize/ks2/writing)

[www.primaryhomeworkhelp.co.uk/literacy](http://www.primaryhomeworkhelp.co.uk/literacy)

[www.literacyshed.com](http://www.literacyshed.com) (This has LOTS of short films for your child to watch and then discuss, retell and so on.)

<http://www.bbc.co.uk/bitesize/ks2/english/spelling_grammar/>

<http://www.grammar-monster.com/>

<https://www.everyschool.co.uk/english-key-stage-2-comprehension>

<https://www.topmarks.co.uk/english-games/7-11-years/reading>

<http://www.crickweb.co.uk/ks2literacy.html>

**Year 3 and 4 common exception words**

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **accident** | **disappear** | **library** | **question** |  |  |
| **actual** | **early** | **material** | **recent** |  |  |
| **actually** | **earth** | **medicine** | **regular** |  |  |
| **address** | **eight** | **mention** | **reign** |  |  |
| **answer** | **eighth** | **minute** | **remember** |  |  |
| **appear** | **enough** | **natural** | **sentence** |  |  |
| **arrive** | **exercise** | **naughty** | **separate** |  |  |
| **believe** | **experience** | **notice** | **special** |  |  |
| **bicycle** | **experiment** | **occasion** | **straight** |  |  |
| **breath** | **extreme** | **occasionally** | **strange** |  |  |
| **breathe** | **fruit** | **often** | **strength** |  |  |
| **build** | **grammar** | **opposite** | **suppose** |  |  |
| **busy** | **group** | **ordinary** | **surprise** |  |  |
| **business** | **guard** | **particular** | **therefore** |  |  |
| **calendar** | **guide** | **peculiar** | **though** |  |  |
| **caught** | **heard** | **perhaps** | **although** |  |  |
| **centre** | **heart** | **popular** | **thought** |  |  |
| **century** | **height** | **position** | **through** |  |  |
| **certain** | **history** | **possession** | **various** |  |  |
| **circle** | **imagine** | **possess** | **weight** |  |  |
| **complete** | **increase** | **possible** | **woman** |  |  |
| **consider** | **important** | **potatoes** | **women** |  |  |
| **continue** | **interest** | **pressure** | **weight** |  |  |
| **decide** | **island** | **probably** | **woman** |  |  |
| **describe** | **knowledge** | **promise** | **women** |  |  |
| **different** | **learn** | **purpose** |  |  |  |
| **difficult** | **length** | **quarter** |  |  |  |
|  |  |  |  |  |  |
|  |  |  |  |  |  |
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