

# WELCOME

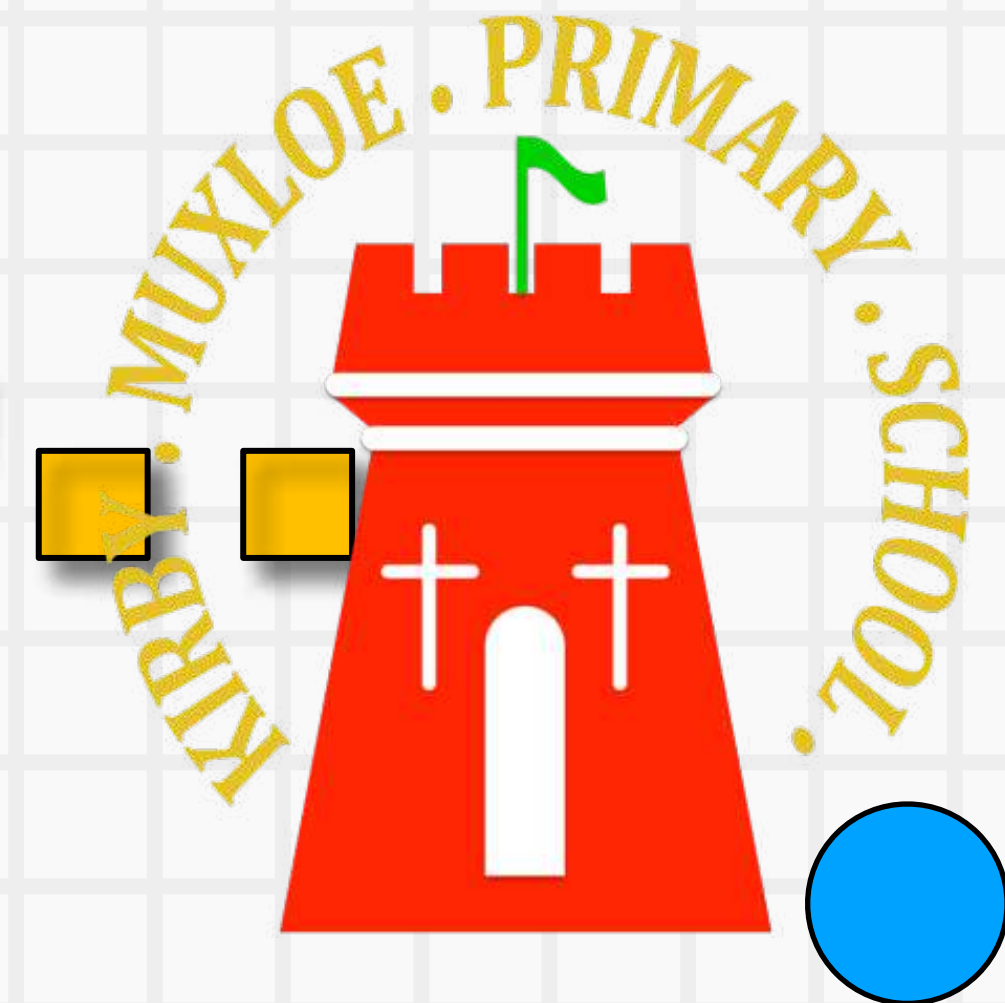
# TO

# YEAR 3

3C Mr Culley

3CN - Mrs Coggins &

Mrs Newbury





# The Year 3 Team



Mr Culley



Mrs Coggins



Mrs Newbury



Miss McFadzean



Mrs Mee



Mr Pallet



Mrs Brunt



Miss Kumar-Bansal

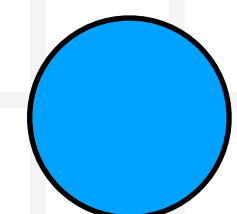


Mrs Sergent



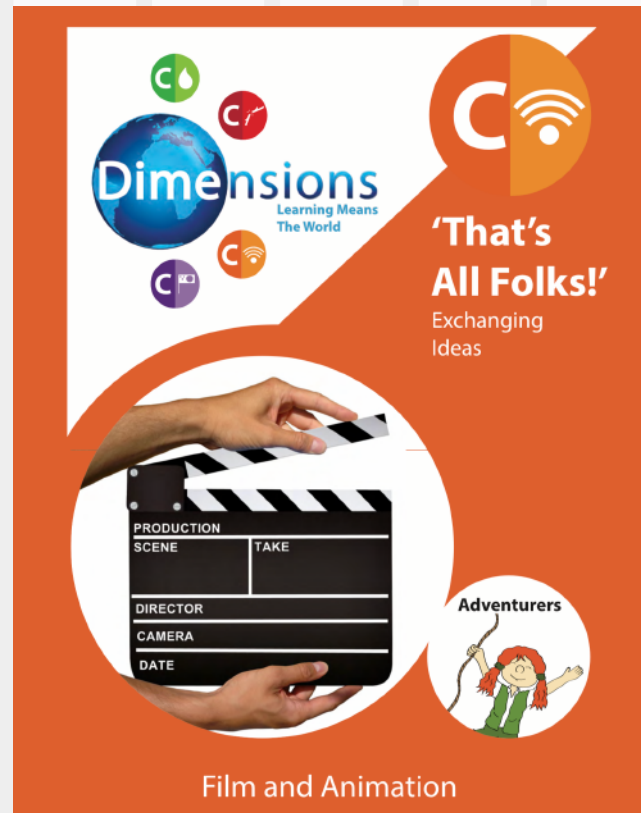
Mrs Webster

PPA / Swimming cover

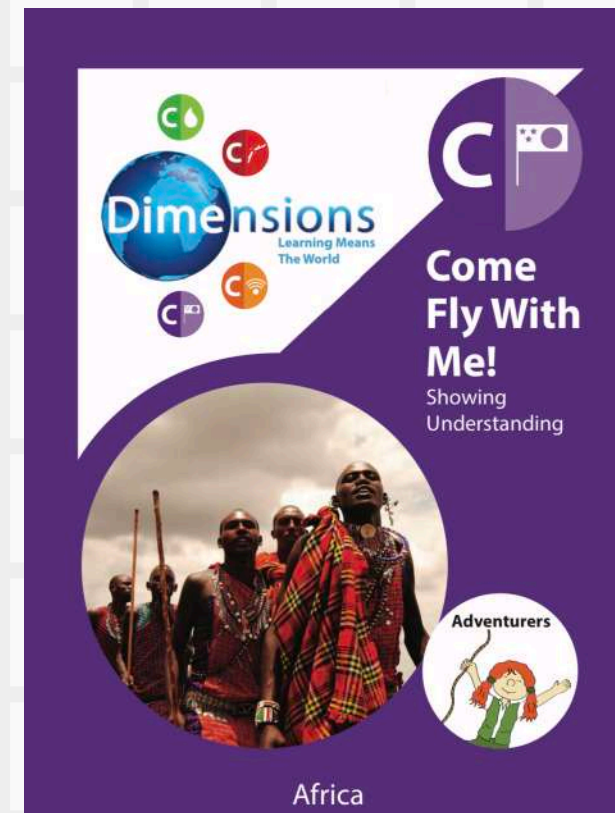




# Our Learning Journeys



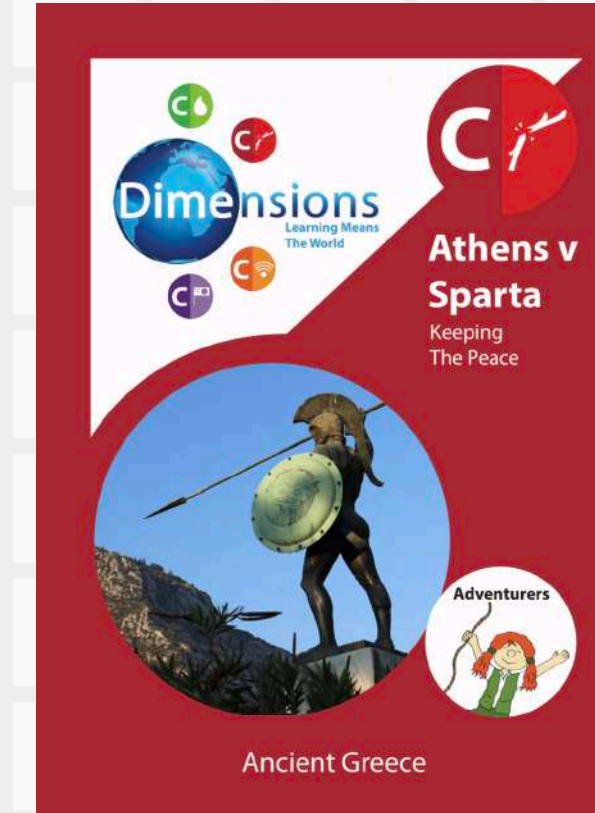
**That's All Folks**



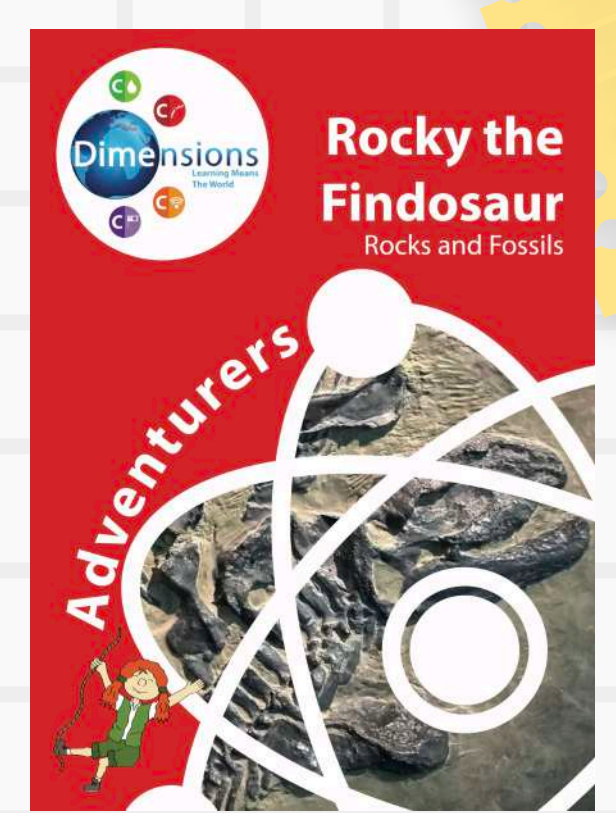
**Come Fly With Me  
- Africa**



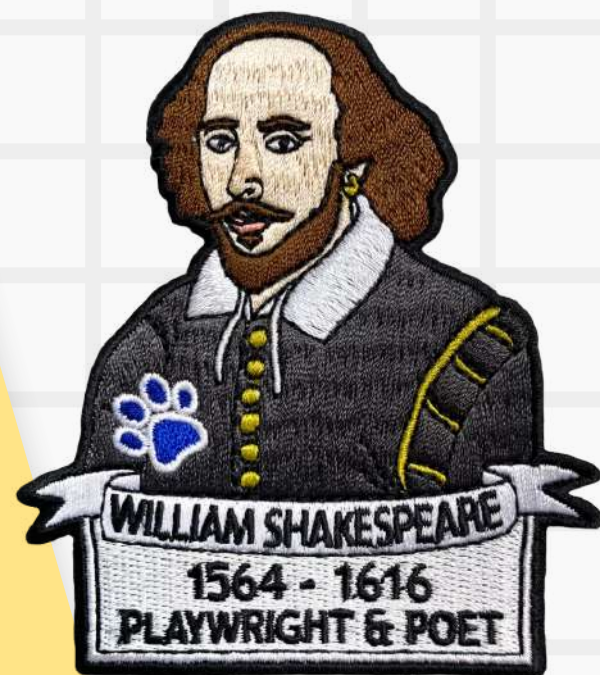
**Three Giant Steps**



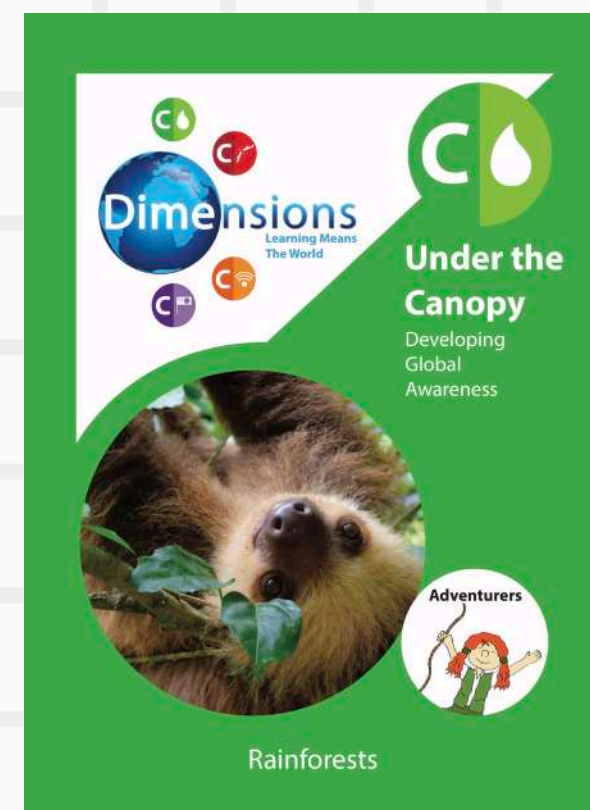
**Athens vs Sparta**



**Rocky the  
Findosaur**



**Shakespeare  
Week**

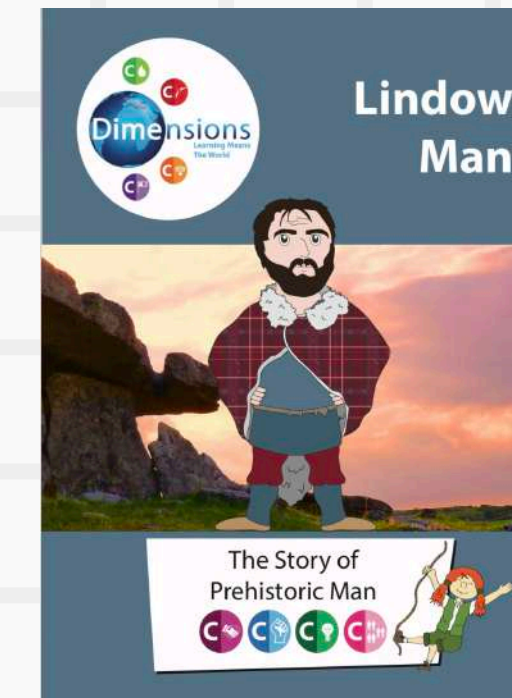


**Under the Canopy**

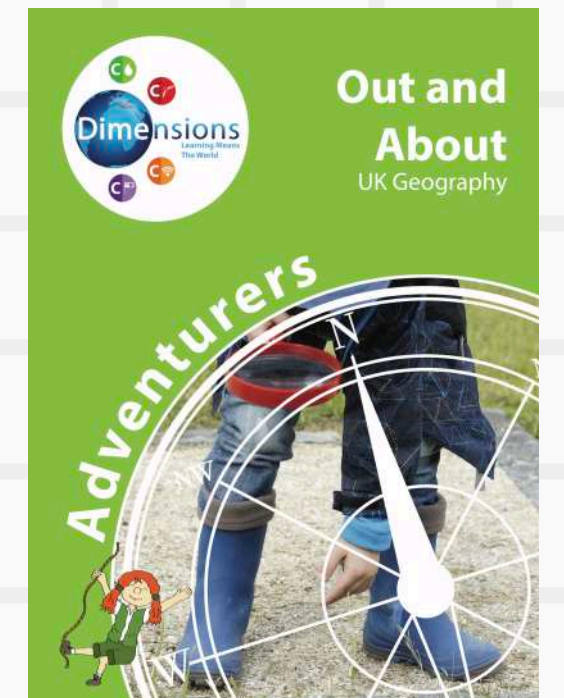


**Challenge Week**

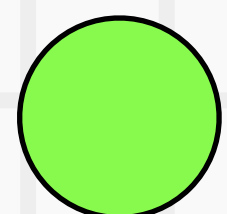
More information to  
come about this later in  
the year! 😊










**Lindow Man**



**Out and About**

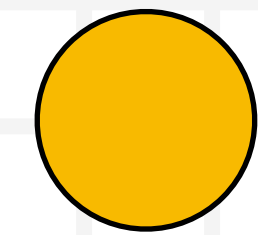




Year 3	Autumn 1 7 weeks		Autumn 2 9 weeks		Spring 1 6 weeks		Spring 2 4 weeks		Summer 1 7 weeks		Summer 2 6 weeks				
	1 28/8	2 day week Transition LJ	1 23/10	<div>Learning Journey 2 - Come Fly with me Africa</div> 	1 8/1	4 day week	1 26/2	Learning Journey 5 - Rocky the Findosaur Year 3 Performance	1 8/4	<div>Learning Journey 6 - Under the Canopy: Rainforests</div> 	1 3/6	Learning Journey 7 - Lindow Man - The Story of Prehistoric Man			
	2 4/9	<div>Learning Journey 1 - That's All Folks</div> 	2 30/10		2 15/1	<div>Learning Journey 4 - Conflict in Ancient Greece</div> 	2 4/3	Potential Trip	2 15/4		2 10/6	<div>Potential Trip</div> 			
	3 11/9		3 6/11		3 22/1		3 11/3	3 22/4	3 17/6						
	4 18/9		4 13/11		4 29/1		4 18/3	Shakespeare Week	4 29/4		4 24/6		Learning Journey 8 - Out and About - Geography		
	5 25/9		5 20/11		5 5/2		5		5 6/5	4 day week	5 1/7				
	6 2/10		6 27/11		6 12/2		6		6 13/5	Learning Journey 6 - Under the Canopy: Rainforests	6 8/7				
	7 9/10		7 4/12	Learning Journey 3 - Three Giant Steps	7		7		7 20/5	Challenge Week	7				
	8		8 11/12		8		8		8		8				
	9		9 19/12		9		9		9		9				
Dates		Training Days 29/30th August		Training Day 8th January				BH 6th May							
Events TBC		Reception Autumn Performance		Y1 Harvest		Y2 Anti-Bullying Celebration		Y3 Spring Performance Children in Need		Y4 World Book Day York Residential		Y5 Comic Relief Bike 4 Life		Y6 Summer Performance Remembrance Redridge Residential	



# YEAR 3 REWARDS...



**SOMETHING FANTASTIC AWARDS** will be given  
out each week on a Friday (2 PER CLASS PER WEEK)

## **HOUSE POINT REWARDS**

(BUILDING TEAMWORK ETHOS IN THE CLASSROOM AND ACROSS  
THE SCHOOL)

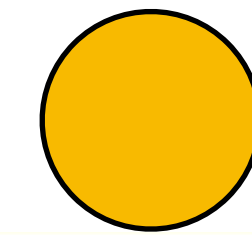
## **HALF TERM HERO AWARDS**

(2 PER CLASS PER HALF TERM)

**PHONE CALLS & MESSAGES HOME**

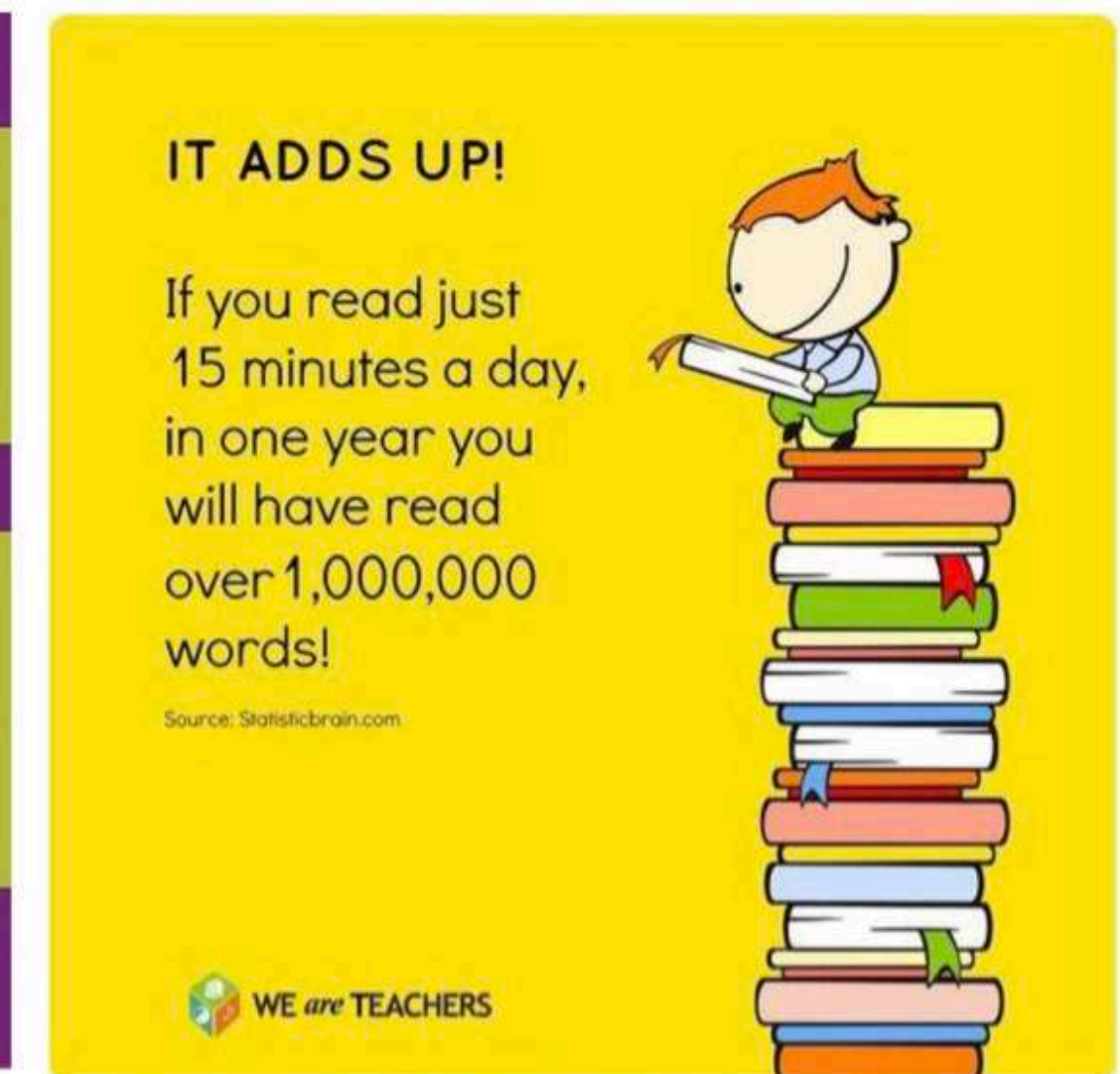
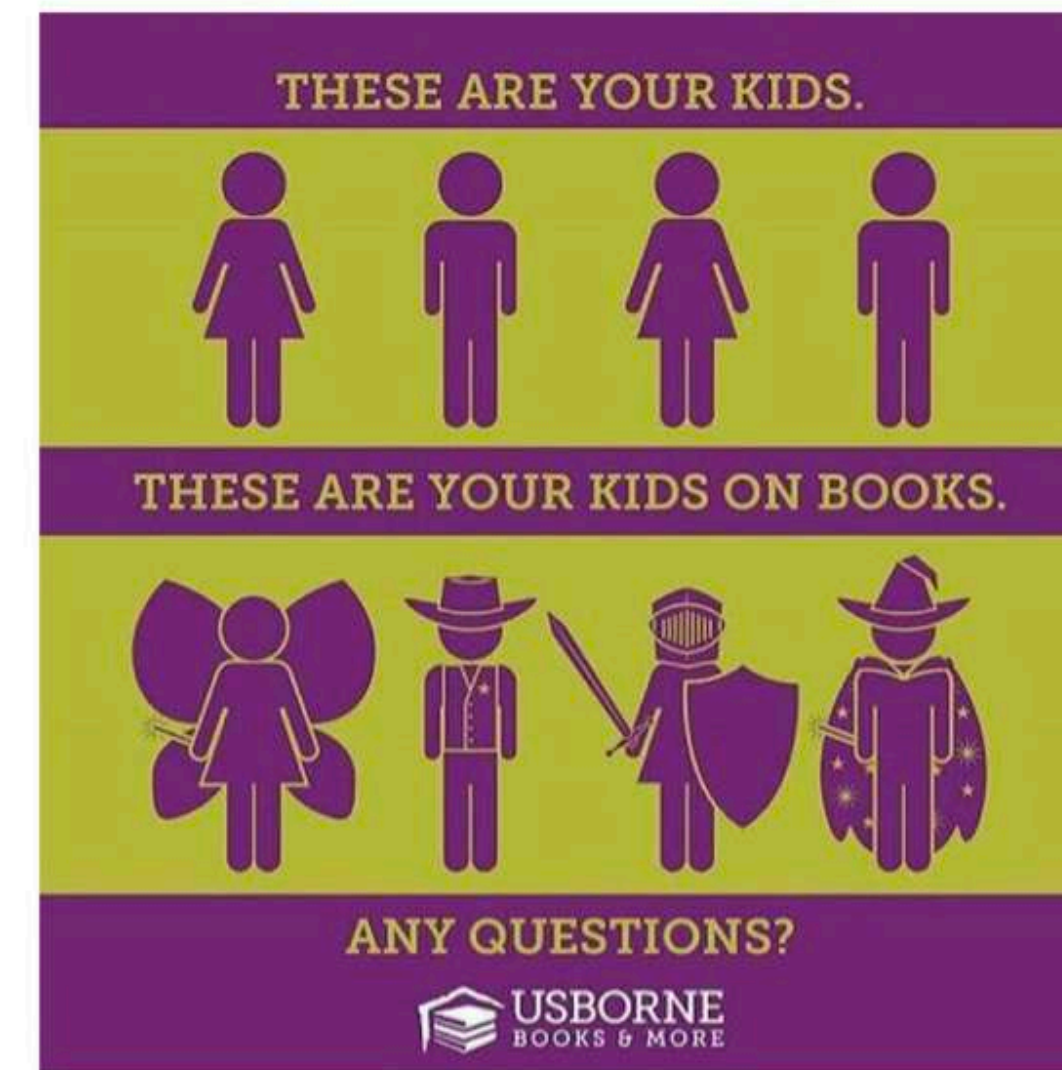


# Reading



How can you help?

- 📖 Model fluent reading by reading pages to your child, even when they can decode. Getting them to read a page and then you read a page can be the perfect compromise. Having subtitles on the TV as you watch programmes can also help develop fluency. It is important children hear how fluent reading should sound so that they can develop in this area.
- 📖 Allow your child to repeatedly read sentences, sections of texts and books to improve their fluency.
- 📖 Discourage racing through reading and only picking thick books to ensure full meaning is extracted from a text before moving on to the next. It's recommended that a child needs to be able to independently read at least 95% of the words on a page for a book to be at a suitable level for them to read.
- 📖 When your child has finished a chapter or book, talk about what the chapter/book was about and check that they can retrieve details about the context of the text, as well as infer meaning such as how a character may be feeling for example.
- 📖 Ask your child what books they enjoy and ensure they develop as much reading for pleasure as they can. Shopping for new books, making a bookmark, etc can be the perfect activities.
- 📖 Introduce your child to new authors and texts using the recommended reading list link on the right hand side of this page ➡. This will diversify the range of authors and texts that they experience and also expose them to a wider vocabulary.



Recommend Reading lists for each age group can be found on the following website ...

[https://  
www.booksfortopics.co  
m/key-stage-book-lists](https://www.booksfortopics.com/key-stage-book-lists)

We have an **obligation** to read aloud to our children. To read them things they enjoy. To **read** to them stories we are already tired of. To do the voices, to make it **interesting**, and not to stop reading to them just because they learn to read to themselves.

—Neil Gaiman



**PHONIC APPROACH**  
FOUNDATION STAGE  
YEAR 1 AND SOME OF YEAR 2

# Spelling at KMPS

**WORD STUDY APPROACH**  
YEAR 2 WHO HAVE COMPLETED PHONICS.  
YEARS 3,4,5 AND 6.

## Why?

To ensure that our teaching of spelling is effective and moves with the times.

Research and our experience have found that weekly spelling tests do very little to improve children's progress in longer term spelling retention.

With technological advances such as spellcheck, children need to understand the meaning of words such as homophones two, to and too.

Word study teaches children to look at words and their context rather than remembering lists that are often then forgotten.

We will continue to teach statutory word lists and ensure that these are sent home but as 80% of words follow predictable patterns, we feel phonics and word study are the best approaches to teaching spelling.

## How you can help at home?

Look at the half-termly statutory word lists with your child to know what words they are working on.

Use the word observation sheet to help you talk about features of key words that your children are trying to spell.

Use the Comprehension Challenge sheet to help you to talk about the words that your children are trying to spell.





# Year 3 and 4 Statutory Spelling Words

We will send them  
home in chunks on  
Seesaw.

Year 3/year 4 statutory word list grouped by area

suffix -ly, -ally	-ible words	split digraph – long vowel sounds	Other words
accidentally actually occasion(ally) probably	possible	Two letters make one sound that are split (e.g. guide - 'i-e') arrive decide describe extreme guide surprise (review work from Year 1)	answer breath breathe build calendar complete consider continue early earth experiment group guard forward(s) fruit heard heart history imagine important increase island learn length material minute natural often particular peculiar perhaps popular potatoes promise purpose quarter regular remember sentence special (-tial words) straight strange strength surprise woman/women
	<b>-ough letter strings</b>		
	enough though/although thought through (currently taught in Years 5/6)		
<b>'n' spelt as 'kn'</b>			
knowledge knowledgeable			
<b>-tion and -sion</b>	<b>Words from other countries</b>	<b>cross-curricular words</b>	
words mention occasion position possess(ion) question	bicycle (cycle - from the Greek for <i>wheel</i> ) (bi-meaning 'two')	earth eight/eighth fruit heart history increase minute natural opposite position quarter regular weight material experiment length	
<b>'or' sound spelt 'augh'</b>	<b>'i' sound spelt as 'u'</b>		
caught naughty (regional pronunciation)	busy/business		
	<b>adding prefixes</b>		
<b>'ei', 'ey' and 'eigh' sounds</b>	(dis)appear (dis)believe (re)build (re)position		
eight/eighth reign weight height (exception)	<b>unstressed vowels</b>		
	different favourite February interest library ordinary separate		
<b>adverbials</b>		<b>'s' sound spelt as 'c' before 'e', 'i' and 'y'</b>	
therefore		bicycle centre century certain circle decide exercise experience medicine notice recent (review work from Year 2)	
<b>-ous words</b>			
famous various	<b>double consonants</b>		
	address appear arrive different difficult disappear grammar occasion opposite pressure suppose		





# SEESAW

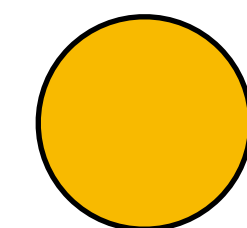
All home learning will now be done via SeeSaw.

We would like to hear a recording of your child read once a week on Seesaw.

Maths homework will be sent out on a Friday too.

There will be some spelling words sent home, but there will be no test in school.

Your child may receive some additional tasks to complete via SeeSaw.  
We always encourage additional work to be evidenced on this platform.





# PE LESSONS

PE sessions in Year 3 will be on Wednesdays (indoors). Their other P.E. slot is swimming which will be on a Thursday morning.

**NO** earrings are allowed in PE sessions. They **must** be taken out.

Children must come to school in their PE kits on Wednesday.





# 3 'Non-Negotiable' elements of school life...



1. The right to feel safe
2. The right to feel happy
3. The right to learn

Any Questions...

