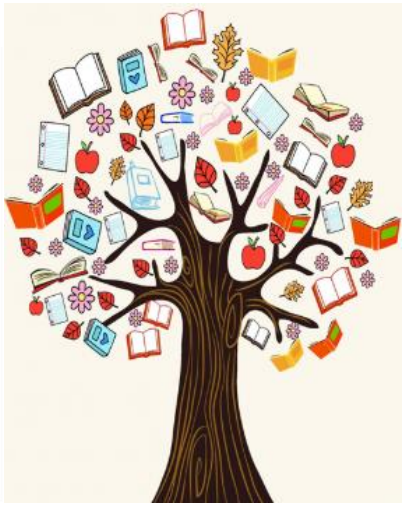
Year 3

End of Year Expectations in





Mathematics & English

Welcome to Year 3

Dear Parents/Carers

It is the aim of this booklet to provide you with information about the expectations of the Year 3 Mathematics and English curriculum. Within the booklet, you will find:

- Statutory expectations for Year 3 Mathematics curriculum
- Times table teaching and The Funkey Maths approach
- A knowledge organiser for Maths
- Maths sign vocabulary list
- A Times Tables sheet
- Statutory expectations for English
- KS2 VIPERS questions bookmark
- Year 3 & 4 statutory spelling list
- Year 3 Grammar knowledge organiser
- Cursive letter formation sheet

As always, if you need further clarification or support please do not hesitate to contact me via the school website or class Dojo.

I look forward to working with you,

Kind Regards

Miss Megan Purcell and Miss Liz Martin

Maths

A strong sense of maths, particularly number and place value will support your child through all aspects of life. In order to succeed in Maths, your child will need to have a clear and solid understanding of the number system both above and below zero. It is also vital that children learn their multiplication tables so that this knowledge is able to support other areas of the maths curriculum. These should be practised regularly to ensure that the knowledge is consistent and clearly understood, this can be done through written method, chanting or via the use of timetables rock star.

At Lawn we have begun to use the Oak Academy maths curriculum which follows the national curriculum teaching guidelines to ensure a broad and balanced curriculum.

Number: place value

- Read and write numbers up to 1000 in numerals and words.
- Able to solve a variety of problems – word, arithmetic and missing number
- Recognise the place value of each digit in a three-digit number
- (hundreds, tens, ones).
- Count from 0 in multiples of 4, 8, 50, and 100.

Number: The Four Operations (Addition, Subtraction, Multiplication & Division)

- Add and subtract numbers with up to three digits, using formal written methods of columnar addition and subtractions.
- Add and subtract a three-digit number and ones mentally
- Add and subtract a three-digit number and tens mentally.
- Add and subtract a three-digit number and hundreds mentally
- Begin to use a formal written method of division for two-digit number by one-digit number.
- Begin to use a formal written method of multiplication for any two-digit number by one-digit number.
- Recall and use multiplication and division facts for the 3, 4, and 8 times table.
- Add and subtract amounts of money in a practical context to give change using either £ or p.

Number: Fractions & Decimals

- Understand the relationship between a fraction and division, e.g. to find 1/3 of a number I divide by 3
- Add and subtract fractions with the same denominator within one whole.

Measurement

- Know the number of seconds in a minute and the number of days in each month, year and leap year.
- Identify right angles.
- Units of measure.

Geometry: Properties of Shape

- Describe the properties of 2D and 3D shapes.
- Identify perpendicular and parallel lines.
- Identify horizontal and vertical lines.

Times Table Teaching



In year 3 the children will begin to deepen their knowledge of multiplication facts. At lawn we use Funkey maths to teach the core concepts of multiplication. The Funkey Maths approach is a different method which use patterns to aid memory. Learning the patterns before memorising the individual number facts allows the children to make connections and see how the numbers interact with each other. The cards we use support a visual, verbal and kinesthetics method of learning multiplication facts which support a high engagement and low-pressure teaching environment when tackling times tables. The visual design of the Funkey Maths cards support lower-attaining pupils, building confidence and participation. Children who have previously not seen the connections start to retain facts more accurately.

Number and Place Value — Knowledge Organiser

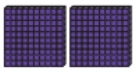
Key Vocabulary

- hundreds
- tens
- ones
- zero
- place value
- greater than
- less than
- order
- more
- less
- partition
- digit

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3-Digit Numbers

256

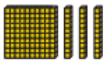
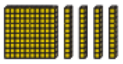
two hundred	fifty	six
		
200	50	6

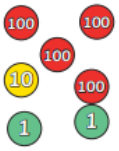
Counting in 4s and 8s

0	4	8	12	16	20	24	28	32	36	40

0	8	16	24	32	40	48	56	64	72	80

10 and 100 More or Less

Ten Less		Ten More
		
120	130	140

One Hundred Less		One Hundred More
		
212	312	412

Counting in 50s and 100s

0	50	100	150	200	250	300	350	400	450	500

0	100	200	300	400	500	600	700	800	900	1000

Number and Place Value — Knowledge Organiser

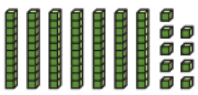
Compare and Order

100s	10s	1s
●●	●●	●●

324 > 243

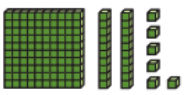
greater than

100s	10s	1s
●●	●●●	●●●



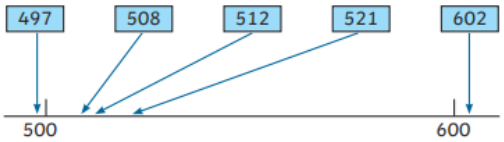
79 < 126

less than



smallest

greatest

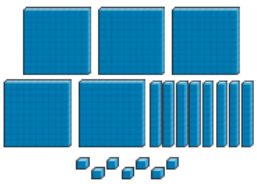


Represent Numbers to 1000

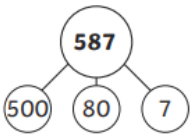
587

five hundred and eighty-seven

Hundreds	Tens	Ones
𝍸	𝍸 | ||	𝍸 ||

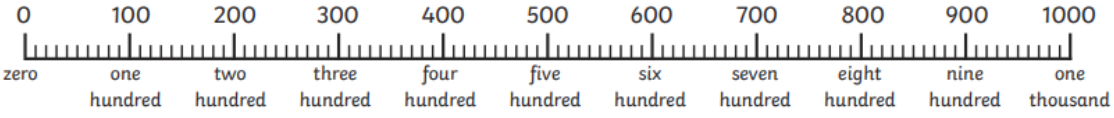


500 + 80 + 7



Hundreds	Tens	Ones
		

Numerals and Words to 1000



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Addition and Subtraction — Knowledge Organiser

Key Vocabulary

- add
- total
- plus
- sum
- more
- altogether
- difference
- subtract
- less
- minus
- take away
- column addition
- column subtraction
- exchange
- estimate
- inverse operation
- solve problems
- number facts
- place value

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Addition and Subtraction Methods

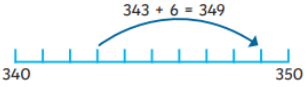
3-digit and 1-digit numbers

Not crossing 10s

268 – 4 = 264

Hundred	Ten	Ones
●●	●●●	●●●●

343 + 6 = 349



Crossing 10s (Exchanging)

324		
300	20	4
300	10	14

316 + 8 = 324

316	8

324 - 8 = 316

3-digit and 2-digit numbers

Add and subtract tens

Hundred	Ten	Ones
●●	●●●	●

451 + 3 tens = 481 (5 + 3 = 8)

451 – 4 tens = 411 (5 – 4 = 1)

Crossing 10s (Exchanging)

258 + 80 = 338

- Column method
- Count in 10s mentally
- Add 100, subtract 20

Crossing 10 and 100

$$\begin{array}{r} 368 \\ +73 \\ \hline 1 \\ \hline 1 \end{array} \quad \begin{array}{r} 368 \\ +73 \\ \hline 41 \\ \hline 11 \end{array} \quad \begin{array}{r} 368 \\ +73 \\ \hline 441 \\ \hline 11 \end{array}$$

$$\begin{array}{r} 31 \\ 441 \\ -73 \\ \hline 8 \end{array} \quad \begin{array}{r} 3131 \\ 441 \\ -73 \\ \hline 68 \end{array} \quad \begin{array}{r} 3131 \\ 441 \\ -73 \\ \hline 368 \end{array}$$

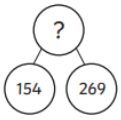
3-digit numbers

Not crossing

679 – 351 = 328

Hundred	Ten	Ones
●●●	●●●	●●●●●

Crossing 10s (Exchanging)



$$\begin{array}{r} 269 \\ +154 \\ \hline 423 \\ \hline 11 \end{array}$$

514	
268	?

$$\begin{array}{r} 4101 \\ 514 \\ -268 \\ \hline 246 \end{array}$$

Add and Subtract 100s

284 + 300 = 584

Hundred	Ten	Ones
■■	▮▮▮▮▮▮▮▮▮▮	▮
■■■		

Addition and Subtraction — Knowledge Organiser

Estimate

Estimate by dividing the hundred into 250 and 225.

Estimate 10s (330, 340) between 325 and 350.



Estimate 167 – 89

Use near numbers 170 – 90 = 80

Near numbers:

413	279	521	782
↓	↓	↓	↓
400	300	500	800

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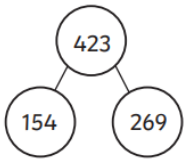
Check Answers

347	
273	74

347 – 74 = 273 can be checked using

273 + 74 = 347

This part whole shows the inverse calculations using these three numbers.



154 + 269 = 423	269 + 154 = 423
423 – 154 = 269	423 – 269 = 154

Fractions

Knowledge Organiser

Key Vocabulary

- numerator
- denominator
- unit fraction
- non-unit fraction
- equivalent
- halves
- thirds
- quarters
- fifths
- sixths
- eighths
- tenths
- decimal tenths

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Recognising Fractions



$\frac{3}{8}$

Numerator
How many equal parts of the whole are needed?

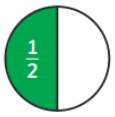
Denominator
How many equal parts are in the whole?

Comparing Fractions

$\frac{1}{3}$ Less than $\frac{2}{3}$

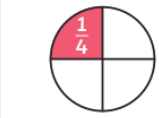
$\frac{4}{5}$ Greater than $\frac{3}{5}$

Equivalent Fractions



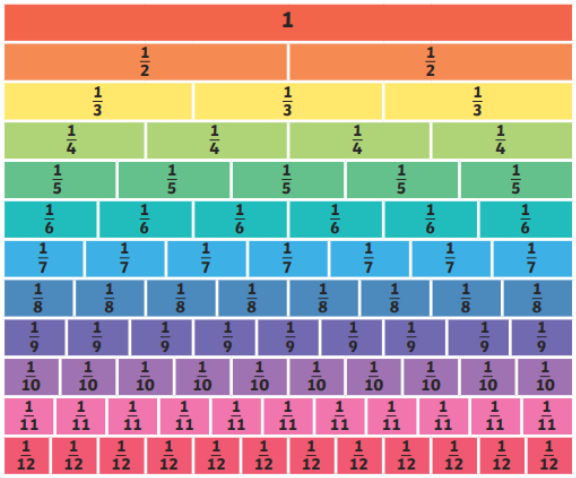
is equal to...

$\frac{1}{2} = \frac{2}{4} = \frac{3}{6} = \frac{4}{8} = \frac{5}{10} = \frac{6}{12}$



is equal to...

$\frac{1}{4} = \frac{2}{8} = \frac{3}{12} = \frac{4}{16} = \frac{5}{20}$



Fractions

Knowledge Organiser

Add and Subtract Fractions

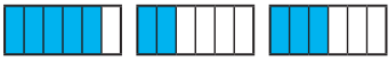
$\frac{2}{5} + \frac{1}{5} = \frac{3}{5}$



$\frac{3}{7} + \frac{2}{7} = \frac{5}{7}$

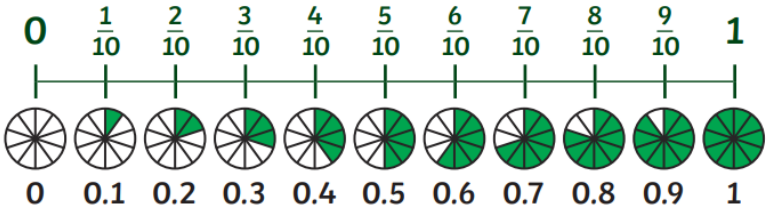


$\frac{5}{6} - \frac{2}{6} = \frac{3}{6}$



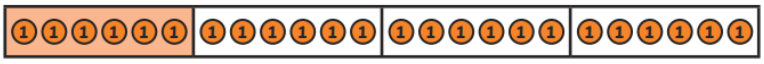
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Tenths



Fractions of Amounts

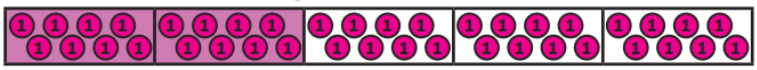
$\frac{1}{4}$ of 24 = 6



$\frac{1}{3}$ of 72 = 24



$\frac{2}{5}$ of 40 = 16

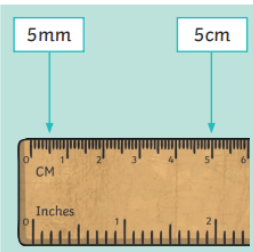


Length and Perimeter — Knowledge Organiser

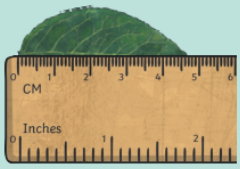
Key Vocabulary

metre (m)
centimetre (cm)
millimetre (mm)
height
length
width
perimeter
further/furthest
higher/highest
longer/longest
shorter/shortest
taller/tallest

Measure Length



10mm = 1cm



4cm 6mm

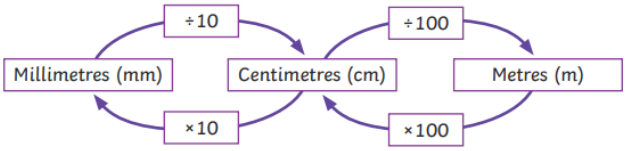


38mm

Equivalent Length

100 centimetres = 1 metre

10 millimetres = 1 centimetre



317cm	
300cm	17cm
3m	17cm
3m 17cm	

Length and Perimeter — Knowledge Organiser

Compare Lengths

6mm < 6cm
6cm = 60mm
6mm is shorter than 6cm

320cm > 2m 60cm
320cm > 200cm + 60cm
320cm is longer than 2m 60cm

98mm < 12cm 3mm
98mm < 120mm + 3mm
98mm is shorter than 12cm 3mm

Add and Subtract Lengths

14cm + 19cm = 33cm
8cm 2mm + 16mm =
98mm or 9cm 8mm

?	
8cm 2mm	16mm
82mm	16mm

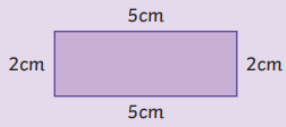
6m – 2m 28cm
6m – 2m = 4m
4m – 28cm = 3m 72cm

6m	
2m 28cm	?

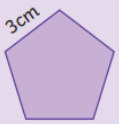
Perimeter



..... = perimeter



5cm + 2cm + 5cm + 2cm = 14cm



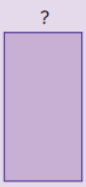
3cm + 3cm + 3cm + 3cm = 15cm

perimeter = 20cm

6cm + 6cm = 12cm

20cm – 12cm = 8cm

8cm ÷ 2 = 4cm



Time — Knowledge Organiser

Key Vocabulary

- 12-hour time
- 24-hour time
- Roman numerals
- analogue
- digital
- hours
- minutes
- seconds
- o'clock
- half past
- quarter past
- quarter to
- midday
- midnight
- noon

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Analogue and Digital Clocks



Minute Hand
The long hand points to the minutes past or the minutes to the hour.

Hour Hand
The short hand points to the hour. If this hand is pointing between hours, it is either past the earlier hour or to the later hour.



twelve o'clock



quarter past twelve



half past twelve



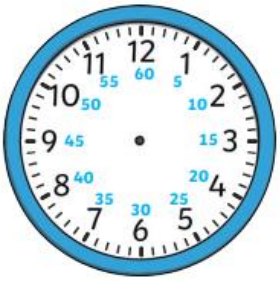
quarter to one

Time and Roman Numerals



Hours, Minutes and Seconds

There are **60 seconds** in a minute.

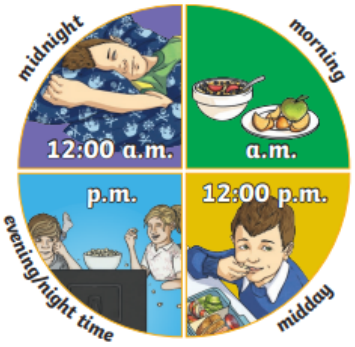


There are **60 minutes** in an hour.

Time — Knowledge Organiser

24-Hour Time

There are 24 hours in a day.



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13:00	1 p.m.	1 o'clock	
14:00	2 p.m.	2 o'clock	
15:00	3 p.m.	3 o'clock	
16:00	4 p.m.	4 o'clock	
17:00	5 p.m.	5 o'clock	
18:00	6 p.m.	6 o'clock	
19:00	7 p.m.	7 o'clock	
20:00	8 p.m.	8 o'clock	
21:00	9 p.m.	9 o'clock	
22:00	10 p.m.	10 o'clock	
23:00	11 p.m.	11 o'clock	
00:00	12 a.m.	12 o'clock	

Calculate Durations of Time



20 minutes has passed.

Compare Durations of Time

Compare the time using the vocabulary 'longer' and 'shorter'.

180 seconds	**is the same as**	3 minutes.
90 minutes	**is shorter than**	2 hours.
48 hours	**is longer than**	1 day.

Mass and Capacity — Knowledge Organiser

Key Vocabulary

- mass
- gram
- kilogram
- capacity
- volume
- millilitre
- litre
- lighter
- heavier

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Measure and Compare Mass

Scales can be used to measure grams.

A gram is a unit of measurement that is used to measure the mass of something.

Grams can be written as **g**.



Scales can be used to measure kilograms.

A kilogram is a unit of measurement that is greater than a gram. It is also used to measure the mass of something.

Kilograms can be written as **kg**.



1000g = 1kg

To compare mass, we can use the words 'heavier' and 'lighter'.

Measure and Compare Capacity

Capacity is the amount of liquid a container can hold.

Volume is how much liquid is in the container.

Measuring cylinders can be used to measure smaller volumes.

Smaller volumes are measured in millilitres.

Millilitres can be written as ml.



Measuring jugs can be used to measure larger volumes.

Greater volumes are measured in litres.

Litres can be written as l.



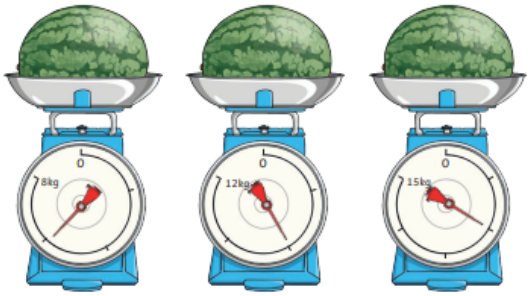
1000ml = 1l

To compare capacities, we can use the word 'full'.

Reading Scales — Knowledge Organiser

Mass

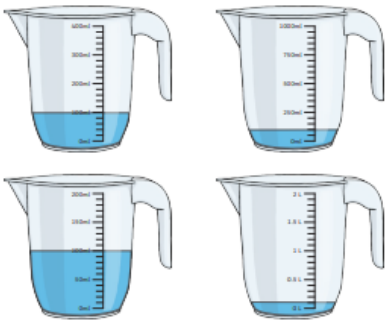
Each of the melons has a mass of 6kg but the arrows are all pointing at different points on the scales. This is because each of the measuring scales have different increments marked on them.



Always look carefully at how the numbers on the scales increase when reading a measurement.

Capacity

Measuring containers all have different capacities.

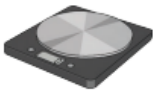


Each of these containers contain the same volume of 100 millilitres but have different capacities and scales. Always look carefully at how the numbers on the scales increase when reading a measurement.

Add and Subtract Mass

600g + 500g = 1100g = **1kg 100g**

1kg - 300g = 1000g - 300g = **700g**



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Add and Subtract Capacities

800ml + 400ml = 1200ml = **1l 200ml**

1l 300ml – 200ml = **1l 100ml**



Money — Knowledge Organiser

Key Vocabulary

- amount
- change
- coin
- combinations
- convert
- note
- pence
- penny
- pounds
- value

UK Coins



1p	2p	5p	10p	20p	50p	£1	£2
one penny coin	two pence coin	five pence coin	ten pence coin	twenty pence coin	fifty pence coin	one pound coin	two pound coin

UK Notes



£5	£10	£20	£50
five pound note	ten pound note	twenty pound note	fifty pound note

Pounds and Pence



£3 and 25 pence



£52 and 13 pence

Convert Pounds and Pence



120 pence
100 pence is £1
120 pence is £1 and 20 pence.

Money — Knowledge Organiser

Adding Amounts



?	
£1 and 60p	

£1 and 60p + £1 and 52p
There is £2 and 112p.
112p is £1 and 12p
Altogether there is £3 and 12p.

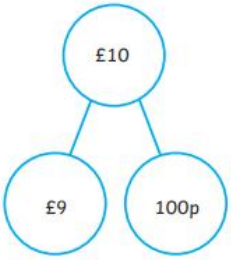
Subtracting Amounts

£2 and 35p - £1 and 80p



Giving Change





£9 - £5 = £4
100p – 67p = 33p
£4 and 33p change

Multiplication and Division

Knowledge Organiser

Key Vocabulary

- times tables
- multiply by
- divide by
- array
- fact families
- regrouping

Multiplication and Division Facts (3, 4 and 8 multiplication tables)

x	1	2	3	4	5	6	7	8	9	10	11	12
1	1	2	3	4	5	6	7	8	9	10	11	12
2	2	4	6	8	10	12	14	16	18	20	22	24
3	3	6	9	12	15	18	21	24	27	30	33	36
4	4	8	12	16	20	24	28	32	36	40	44	48
5	5	10	15	20	25	30	35	40	45	50	55	60
6	6	12	18	24	30	36	42	48	54	60	66	72
7	7	14	21	28	35	42	49	56	63	70	77	84
8	8	16	24	32	40	48	56	64	72	80	88	96
9	9	18	27	36	45	54	63	72	81	90	99	108
10	10	20	30	40	50	60	70	80	90	100	110	120
11	11	22	33	44	55	66	77	88	99	110	121	132
12	12	24	36	48	60	72	84	96	108	120	132	144

3 x Tables

1 × 3 = 3
2 × 3 = 6
3 × 3 = 9
4 × 3 = 12
5 × 3 = 15
6 × 3 = 18
7 × 3 = 21
8 × 3 = 24
9 × 3 = 27
10 × 3 = 30
11 × 3 = 33
12 × 3 = 36

3 ÷ 3 = 1
6 ÷ 3 = 2
9 ÷ 3 = 3
12 ÷ 3 = 4
15 ÷ 3 = 5
18 ÷ 3 = 6
21 ÷ 3 = 7
24 ÷ 3 = 8
27 ÷ 3 = 9
30 ÷ 3 = 10
33 ÷ 3 = 11
36 ÷ 3 = 12

4 x Tables

1 × 4 = 4
2 × 4 = 8
3 × 4 = 12
4 × 4 = 16
5 × 4 = 20
6 × 4 = 24
7 × 4 = 28
8 × 4 = 32
9 × 4 = 36
10 × 4 = 40
11 × 4 = 44
12 × 4 = 48

4 ÷ 4 = 1
8 ÷ 4 = 2
12 ÷ 4 = 3
16 ÷ 4 = 4
20 ÷ 4 = 5
24 ÷ 4 = 6
28 ÷ 4 = 7
32 ÷ 4 = 8
36 ÷ 4 = 9
40 ÷ 4 = 10
44 ÷ 4 = 11
48 ÷ 4 = 12

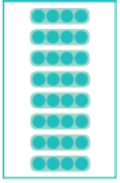
8 x Tables

1 × 8 = 8
2 × 8 = 16
3 × 8 = 24
4 × 8 = 32
5 × 8 = 40
6 × 8 = 48
7 × 8 = 56
8 × 8 = 64
9 × 8 = 72
10 × 8 = 80
11 × 8 = 88
12 × 8 = 96

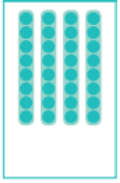
8 ÷ 8 = 1
16 ÷ 8 = 2
24 ÷ 8 = 3
32 ÷ 8 = 4
40 ÷ 8 = 5
48 ÷ 8 = 6
56 ÷ 8 = 7
64 ÷ 8 = 8
72 ÷ 8 = 9
80 ÷ 8 = 10
88 ÷ 8 = 11
96 ÷ 8 = 12

Write and Calculate Mathematical Statements

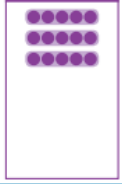
4 × 8 = 32
32 ÷ 8 = 4



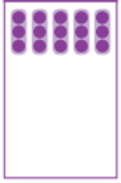
8 × 4 = 32
32 ÷ 4 = 8



5 × 3 = 15
15 ÷ 3 = 5



3 × 5 = 15
15 ÷ 5 = 3



Related Calculations

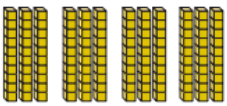
3 × 4 = 12



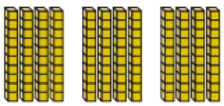
4 × 3 = 12



30 × 4 = 120



40 × 3 = 120



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Multiplication and Division

Knowledge Organiser

Written Multiplication Methods - No Regrouping

Tens	Ones

23 × 3 = 69

	T	O
	2	3
×		3
	6	9

Written Multiplication Methods - With Regrouping

Tens	Ones

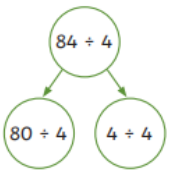
24 × 4 = 96

	T	O
	2	4
×		4
	9	6
	1	

Written Division Methods - No Regrouping

Tens	Ones

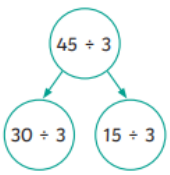
	2	1
4	8	4



Written Division Methods - With Regrouping

Tens	Ones

	1	5
3	4	¹5



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Properties of Shapes

Knowledge Organiser

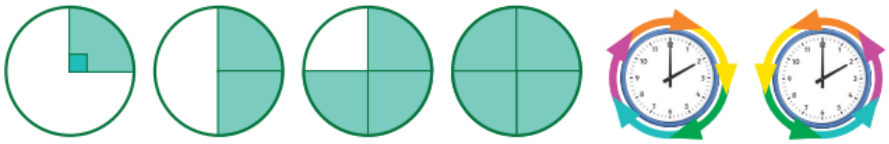
Key Vocabulary

- quarter turn
- half turn
- three-quarter turn
- angle
- right angle
- acute
- obtuse
- horizontal
- vertical
- parallel
- perpendicular
- polygon
- two-dimensional
- three-dimensional
- flat face
- curved surface
- edge
- curved edge
- vertex
- vertices
- apex

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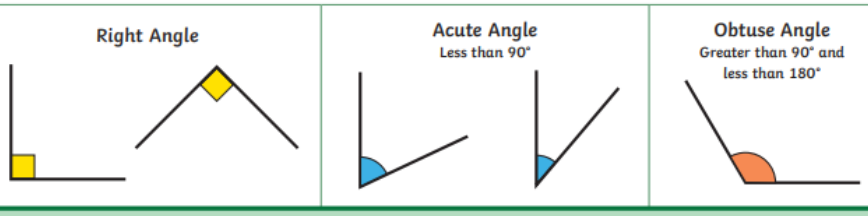
Turns and Angles

Angles can be used as a description of a turn.

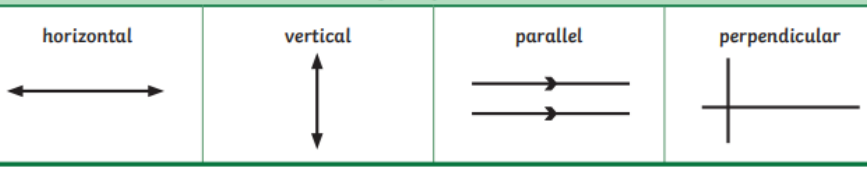


$\frac{1}{4}$ turn | $\frac{1}{2}$ turn | $\frac{3}{4}$ turn | 1 turn | clockwise | anticlockwise

An angle is created when two straight lines meet at a point or intersect.



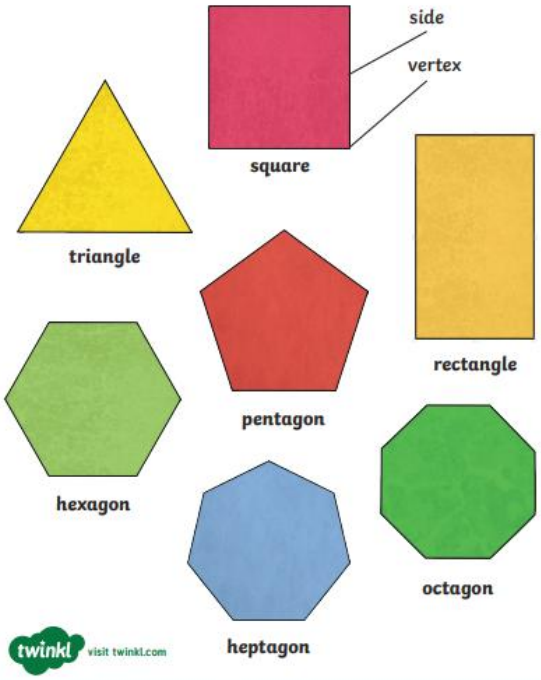
Type of Lines



Properties of Shapes

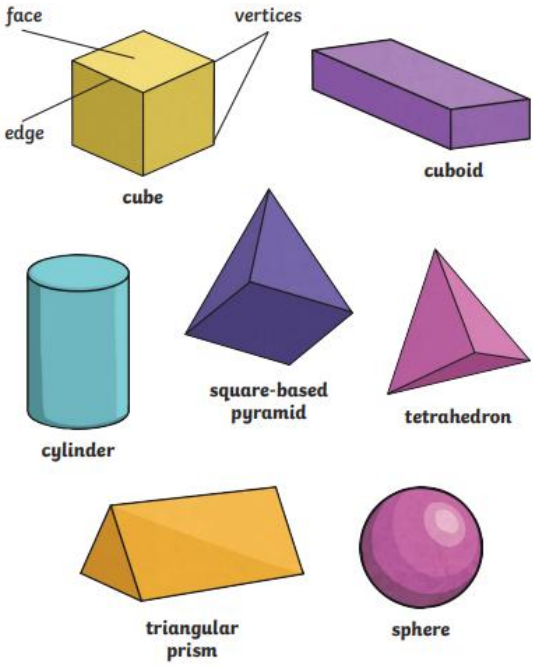
Knowledge Organiser

Recognise and Describe 2D Shapes



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Recognise and Describe 3D Shapes



Statistics — Knowledge Organiser

Key Vocabulary

- data
- pictogram
- symbol
- bar chart
- horizontal axis
- vertical axis
- axes
- scale
- intervals
- table
- interpret

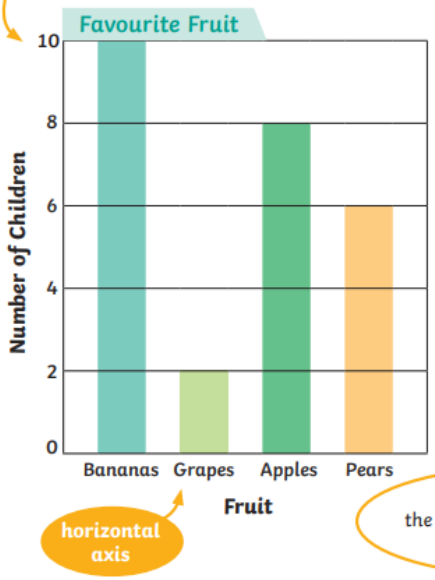
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Bar Charts

Bars are used to show the data in each category. There must be a gap between each bar. Bar charts can have different scales.

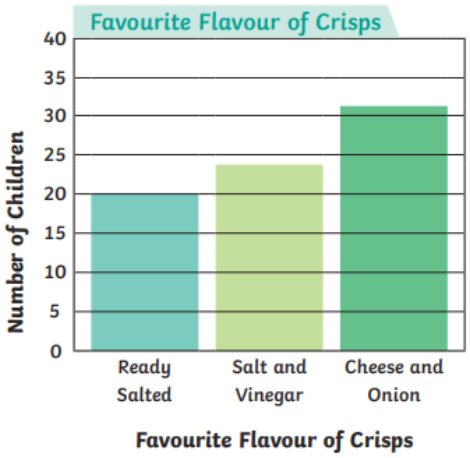
vertical axis

The scale on this bar chart counts in twos.



horizontal axis

The scale on this bar chart counts in fives.



The scale on the bar chart depends on the range of the data.

Statistics — Knowledge Organiser

Tables

In order to understand the data presented in a table, you must read the table's title and the headings. Remember to always look at the heading above each piece of information.

title

Table to Show Ticket Prices at a Local Cinema

heading

Ticket Type	Weekday Price	Weekend Price
Adult	£6	£7.50
Child	£4	£4.50
Student	£5.50	£6

information

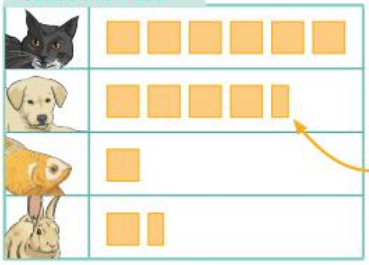
Using the table, we can see the cost of an adult and a child visiting the cinema on a Monday would be £10.

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Pictograms

Pictograms use pictures or symbols to represent data. The key shows what each symbol represents. This pictogram uses 1 symbol to represent 2 pets.

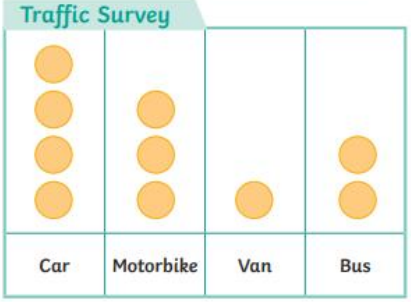
Class A's Pets



Key
= 2 pets

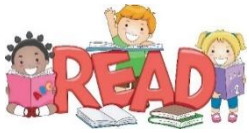
To represent 1 pet, a picture of half a square is used.

Traffic Survey



Key
= 8 vehicles

Using the key, we can see that 16 people travel by bus.



English

Reading

Reading is the most fundamental skill that children will learn. It is not just about decoding, it is about lifting the words off the page; creating the images and making the connections which the author intended. In order to acquire this ability, it is essential that they practise the skill of reading on a daily basis.
Sharing time with your children discussing what they have learnt about a character or information gleaned from a non-fiction text, is key to strengthening their understanding and appreciation of the world held within the cover of a book.
Your child will also benefit from listening to you read with them – perhaps sharing the joy of turning the pages to discover the next exciting revelation.

- Develop positive attitudes to reading and understanding of what they read by:
    - Listening to and discussing a wide range of fiction, poetry, plays, non-fiction and reference books or textbooks
    - Reading books that are structured in different ways and reading for a range of purposes
    - Using dictionaries to check the meaning of words that they have read
    - Increasing their familiarity with a wide range of books, including fairy stories, myths and legends, and retelling some of these orally
    - Identifying themes and conventions in a wide range of books
    - Preparing poems and play scripts to read aloud and to perform, showing understanding through intonation, tone, volume and action
    - Discussing words and phrases that capture the reader's interest and imagination
    - Recognising some different forms of poetry [for example, free verse, narrative poetry]

- Understand what they read, in books they can read independently, by:
    - Checking that the text makes sense to them, discussing their understanding and explaining the meaning of words in context
    - Asking questions to improve their understanding of a text
    - Drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence
    - Predicting what might happen from details stated and implied
    - Identifying main ideas drawn from more than one paragraph and summarising these
    - Identifying how language, structure, and presentation contribute to meaning
- Retrieve and record information from non-fiction

- Participate in discussion about both books that are read to them and those they can read for themselves, taking turns and listening to what others say

Vipers

VIPERS is the type of questioning we use in school to ensure deep comprehension of the text that is being read. Below is the VIPERS bookmark for Key Stage 2 which you could use to support your questioning while listening to your child read. VIPERS stands for:

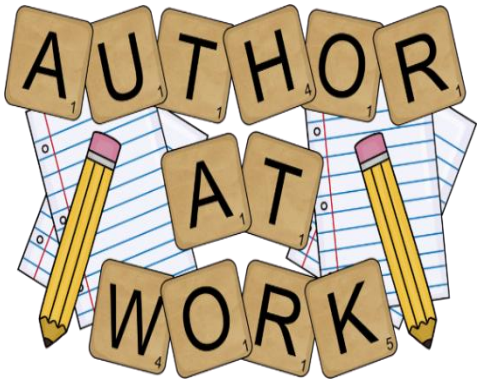
V=Vocabulary
I=Inference
P=Prediction
E=Explain
R=Retrieve
S=Summary/sequence



KS2 Book Bands	
	• **Interpret more sophisticated word-play and puns** • **Distinguish the narrator's voice in a fiction story from the characters' voices through figurative, idiomatic and literary language** • **Understand a story that is told through dialogue and action to 'show' instead of 'tell' the plot** • Explain a character's motivations • Discuss the points of view of the character and the narrator • Better understand a range of narration styles • Make a time available for regular quiet reading sessions, and reading your book while your child reads. • Suggest a 'Book Group'. If you skim-read the book to prepare some questions for the book group to discuss. • Before reading, ask your child to note down some particular information. It could relate to the plot, vocabulary or character for example
	**Vocabulary – word choices and their meaning** What do the words …. and … suggest about the character, setting and mood? • Which word tells you that….? • 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 – suggest how a character or the plot might develop** • How do these words make the reader feel? • How do the descriptions of …… show that they are ……. •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 – suggest what might happen** • From the cover what do you think this text is about? • What does this paragraph suggest will happen next? • 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 their thoughts and opinion** • Why is the text arranged this way? How do they link? • What structures has the author used? • What is the purpose of this text … is it effective? • How does the mood of the character change? • What is the author's point of view/engage the reader? • What affect does ….. have on the audience? • Which section was the most interesting/exciting part?
	**Retrieve – Find information** • How would you describe this story/text? • What genre is it? How do you know? • How did/often/is…? • Who had…? Who is…? Who did….? • What happened to/does…? • What can you learn from …… this section?
	**Summarise – the main ideas from one paragraph or more** • Can you number these events 1-5 in the order they happened? • What happened after …….? • What was the first thing that happened in the story? • Summarise the opening/ middle/ end of the story? • What order are these chapter headings?

Writing and Grammar



- Spell words with endings sounding like 'zh' and 'ch' e.g. treasure, measure, picture, nature.
- Use the prefixes un-, dis-, mis-, re-, pre-.
- Increase the legibility, consistency and quality of his/her handwriting e.g. by ensuring that the down strokes of letters are parallel and equidistant; that lines of writing are spaced sufficiently so that the ascenders and descenders of letters do not touch.
- Embellish simple sentences including the use of expanded noun phrases with prepositions, e.g. The large ferocious lion sat under the shady tree.
- Draft and write by organising writing into paragraphs as a way of grouping related material.
- Develop characters and describe settings, feelings and/or emotions.
- Begin to use commas with fronted adverbials e.g. Quickly, he walked down the road.
- Use commas to mark clauses e.g. Although it was locked, he still managed to open the box.
- Use adjectives and adverbs for description.

Year 3 and 4 Statutory Spellings

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

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English Grammar Y3

Direct Speech

Opens with speech marks which are placed around what is being said.

"I don't like the zoo," said Alfred.

Homophones

Words that sound the same but have different spellings and meaning.



see



sea

The Tenses

The **tense** of the verb shows if something is happening in the **present**, **past** or **future**.

Simple Present	Oliver studies every day.
Simple Past	Oliver studied last night.
Simple Future	Oliver will study tomorrow.

Headings

Are written at the beginning of a piece of writing and explain what it is about.

Sub-headings

Divide a piece of writing up into smaller sections. The sub heading guides the reader and tells them what the paragraph will be about.

Vocabulary

Adjective	A word that adds more information about a noun.
Adverb	A word that adds more information about verbs, adjectives or other adverbs
Command	Tell you to do something. Often urgent and short. Get in the car.
Exclamation	Usually begin with 'How' or 'What'. Full sentence including a verb. What happened to your car!
Homophones	Words that sound the same but have different spellings and meaning.
Paragraph	Connected sentence about one idea or theme.
Past tense	Verb form used describe things that happened in the past.
Present tense	Verb form used to describe things happening right now.
Question	Sentences that ask something or show doubts. Is that your car? Usually end with question mark.
Speech marks	Punctuation used to show what has been spoken or said.
	Sentence that claims something as

Adverbs

Modify verbs, adverbs, adjectives and clauses

Then
Next
Yesterday
Soon
Lately
Frequently
Later
Now

Yesterday, we went to the zoo.

Conjunctions

Link words and phrases together

When
Because
Before
While
So
Until
Yet
If

I don't like pizza because of the cheese.

Prepositions

Describe time, location and place

Before
After
During
Above
Below
Besides
Due to
With

We will leave after lunch.

Paragraphs

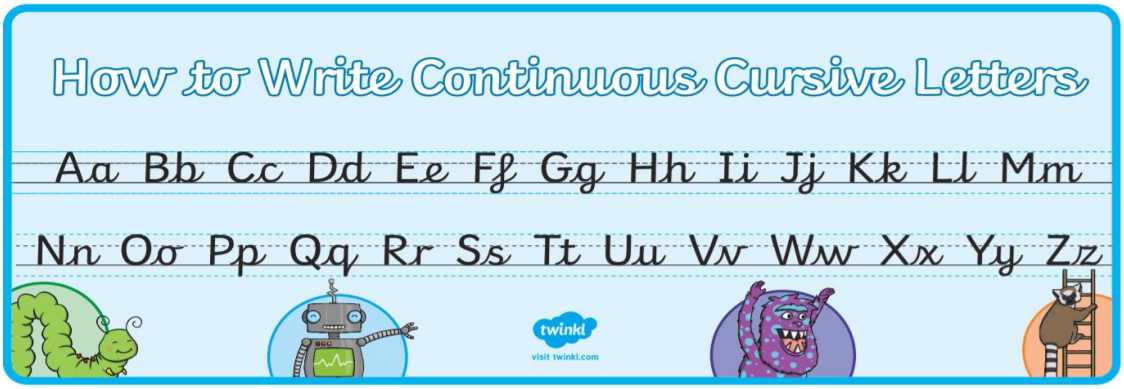
- **Ti** – stands for **TIME**, so start a new paragraph for a new period of time.
- **P** – stands for **PLACE**, so start a new paragraph for each new place
- **To** – stands for **TOPIC**, so start a new paragraph for each new topic, idea or subject
- **P** – stands for **PERSON**, so start a new paragraph for each new person, or change of speaker in a dialogue

End of year expectations

- ✓ To express time, place and cause using conjunctions, adverbs or prepositions.
- ✓ Use paragraphs as a way to group related material.
- ✓ Use headings and sub-headings to aid presentation.
- ✓ Make use of the present perfect form of verbs instead of the simple past.
- ✓ Use inverted commas to punctuate direct speech.

Handwriting

At Lawn we have adopted a cursive handwriting style which taught throughout the school. By the time children reach Year 3 they should be able to produce well-presented written work which is clearly legible. It is expected that as children become increasingly proficient at writing they may well move towards their own unique style.



Speaking & Listening - Oracy

Oracy is the ability to articulate ideas, develop understanding and engage with others through spoken language. Oracy is a powerful tool for learning; by teaching children to become more effective speakers and listeners we empower them to better understand themselves, each other and the world around them. At Lawn there is a strong emphasis on speaking and listening in lessons across the curriculum. To support your child at home:

- Spend time talking to them about what they have learnt or found out during the day;
- Set aside time which is electronic free so that you can have a real conversation without distractions;
- Ensure that at least one meal a week is eaten together so that the whole family can enjoy time together to share their lives