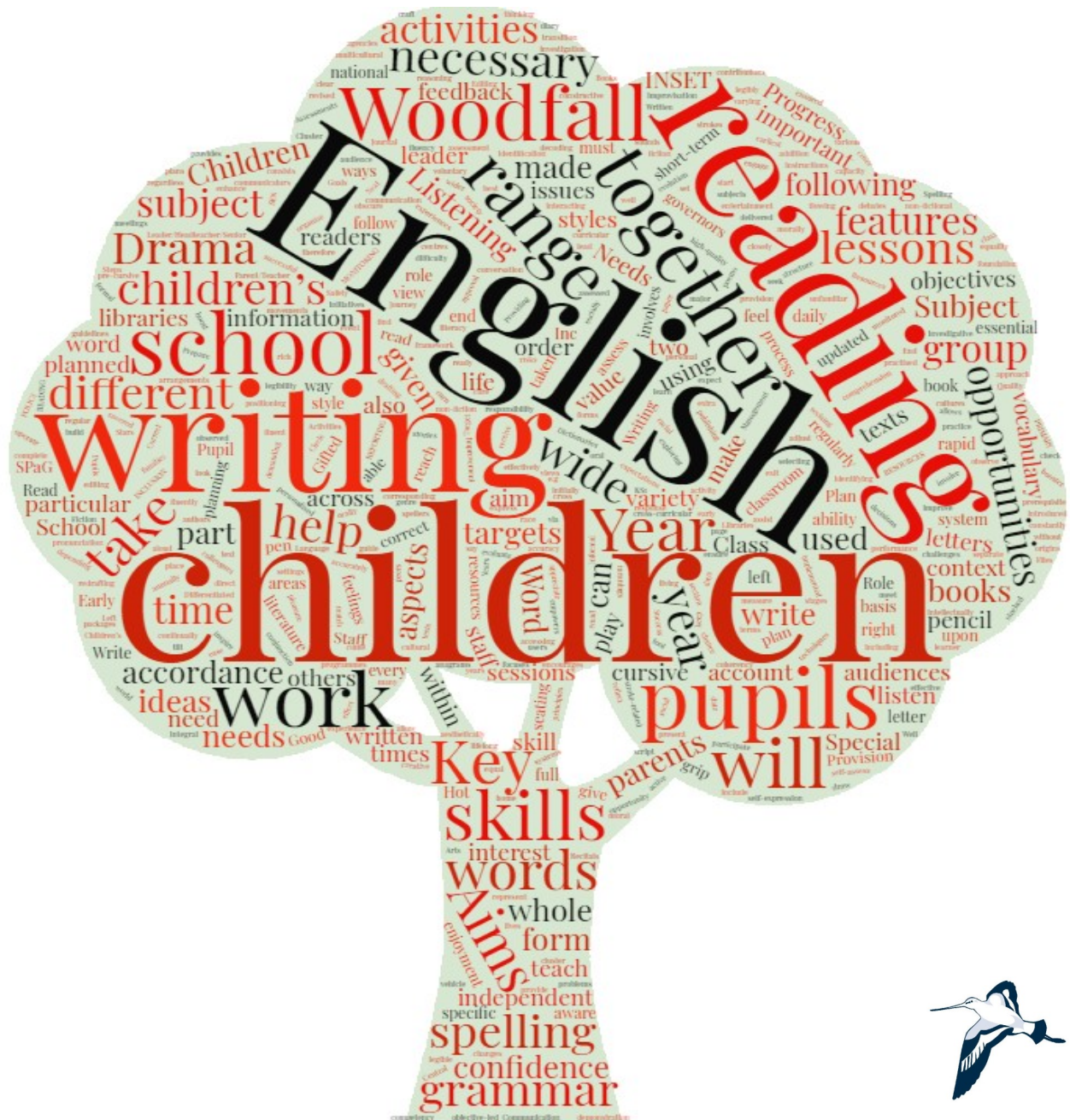


# Woodfall Primary and Nursery School English Information Leaflet Year 3



# End of Year Expectations

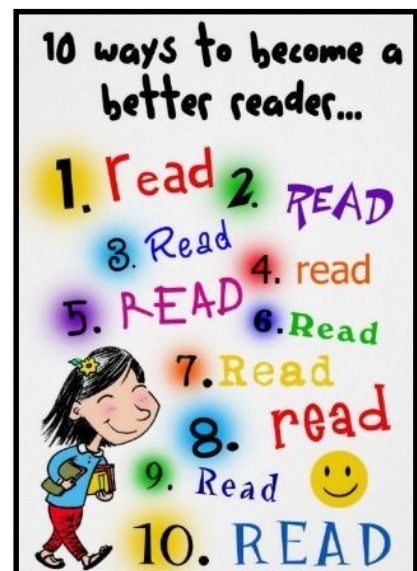
## Reading

### Word Reading

- Apply knowledge of root words, prefixes and suffixes to read aloud and to understand the meaning of unfamiliar words
- Read further exception words, noting the unusual correspondences between spelling and sound, and where these occur in the word
- Attempt pronunciation of unfamiliar words drawing on prior knowledge of similar looking words

### Comprehension

- Know which books to select for specific purposes, especially in relation to science, history and geography learning
- Use dictionaries to check the meaning of unfamiliar words
- Discuss and record words and phrases that writers use to engage and impact on the reader
- Know and recognise some of the literary conventions in text types covered
- Begin to understand simple themes in books
- Prepare poems to read aloud and to perform, showing understanding through intonation, tone, volume and action
- Explain the meaning of words in context
- Ask questions to improve understanding of a text
- Infer meanings and begin to justify them with evidence from the text
- Predict what might happen from details stated and deduced information
- Identify how writer has used precise word choices for effect to impact on the reader
- Identify some text type organisational features, for example, narrative, explanation, persuasion.
- Retrieve and record information from non-fiction
- Make connections with prior knowledge and experience
- Begin to build on others' ideas and opinions about a text in discussion
- Explain why text types are organised in a certain way .



# End of Year Expectations

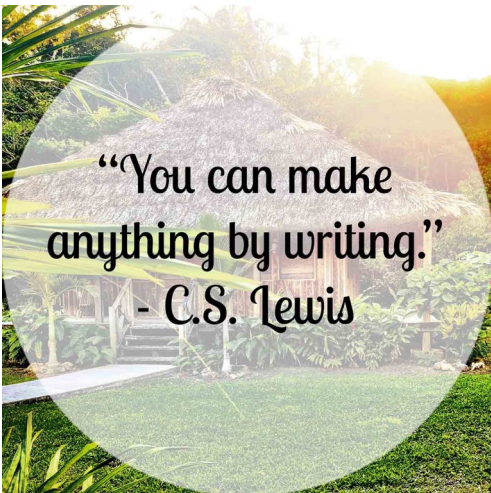
## Writing

### Transcription

- Spell words with additional prefixes and suffixes and understand how to add them to root words. For example - ation, ous, ion, ian
- Recognise and spell additional homophones, for example - accept and except, whose and who's
- Use the first two or three letters of a word to check its spelling in a dictionary
- Spell identified commonly misspelt words from Year 3 and 4 word list
- Use the diagonal and horizontal strokes that are needed to join letters
- Understand which letters, when adjacent to one another, are best left unjoined
- Increase the legibility, consistency and quality of their handwriting: down strokes of letters are parallel and equidistant; lines of writing are spaced sufficiently so that the ascenders and descenders of letters do not touch

### Composition

- Compose sentences using a wider range of structures, linked to the grammar objectives
- Orally rehearse structured sentences or sequences of sentences
- Begin to open paragraphs with topic sentences
- Write a narrative with a clear structure, setting, characters and plot
- Make improvements by proposing changes to grammar and vocabulary to improve consistency, e.g. the accurate use of pronouns in sentences
- Use a range of sentences with more than one clause
- Use appropriate nouns or pronouns within and across sentences to support cohesion and avoid repetition
- Use fronted adverbials, for example, 'Later that day, I went shopping.'
- Use expanded noun phrases with modifying adjectives and prepositional phrases, eg, 'The strict teacher with curly hair'
- Use other punctuation in direct speech, including a comma after the reporting clause; use apostrophes to mark plural possession; and use commas after fronted adverbials



# End of Year Expectations

## Creative Writing

How to Make your own useth collar

Have you ever wondered what you would look like as an Egyptian from the ancient times? Now you can be like the Egyptians loved to wear broad necklaces which we call collars. They wore a lot of fashion in those days. The rich people wore gold, gems and silver then the poor people wore made of flowers because they didn't have enough money to buy gold fashionable collars. Did you know most are made from tube-shaped beads shaped like flower buds. I hope you enjoy making your Egyptian collars. Have fun.

you will need

- A practise sheet
- A paper plate
- Sharpies
- Colouring pencils
- Gems
- Glue
- Scissors

✓ Excellent work!  
I really like your use of time connectives.  
Use a dictionary to check and correct your spellings.  
Capital letters and Full stops.  
Edit and improve

Instructions

- 1) First gather all of your equipment and set it out on a clean table in front of you get your practise sheet ready.
- 2) Next start your practise sheet and use your colouring pencils to colour in the sheet and then cut it out.
- 3) Then you use the scissors to cut the plain paper plate into a collar and start coloring in with the sharpies.
- 4) Then stick the sparkly gems and glitter onto the paper plate then it's all decorated.
- 5) Now try it on and you can look like an ancient Egyptian.  
I hope you've had fun.

# Grammar and Terminology

<p><b>Adverb</b></p> <p>A word that describes or modifies :</p> <ul style="list-style-type: none"> <li>- <b>a verb</b> e.g. He ate <u>noisily</u></li> <li>- <b>an adjective</b> e.g. She is <u>extremely</u> short (qualifying)</li> <li>- <b>another adverb</b> e.g. He sang <u>exceptionally</u> badly (qualifying)</li> <li>- <b>a pronoun</b> e.g. <u>nearly</u> everyone</li> </ul>	<p><b>Verb</b></p> <p>A word that shows an action, an occurrence or state of being.</p> <p>'a doing word'</p> <p>e.g. jump, helping</p>	<p><b>Prefix</b></p> <p>Letters that can be added to the start of a root word.</p> <p>e.g. super-, anti-, auto-</p>	<p><b>Determiner (article)</b></p> <p>A word that works with a noun to show if it is :</p> <ul style="list-style-type: none"> <li>- specific - the</li> <li>- one of many - a / an</li> <li>- many - some/ every</li> </ul>	<p><b>Vowels</b></p> <p>a, e, i, o, u</p> <p>To be able to identify nouns starting with vowels to determine which article to use (a or an).</p>
<p><b>Inverted Commas (speech marks)</b></p> <p>To be used around direct speech indicating what the speaker has said:</p> <p>Mary yelled loudly, "Sit down!"</p> <p>Capital letter and punctuation is needed between the inverted commas. New speaker, new line. Add an adverb to describe the manner in which the words were said.</p>		<p><b>Clause</b></p> <p>A group of words that contains both a subject and a verb and can stand alone as a complete sentence .</p>	<p><b>Paragraph</b></p> <p>Ways to group related material in writing.</p>	<p><b>Headings and Subheadings</b></p> <p>Use of 'titles' to aid presentation of work.</p>
<p><b>Subordinate Clause (Dependent Clause)</b></p> <p>A clause, which adds onto a main clause, to form a <b>complex sentence</b>, with the help of a subordinating conjunction.</p> <p>e.g. I went to bed <u>because</u> I was tired. <u>Whenever</u> I am tired, I go to bed.</p>	<p><b>Conjunction</b></p> <p>A word or phrase that links phrases, clauses or sentences. These may be:</p> <p><b>Coordinating</b>— and,so,but,or</p> <p><b>Subordinating</b>—e.g. because, when, as</p> <p><b>Connecting adverb</b> e.g. However, Additionally,</p>	<p><b>Preposition</b></p> <p>Prepositions usually come before a noun, pronoun or adverb to describe a time, place or direction. Some prepositions are also used as conjunctions and adverbs. e.g. before, in, under.</p>		



# Spelling Lists and High Frequency Words

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

## Spelling Battleship

J							
I							
H							
G							
F							
E							
D							
C							
B							
A							
	1	2	3	4	5	6	

Player 1 \_\_\_\_\_



## Secret Code Spell

Make a secret code by drawing the pictures for each letter next to your spelling word.

a	b	c	d	e	f	g	h	i	j	k	l	m
☆	♥	☞	☹	🇺🇸	☀	🍏	😊	←	☹	⇒	☄	🗿
n	o	p	q	r	s	t	u	v	w	x	y	z
☹	🐛	🗨	✳	🐛	👉	🎁	🌸	○	👁	🌀	🔑	△

Draw a picture to represent the word.



Write some examples of how the word can be used.

He was enraged when his sister broke his toy.

enraged

happy  
joyful  
forgiving

very, very  
angry or  
mad

Write some words that are the opposite of this word.

Use your own words to give a definition of the word.

# Supporting your child

## Reading

Encourage your child to read a variety of texts at home. (fiction and non fiction, cook books, newspapers, shopping lists, leaflets and magazines, poetry, play scripts, myths and legends). These can be found at your local library or in school.

Questions that you could ask your child:

1. What feelings did you have as you read the story?
2. What kind of person is the main character? How do you know?
3. Predict what you think will happen next and why do you make those predictions?
4. Is this story like any other story you have read? Explain!
5. Sum up what you have read.

## Writing

Writing should be fun, have a purpose and you can do this in lots of different ways. For example:

- Keep a holiday diary.
- Write a thank you letter / invitation.
- Write a postcard.
- Write a creative story and present it as a book with pictures.

Please ask your child to read back what they have written and self edit their work. In year three we ask the children to use a junior dictionary to find a spelling or correct a spelling mistake.

## Spelling

Reading really improves spellings. Therefore, the more you read the better speller you become.

Support your child to spend 5 minutes a day learning several words rather than learning a full list in one go.

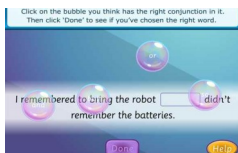
Spelling ideas:

- Display spellings around room.
- Spelling pyramids.
- Write with finger on back.
- Make it out of play-dough.

# Websites, Apps and Resources



The Quest of Comma Castle  
<https://gridclub.com/activities/comma-castle>

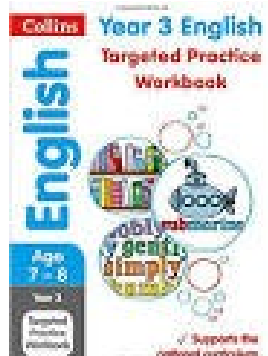
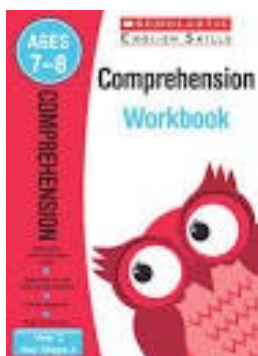
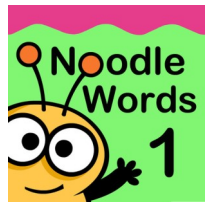
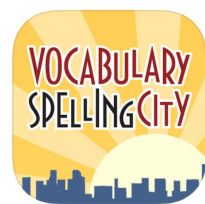
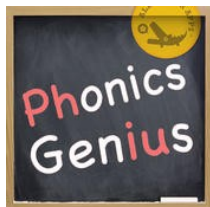


Bubble Sentences  
[https://www.topmarks.co.uk/Flash.aspx?b=english/language\\_structure](https://www.topmarks.co.uk/Flash.aspx?b=english/language_structure)



Against the Clock  
[https://www.spellzone.com/games/against\\_clock/index.cfm?wordlist=5971](https://www.spellzone.com/games/against_clock/index.cfm?wordlist=5971)

Android and Apple have a huge range of learning apps and these are ever changing and expanding. Here is a selection of well known apps - some are free, others require a one-off payment.



There are many different work books that could help your child. They are easily found on Amazon or at places like WHSmiths.

You can search for 'Year 3 Worksheets' online and find many free resources too.