



English
At
Manor Park Primary Academy



How to help your child in
Year 3

How we teach Speaking and Listening

The aim is for children to communicate their thoughts, ideas and opinions clearly and succinctly, as well as listening to and reflecting on the ideas of others.

We encourage children to turn-take in conversations and adapt their speech to a range of situations and audiences.

The children are encouraged through drama activities (and in many other curriculum areas) to investigate and experiment with movement, speech, space, physical objects and sound. They may be told to mime situations in drama to increase inventiveness and to develop non-verbal communication skills.

Through group work the children's skills for negotiating and decision-making are developed e.g. role play, mime, and puppetry.

The children are encouraged to offer a personal response to the performances of others, e.g. other pupils, amateur and professional groups.

Speaking and Listening is promoted through Class Assemblies, Circle Time, discussion, turn taking, role-play activities, hot-seating, acting out of play scripts, P4C sessions (in which children discuss morals, philosophy and develop thinking skills), improvisation and debating opportunities.

How we teach Reading

We aim for the children to become independent, fluent and enthusiastic readers, who read widely and frequently, with the skills to access, engage with and enjoy a wide range of texts.

We encourage children to read voluntarily for pleasure and to develop the ability to read fluently and with understanding. Children should be able to decode new words outside their spoken vocabulary, making a good approximation to the words pronunciation.

Some children may continue with daily phonics each morning to ensure that they are increasingly secure in the decoding skills required for independent, fluent reading.

We teach the children about different styles of reading material; fairy tales, reports, animal stories, etc. and encourage children to justify their views about what they have read.

In Whole Class Reading Sessions children are involved in lots of discussion, reflection and questioning about the text. They follow the same text in groups, usually with an adult to support.

How we teach Writing

Our aim is to teach children to develop and enhance the effectiveness of what they write as well as increasing their competence. Children are taught to match their writing style to differing audiences and purpose and to regard themselves as 'writers'.

We aim for the children to write independently and to develop their ability to write in a wide range of genre, both fiction and non-fiction. They are taught the skills of planning, drafting, proof-reading and editing their work and that of others.

Spelling

Our aim is to encourage pupils to become independent and accurate in their spelling. To be confident in using a wide vocabulary in their writing and to be aware of the difference between spoken dialect and written Standard English.

Daily Phonics and/or Spelling lessons teach children the skills they need to break words into sounds when they are spelling and teach children to apply spelling rules such as adding prefixes and suffixes to root words.

The “Look, Cover, Write, Check” method of spelling is also a good visual approach to the learning of spelling when faced with tricky words which are difficult to sound out.

During weekly spellings tests, children will write a simple sentence, dictated by the teacher, containing the learned words.

In year 3, children may be encouraged to use the first two or three letters of a word to check its spelling, using a dictionary.

Children will begin to spell some commonly misspelt words from the year 3 & 4 word list.

Grammar

Children should begin to use some distinctive features of Standard English in their writing.

In year 3, children develop their sentence structure, extending sentences with more than one clause using conjunctions, including, *when, if, because, although*. They use adverbs to express time and cause to add detail of when and why something happens.

The children are encouraged to use fronted adverbials at the beginning of sentences to explain where, where, why or how actions/events take place.

For example: **Quietly**, the children went into the library. **Before I go to bed**, I clean my teeth.

Children in year 3 work on using both familiar and new punctuation correctly. They will learn to use commas after fronted adverbials, use an apostrophe for possession and use speech marks to punctuate direct speech.

Grammar may be taught explicitly during GPS (Grammar, Punctuation and Spelling) sessions or as a part of the writing learning journey and is applied during daily literacy sessions.

Handwriting

By the end of year 3, pupils should be using joined handwriting in all of their written work, understanding which letters are best left un-joined. Every pupil should develop a clear, legible and fluent style that is capable of being written at reasonable speed.

Weekly handwriting lessons consolidate cursive script and support in developing increasing fluency. This will help them to join their letters together and produce neat, fluent handwriting. Lower case letters should be formed a similar size, with upper case letters left un-joined.

Ways for **you** to help your child (ren) at home...

Speaking and Listening:

Encourage expression when your child is talking and engage them in talk about topics they enjoy. Get them to justify their opinions.

Try to get them to follow multi-step instructions or repeat information you have told them.

Many games involve thinking about the meaning of words, drama or spelling.

There are many child friendly versions, including:

- Children's Scrabble
- Pictionary
- Cranium
- Charades
- Boggle
- 20 Questions
- Eye Spy
- 'Yes/No game'
- 'I went to the shops and I bought' etc.



Reading:

- Encourage your child to develop a passion for reading and allow them choices when selecting a book. Get them sharing comics, magazines, poems, bedtime stories and information books with others. Give your child the opportunity to navigate around a non-fiction book e.g. giving them a chance to use the contents page or explain the meaning of a glossary.
- Have regular discussions with your child about what they have read. Ask them a variety of questions about the text. For example, *Opinions - Do you like this word the author has chosen? Why? Which words tell you about the sort of person the character in the story is? Can you find words within the text? Where is the key word _____?*
- Discuss what a character's actions tell us about how they are feeling. E.g. *How do you think the character is feeling? How do you know?*
- Encourage your child to make predictions about the outcome of events in stories.
- Make up alternative endings for stories.
- Discuss the purpose of different text types and the audiences they are aimed for.
- Encourage them to read with expression/voices.
- 'Sound words out' together by breaking words down into sounds. Practise recognising alternative sounds and discuss words with silent letters.
- Practise contractions such as, I'm, I'll, it's etc...
- Whenever your child encounters a new word, encourage them to predict the meaning by placing it in the context of the rest of the sentence. Discuss the word and share its meaning or encourage them to look it up in a dictionary.
- Allow your child to read their school book several times to build their fluency and confidence.
- Begin to read longer books aloud with your child, such as chapter books. You could take turns reading together.



Writing:



- Encourage the use of capital letters and full stops in all writing and extend to question marks, exclamation marks and commas.
- Encourage children to develop their writing by extending sentences meaningfully using conjunctions and fronted adverbials.
For example: **Quietly**, the children went into the library. **Before I go to bed**, I clean my teeth.
- Encourage them to include dialogue (speech) in their writing using inverted commas (speech marks) to punctuate.
- Give them a reason for writing – thank-you letters, leaflets about information they have learned, writing to pen-friends, instructions etc.
- Encourage them to describe things they see using adventurous vocabulary (adjectives and adverbs or WOW words).
- During school holidays encourage your child to keep a diary (aim for 5 -10 sentences a day). This will help to avoid the “holiday dip” many children experience after a long time without writing.
- Allow time for your children to re-read and edit their writing for improvements in content or spelling.
- Encourage children to check their spelling using a dictionary.

Children will begin to spell some commonly misspelt words from the year 3 & 4 word list. By the end of Y4, your child should be able to **spell** all of the following words.

Word list – years 3 and 4

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