



Christ Church

Church of England Primary School

Being Thankful, Celebration, Fairness, Forgiveness, Honesty, Love for All

Year 3 Parent/ Carer information

Home / School communication

- We are keen to maintain excellent communication with parents and carers. Please feel free to get in touch to discuss any aspect of your child's schooling and development. This can be done in person or by phone. Ideally, it would be best to arrange a meeting or telephone call beforehand so we can ensure we are able to give you our proper attention. However, we would like you to feel able to approach us at any time if you have an important matter to discuss.
- We hope that three weeks in to the new school year that most children are settled at school. Please do let us know if your child would benefit from any extra support in settling.

Approaches towards teaching Literacy

Reading:

- We run 'guided reading' sessions focusing on three key points:
 - enjoying reading in different forms such as stories, poems and information books
 - developing decoding skills, using phonic awareness and a growing sight vocabulary
 - understanding what is being read through direct comprehension, making predictions, sharing opinions about stories and then using inference skills.
- Confident readers usually read at home. It is very important children read at home regularly to support the development of their confidence and reading competency. We strongly recommend reading most days, little and often.
- The National Curriculum identifies the need for children to read a range of text types, and to read some books several times so that they can become familiar with the text. It is important for children to have the opportunity to read books that challenge their decoding skills but also to have a chance to read a book that is not necessarily a challenge, for pure enjoyment's sake. Often good quality picture books provide children with a wealth of ideas to support the development of thinking skills and social awareness.





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- Children will be encouraged to use reading books from the school collection, books at home or books from local libraries. There will be opportunities every day to get a new book. If a child does not like his/ her book please feel free to change it without it being completed.
- Teachers will aim to read and respond to Reading Record messages in every child's reading record at least every fortnight, and ideally, as and when the records are brought into school. We would like children to feel able to bring their record in as often as they would like. A greater emphasis will be placed on children managing their own reading record in Key Stage Two, although we appreciate some children will need some support from home to do so.
- Children on the reading scheme should be aiming to read at least two or three shorter books a week. Reading the same book more than once has been identified as a good way of supporting confidence and comprehension skills.
- 'Top Tips for Reading Helpers' can be found in the centre pages of the children's Reading Records. We believe talking about what is being read is just as important as practising decoding.
- Specific reading skills that will be developed throughout the year will include;
 - Draw inferences such as inferring character feelings, thoughts and motives
 - Identifying themes within books and across a range of books
 - Discussing words and phrases of interest
 - Reading books that are structured in different ways

Spelling

- The National Curriculum clearly outlines the spelling rules children should be using by the end of Lower Key Stage Two. We will be working through all of the rules in a systematic fashion throughout the year, supporting children to engage in a range of activities designed to support their application of rules and recall of individual spellings.
- Most weeks we will have a new spelling rule and this rule, along with some key example spellings. These will be displayed in the class windows and on homework sheets.
- We will constantly refer to 'common exception words' and the 'Year 3 & 4 Spelling List'. These word lists are found in the centre pages of the children's Reading Records.
- We will use a range of strategies to support children in learning spellings. Children have already been taught some examples of these different activities and we will provide examples in future homework.





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- The centre pages of the children's reading records contain useful spelling information including a list of homophones and near-homophones and some spelling tips.

Text awareness and vocabulary development

- At times drama activities and games will be used to generate describing words and get the children moving about using actions to remember punctuation, 'noisy punctuation'. Please ask your child to show you the actions that they have been learning.
- 'Talk for Writing' is another way we will support children to remember the different features of the text type. This involves acting out a piece of writing to support an understanding of punctuation, vocabulary selection and text features.

Handwriting

- The National Curriculum outlines the expectations for handwriting for the end of Year Four. We will support children on a daily basis in developing their handwriting so they develop the fine motor-skills and letter formation awareness they need to be able to scribe clearly and fluently. We hope that a majority of children will be able use the horizontal and diagonal strokes needed to join letters, and know which letters do not join.
- Central to developing a clear and fluent handwriting style is the development of correct pencil grip and an erect sitting position to ensure 'good habits' are carried forward to enable children to write quickly and clearly as they get older.
- The school follows the Cambridge Penpals handwriting script.

Mathematics

- We teach number awareness by first using objects and equipment (concretes) so children can 'see' what different quantities and numbers look like. We then move to recording numbers in pictures before using number sentences (previously referred to as 'sums'). Teaching children to break numbers into tens and ones (or units) and counting on and back in tens, fives, twos and ones is important.
- When we teach numeracy, we place a heavy emphasis on reasoning and identifying patterns. i.e. children learn to talk about how they know something, can search for patterns in order to make generalisations and apply their number knowledge in a number of different ways, as we do in real-life.
- Supporting your child's maths learning is often best achieved in real life situations. Some ideas for developing numeracy skills include:





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- reading a clock-face at five minute intervals, e.g.: five past four, twenty to two
- handling and counting sums of real money
- reading measures on scales and on food packaging
- playing board games using dice and counting
- using measuring language; metres, kilograms, litres, minutes and hours
- sharing things fairly; either by halving, quartering or dividing out
- Some key targets for the end of Year Three are:
 - Recalling the 3, 4 and 8times tables
 - Mentally adding ones, tens and hundreds to three digit numbers
 - Using column methods for adding and subtracting
 - Recognising tenths

P.E.

- Children have two sessions of PE each week. The days on which these lessons take place will change through the year as we have external specialist coaches supporting the school, such as a gymnast or rugby coaches.
- Please ensure children have a well-fitting PE kit in school (suitable for both inside and outside in cold weather), correctly labelled. The children need a school logo t-shirt, shorts and trainers, plus a navy tracksuit top and bottom. The children should not wear their school cardigan or fleece. Girls must have a pair of socks in their bag for days when they are wearing tights. They cannot wear tights during P.E. lessons. Earrings must be removed or covered (by micropore from home) on PE days. (School staff are not allowed to remove earrings.) Long hair must be tied back.
- If the hall is in use for any reason, then either children will be taken outside for their lesson or their lesson will be made up at another time.
- The school actively promotes walking, cycling and riding scooters to school.

Homework

- Homework will be sent out on Monday and is expected back in on the following Monday. Your child will have two homework books, each a different colour. These will be used on alternate weeks with only one being at home at a time.
- Children will usually be expected to complete one piece of English and one piece of Maths homework a week in addition to reading, handwriting and spelling. However, homework may also be child specific depending on the needs of the individual child. Sometimes we send out homework on another topic.
- If your child is experiencing difficulties with any aspect of the homework then please let your class teacher know.





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Other Information

Special Events

- Ancient Egypt Day— this year the annual Egyptians day will take place on Wednesday, 4th March, during the Spring Term. There will be a letter with full information coming out nearer the time but the day will involve the children dressing up like Ancient Egyptians and taking part in lots of themed cross-curricular and craft activities.
- Also in the Spring Term, Year Three will be putting on an Easter Show at the church. Dates for the performance will follow.
- We hope to take the children on an educational visit at the beginning of the Summer Term to support our Rainforest topic.

Parent helpers

- If you would like to help with reading during the day, we would very much appreciate it. However, you will need an enhanced DBS clearance with the office. Please contact the office to arrange a DBS if you would like one.

Lunches

- Please do not give your child sweets or food that contain nuts to bring into school.
- Please make sure your child has a water bottle every day.
- Please put packed lunches in named lunch boxes.
- Children may bring a piece of fruit or vegetable to eat at playtime.

PPA (Planning, Preparation and Assessment time)

- Miss Rice will be providing cover for 3VG every Friday. Mrs Rumbelow will provide cover for 3C on Thursday morning and 3M on Friday afternoon, when class teachers are out of class.
- Mrs Cersosimo will be providing teaching assistance across the year group.

Miscellaneous

- Pencil cases and rucksacks are not needed in school; we will provide children with the stationery they need. Recently, rucksacks have become a problem, blocking





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corridors and presenting a hazard. WE appreciate that on occasions a child will need a rucksack to hold e.g. kit for an after school sports club.

- Please ensure children have weather appropriate clothing, especially waterproof coats as the British weather has a habit of surprising us.
- Please write a note to say who will be picking up your child on a regular basis. If possible information could be given for the whole year using one letter, informing us of the different people who have permission to collect your child. School policy dictates we cannot let a child go home with another adult without parental permission.

Class assembly dates:

Each Year Three class will be performing their own Class Assembly to any parent / carers who are able to attend. Each assembly will start at 9am.

- 3 Matisse 25th October
- 3 Cezanne 20th March
- 3 Van Gogh 12th June



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