

Little Book of Year 3 for Parents



Year 3 Targets				
Autumn				
Area	Target	1	2	3
Open	I can work with a listening partner. I offer appropriate responses when listening.			
Grow	I can be prompt and ready to learn. I can follow instructions promptly and independently. I know how to get into learning zone 4 and avoid distractions. I learn from my mistakes.			
Believe	I celebrate everyone's success. I can find solutions to restore justice. I can achieve well being 4.			

Balanced Learners 2018/2019

Target cards are our social, emotional and disposition to learn curriculum.
This curriculum is crucial if you want to child to achieve academically.
Remember we can't give out pins unless you are with us to celebrate.

Beliefs and Values

Being a Year 3 learner – The Unique Child

Year 3 is one of the most difficult years in your child's primary journey. Children often regress or make little progress from their Key Stage 1 test. This year is extremely hard because children have to move increasingly to an independent manipulation of the world around them. At this age children also become more aware of this world and can fixate upon the dangers it holds and the inequality it exhibits. Children listen to the news and want to know how it affects them.

Year 3 children need to develop a sense of 'balance'. A recognition that adults know they still need support. Adults who know the learning journey may falter and that this is expected and not a disaster. Adults need to remind children of this age that 'resilient' behaviour is required when mistakes are made. A balanced viewpoint will result in long term gains.

Children of this age can often have nightmares which relate to an unbalanced view of the world but equally reflect chemical changes in the brain that occur at this age.

Children at this age often overestimate their abilities to achieve. Sensitive adults are needed to explain what a standard looks like and how they may judge themselves and improve from a baseline that is realistic.

Most importantly adults must be 'balanced' to act as role models at this difficult stage in the child's learning journey. Their ability to risk manage is shaped by the adults around them. They are trying grasp an understanding of wider national and global issues. However without an adult to guide them in this reality they can develop anxiety unnecessarily.

At our school we therefore label this year group '**Balance**'. Their colour is **Green** and together we will support your child to become resilient learners.

Learning Environment and how this supports the unique year 3 child

Autumn	Spring	Summer
<ul style="list-style-type: none"> ❖ Demonstrating how to be prompt and ready to learn, avoiding distractions ❖ Following instructions independently, without repetition and reminders ❖ Learning from mistakes and seeing these as a positive part of the learning journey ❖ Celebrating the success of everyone, not just friends ❖ Listening and offering appropriate responses ❖ Finding solutions within the classroom and to restore justice 	<ul style="list-style-type: none"> ❖ Staying in control and balancing emotions to achieve well being 4 ❖ Being on time and prepared for learning ❖ Making sure everyone is heard and everyone in a team knows what they are doing <ul style="list-style-type: none"> ❖ Understand how to complete things differently to get into a learning zone 4 ❖ Tell someone what they like about their work ❖ Be a support to others to raise well being and restore justice 	<ul style="list-style-type: none"> ❖ Stay calm, polite and confident ❖ Invite others to speak and do their best, ensuring the whole team finishes tasks promptly when working together ❖ Listen to others to receive feedback ❖ Prove to others that actions are thought about to get into learning zone 4 ❖ Explain to others about how to restore justice ❖ Help others to balance emotions to achieve well being 4

The timetables for the unique child

Annual timetable for the whole school

July	Sept	October	Nov	Dec	Jan	Feb	March	April	May	June - celebrating the world we live in
Overtime Projects - Plants, seasons and weather, physical self -Forest school										
Transition -Preparing the unique child	Transition - Preparing for meta cognition and self regulation in each year group	8 week year group topic - Geography and science Days - PSHE, SEAL		Brookmas Performance songs for christmas at the theatre DT - based projects linked to Brookmas	8 week year group learning journey History and science		STEM week Year 3 and 4 theatre performance- Science based show	Short learning journey cycles to ensure gaps are closed in writing.		Sports week - Science based and PSHE Brookfest Year 5 and 6 theatre performance
5 for change curriculum Unique child in each year group Science Short writing days - linked to author 4 operations for Maths Fluency against the standard. Intonation Standardised assessment	Self regulation Meta cognition Talk Short writing days - jobs , responsibilities Rahl Dahl day - introduce class reader concept Re aloud competition - promote fluency levels to the standard Identity language - growth meaning			Social cohesion Science based project Short writing days Science days - short write investigation, outcome Hypothesis,			Links to business questions within MK Short writing days		Well being and outdoor learning weeks 2 weeks during SATS	Health fitness and well being Social cohesion Creativity Short writing days
Be Proud - open classrooms -				Be Proud -			Be Proud -			

behaviour , well being and learning zones			open classrooms - behaviour , well being and learning zones			open classrooms - behaviour , well being and learning zones			
<p>Maths is taught everyday, Restorative practises are used daily , active breaks are used between lessons. Foundation and year 1 daily singing assemblies</p> <p>Tell Me Tuesday is practised weekly, PE is undertaken for 2 hours per week, Self study [years 2 to 6 only] 2 hours per week</p>									

Year 3 Annual long term plan

	July and September Transition	Autumn focus 8 weeks October and November Natural Disasters	December Brookmas	Spring focus 8 weeks January and February Greeks	March STEM week Business local projects	Summer focus 8 weeks April and May Rainforests	June Celebrating the world we live in Sports Week Science
Project subject areas	Short writing days	Science and Geography	Performance songs DT based projects linked to Brookmas	History and Art/DT	Theatre Performance - linked to Horrible Histories style?	Rainforests - Science and Geography	Short writing days
Ignites and Outcomes		Ignite: Science experiments Look into Virtual Reality experience in school Outcomes: assembly in a NewsRound format	Science day - short write of investigations Short writing days	Ignite: Free museum for Greeks (Ashmolean museum) and Pitt Rivers Outcomes: class museum	Science based show to link to STEM week Short writing days	Ignite: The Living Rainforest Outcomes: Woosh story and sharing stories written about Great Kapok tree	
Key Texts		Key texts for book study: Escape from Pompeii Poetry		Key texts for book study: Theseus and the Minotaur		Key texts for book study: The Great Kapok Tree	

Continuous projects	Plants → gardening club Weather and season → daily dashboard as part of the circle, possibly electronic version
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The Learning Journey - Medium Term Planning template

Explorer teaching style				Explorer and master teaching style		Explorer, master and voyager stage	
Week 1 -	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8
<p>Ignite the topic in school activity - Drama based</p> <p>Explore non fiction text</p> <p>Collect Knowledge / Key vocabulary / Poetry / visual images that begin the journey on the working wall.</p> <p>Create questions to be explored</p>	<p>Extend ignite through immersion in the fiction book</p> <p>Years F2 to 4 begin Talk for writing cycle</p> <p>Ignite book using art</p> <p>Introduce learning ladder for the term</p>	<p>Begin assessment morning</p>	<p>Re- ignite</p> <p>New text for book study</p>			<p>Introduce voyager project</p>	<p>Product</p> <p>Audience and purpose</p> <p>Play</p> <p>Poem</p> <p>Teach a lesson</p>

A weekly timetable format:

	Monday	Tuesday	Wednesday	Thursday	Friday
Morning work	Maths fluency	Maths reasoning talk activity whole class	Reading activity	Writing skills activity	Pins
9 - 9.30	Maths teach to gaps	TMT 8.45 - 9.45	Maths teach to gaps	Maths teach to gaps	Maths teach to gaps
9.30 - 9.50	Sentence construction (spelling, handwriting, grammar)		Sentence construction (spelling, handwriting, grammar)		
9.50 - 10.05	Playtime (active break)				
10.05 - 10.20	Snack and personalisation e.g. peer reading, overlearning, well being activities				
10.20 - 10.50	Reading	Reading	Reading	Reading	Reading
10.50 - 11.40	Writing	Writing	Writing	Writing	Writing
11.40 - 12.40	Lunchtime				
12. 45 - 1	Drop and read	PPA 12.45 - 3.15	Drop and read		
1 - 1.45	Maths		Maths	Maths	Maths
1.45 - 2.30	Project		Project	Project	Project
2.30 - 3	Maths arithmetic		Assembly	Maths arithmetic	Celebration Assembly
3 - 3.15	Circle		Circle	Circle	
3.15 - 3.30	Story	Back for circle	Story	Story	Circle

Wellbeing and Involvement

As a teacher, it is my job to adapt teaching and learning timetables constantly to ensure all children are in learning zones 4 and well being zones 4. If 80% of my class dip below this level, I will use rest and relaxation strategies to support them to self regulate. This could take anything between 5 and 15 mins. As children get older, they self regulate independently and therefore rest and relaxation becomes personalised.

Rest and Relaxation

Numerous studies by universities all over the world have shown that the average person needs 45 minutes of relaxation a day in order to maintain high levels of the chemicals in the brain, which control well-being and thinking.

There are four main chemicals which help create your mood and in turn create the feeling of relaxation. These are: Serotonin, a chemical that plays a role in sleep and other 'essential' feelings as well as depression; Dopamine, a chemical that deals with emotions as well as some 'learning behaviors', such as cognitive function; Glutamate, a chemical found in your brain as well as your spinal cord, which deals with other 'learning behaviors' like development and memory; and Norepinephrine, a chemical which dictates how you react to stress.

Fifteen minutes of 'Rest and Relaxation' time helps you to work towards your daily 45 minutes and maintain your wellbeing at a level 4 or 5. At Brooklands Farm we believe that you must take this time to ensure you meta cognition and self regulation abilities are high. This leads to higher outcomes in learning.

Across the school - What does rest and relaxation look like across the school

Foundation - Play based learning inside and out

Year 1

Play based	Gross Motor Play - Write dance Muscle and strength training Ring Games
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Year 2

Play based	Introduction to team play- Ring games - turn taking	Gross and Fine motor play - Go noodle
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Year 3 /4

Play based	Team games Turn taking	HITT Golden Mile	Relax kids Zones of regulation
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Year 5 and 6

R & R Choices						
Stress tools: stress ball, fidget spinners, drawing, origami	Listening to music or audio books	Reading, crossword puzzles, word searches, sudoku, logic puzzles, quiet writing on a device	Exercising (playing sport, Just Dance, Zumba)	Talking to friends	Board games or card games	Adult-led breathing and relaxation exercises

Reading

What should the teaching of reading look like in year 3?

Autumn	Spring	Summer
<ul style="list-style-type: none"> - Additional 1:1 reading with children below white books on a weekly basis- this should be extra fluency reading and based on phonics if needed - Reading taught as an whole class, orchestrated lesson when appropriate -Book study model approach - Using rising star book & headstart as a teaching tool - Introduce AR through reading lessons and through Drop and Read 	<ul style="list-style-type: none"> - Additional 1:1 reading with children below lime on a weekly basis- this should be extra fluency reading and based on phonics if needed - Reading taught as an whole class, orchestrated lesson when appropriate -Book study model approach - Using rising star book & headstart as a teaching tool - Introduce AR through reading lessons and through Drop and Read 	<ul style="list-style-type: none"> - Additional 1:1 reading with children below brown 8/9 on a weekly basis- this should be extra fluency reading and based on phonics if needed - Reading taught as an whole class, orchestrated lesson when appropriate -Book study model approach - Using rising star book & headstart as a teaching tool - Introduce AR through reading lessons and through Drop and Read

What comprehension skills should be taught in year 3?

Autumn	Spring	Summer
<p>Fluency sessions</p> <p>Teacher focus on retrieval, inference and word meaning as priority domains</p>	<p>Fluency sessions</p> <p>Teacher focus on retrieval, inference and word meaning</p> <p>New focuses introduced: prediction, language, structure</p>	<p>Frequent opportunities to answer questions on a range of text types and using all domains interleaved together</p>

Where do we record learning and evidence?

All children should have a reading book where reading evidence and learning is stored. This is in one side of the Reading and SPAG book.

In this book, there should be:

- Learning from reading lessons with date on each piece to track learning
- AR analysis sheets
- Reading record assessment sheets for fluency
- Reading quizzes (master and standards quizzes)
- Practise papers and assessments (summative assessments)

Tapestry should be used to gather evidence that cannot be recorded in books. This is particularly important when children are working practically.

Overlearning within reading

Below provides examples of how a year group spaces continuous learning throughout the year to ensure it commits learning to long term memory and avoids cognitive overload. Each year group should find age appropriate ways to ensure this happens.

When these activities could take place?

- Lining up in the classroom
- Walking to lunch - chanting times tables
- On the playground before coming upstairs to calm
- As soon as children come in from lunchtime, something on the board when they have a drink
- Attached before/after a circle (2 opportunities per day!)
- In between lessons (especially in the afternoon)

Reading/writing activity ideas:

List of spellings spelt 3 different ways on the whiteboard - which is right? (common mistakes)

Sentence stackers (adding in core skills to a sentence that children need to master)

Choral reading throughout the day

Spellodrome

Redrafting pieces of work with a focus on different skills - personalised

Short passages of text on the board with simple inference ques.

Images to engage - popcorn adventurous language

Word search for speed words. Use online generator.

How do we assess reading in year 3?

Assessment should be embedded as part of the mastery style of teaching. Continual formative assessment should enable teachers to know if a child is on track at any point in the year. Summative assessment points will assess what has been taught so far and be used only to back up teacher judgements as shown in the cycle below:

Teach	Formative ongoing assessment	Summative assessment	Teacher judgement
Gathering evidence and learning against objectives Recording learning on tapestry Marking learning and giving feedback *New reading ladders*	AR quizzes and star reader tests Running records Recording evidence on tapestry - explorer or master Quizzes - taken from rising stars/Headstart	Standardised tests using end of year standard - taken from Headstart or Pixl (new for 2018/19)	Not on track On track Explorer Master Voyager

What is the end of year standard?

This end of year standard has been taken from the national curriculum guidance and adapted by our reading team to state what a Year 3 reader should achieve by the end of the year.

There are 4 strands to the reading standard:

- Decoder: your ability to word read
- Language lover: understanding and meanings of new vocabulary
- Reading detective: comprehension and understanding of what you read
- Being a reader: developing a love of reading

This standard should be used as a planning tool alongside the long term plan, an assessment tool and to inform teacher judgement for moderation.

Year 3

Teaching comprehension should take precedence over teaching word reading directly. Any focus on word reading should support the development of vocabulary.

Word Reading		Comprehension (both listening and reading)							
Decoder	Language Lover		Reading detective						Being a reader
<p>Reads appropriately and fluently using age appropriate strategies</p> <p>ZPD:</p> <p>Instructional book band/level:</p> <p>Reading age:</p>	<p>2a - Give/explain the meaning of words in context</p>	<p>2g - Identify/explain how meaning is enhanced through choice of words and phrases</p>	<p>2b - Retrieve and record information/identify key details from fiction and non-fiction</p>	<p>2c - Summarise main ideas from more than one paragraph</p>	<p>2f - Identify/explain how information/narrative content is related and contributes to meaning as a whole</p>	<p>2d - Make inferences from the text/explain and justify inferences with evidence from the text</p>	<p>2e - Predict what might happen from details stated and implied</p>	<p>2h - Make comparisons within and across the text/s</p>	<p>-reads as much as possible each day -<i>chooses</i> to read at home and at school -shows a passion for books, authors and genres -talks confidently about books they have read</p>
<p>Use knowledge of root words, suffixes and prefixes to read and understand new words</p> <p>Read further exception words - noting the unusual correspondences between spelling and sound</p> <p>Confidently use the context of a sentence to read unfamiliar words</p> <p>Self-correct consistently</p> <p>Test out different pronunciations when faced with longer words</p> <p>Read, automatically, all words from the Year3 spelling list</p> <p>Begin to maintain fluency when reading complex sentences, with subordinate clauses</p>	<p>Begin to understand what is read by checking that the text makes sense, discussing understanding and explaining the meaning of words in context</p>	<p>Discuss words and phrases that capture the reader's interest and imagination</p> <p>Comment on the way the author's choice of language creates moods and builds tension - <i>'crept' lets you know he was moving quietly, but also that he was going slowly because he did not want to be caught</i></p>	<p>Identify the features of a growing variety of text types (labels, diagrams, charts) and use these to locate information</p> <p>Begin to retrieve and record information from non-fiction over a wide range of subjects</p> <p>Use alphabetically ordered texts to find information and dictionaries to check for meaning</p> <p>Locate information using skimming, scanning and simple annotations</p>	<p>Begin to identify main ideas drawn from more than one paragraph and summarise these</p>	<p>Begin to make connections between ideas within a text and explain how this supports understanding of the whole text</p>	<p>Empathise with a character</p> <p>Automatically justify inferences with evidence from the text</p> <p>Discuss the historical setting or social/cultural background of texts - 'The girls have petticoats on because that is what they wore in the past'</p> <p>Identify what the writer might be thinking</p>	<p>Automatically justify predictions with evidence from the text</p>	<p>Begin to identify and comment on different points of view in the text</p> <p>Make simple connections between books by the same author - 'Dick King Smith often writes about animals'</p> <p>Begin to identify simple common themes in texts, e.g good vs evil</p>	<p>Evaluate specific texts with reference to text types</p> <p>Develop positive attitudes to reading and understanding by reading for a range of purposes</p> <p>Read a range of books including fairy stories, myths and legends and re-tell some of these orally</p> <p>Prepare poems to read aloud and to perform, showing understanding through intonation, tone, volume and action</p>

Writing

What should the teaching of writing look like in year 3?

Pie Corbett talk for writing should be used to teach writing in Year 3. This could be in a full 3 week writing cycle, a shortened cycle or within project writing.

Cold Piece	IMITATE	INNOVATE	INVENT	Hot Piece
<ul style="list-style-type: none"> ❖ Before the Talk for Writing sequence on blue paper ❖ Every child in the class completes a piece of writing linked to the genre that is going to be taught. ❖ This is a baseline assessment ❖ After the cold piece create a gap analysis on three levels: ❖ Adapt your whole class text according to the gaps ❖ Group your children according to group targets and close the gap focus ❖ Personalised targets created if there is anything specific. ❖ A review lesson must follow up your cold piece of writing where you share the journey with the children. 	<ul style="list-style-type: none"> ❖ Hook to ignite the writing and the text type ❖ Listen to text - exposure to the standard ❖ Learn and internalise text map supported visually by a text map and physically with actios ❖ See whole text ❖ Speed words (tier 2) ❖ Book talk ❖ Write out internalised text - Accurate Writing (could be done in paragraphs, with specific teaching point attached) ❖ Drama leading to response writing - writing with a focus, different purpose, real life link ❖ *This stage needs to be used effectively to teach skills* ❖ internalisation. Take an exemplar text and learn, supported visually by a text and physically with actions. Exposure to the standard. Mindset of a standard based curriculum. Once the language is internalised, children can start to think about the key ingredients and what makes it work. This must include reading as a reader and reading as a writer 	<ul style="list-style-type: none"> ❖ Crucial <u>teaching of writing</u> at this stage ❖ This must include use of vocabulary, sentence structures, writing skills and correct punctuation and grammar ❖ Share models and expected standards of writing ❖ Adapt text map and box it up ❖ heavily scaffolded teaching style - let's have a go together ❖ 'Save it' ideas - push for excellence ❖ Writing time! - must have daily shared writing opportunities, daily independent writing opportunities and daily review opportunities ❖ Consider different levels of innovation to be used ❖ Redrafting modelled against the standard ❖ Success criteria = mechanics of writing ❖ Toolkit - specific genre features 	<ul style="list-style-type: none"> ❖ Explicit teaching time ❖ Application of 2 phases taught ❖ Box it up ❖ Write it ❖ This is not independent writing 	<ul style="list-style-type: none"> ❖ After the Talk for Writing sequence on yellow paper ❖ Every child in the class completes a piece of writing linked to the genre that has been taught ❖ This highlights the progress made from the cold piece of writing with the teaching and journey within.

What writing skills should be taught in year 3?

Autumn	Spring	Summer
<p>Capital letters, full stops, ! ? commas in a list, apostrophes used for contraction and possession used correctly (consolidation of Year 2 knowledge)</p> <p>conjunctions (consolidation of and, but, because, so)</p> <p>Introduce Year 3 conjunctions-when, if, because,so, that, or, but</p> <p>Adjectives and expanded noun phrases - adjective, adjective, noun (consolidation of Year 2 knowledge)</p> <p>Understanding and use of simple sentences</p> <p>Begin to join handwriting</p>	<p><i>Embed and consolidate Autumn focus</i></p> <p>New writing skills within Spring:</p> <p>Introduce conjunctions -when, if, because,so, that, or, but, before</p> <p>Understanding and use of simple and compound sentences (compound sentences = sentence, conjunction, sentence - conjunction being in the middle of two simple sentences)</p> <p>Use of adverbs within a sentence</p> <p>Use of prepositional phrases</p> <p>Use of a/an correctly</p> <p>Continue to join handwriting</p>	<p><i>Embed and consolidate Autumn and Spring focus</i></p> <p>New writing skills within Summer:</p> <p>Introduce writing in paragraphs</p> <p>Begin to use speech marks</p> <p>Introduce conjunctions -when, if, because,so, that, or, but, before, after</p> <p>Use of extended expanded noun phrases <i>e.g. black, fluffy cat with long whiskers</i></p> <p>Use of fronted adverbials for time and place</p> <p>Fluent joined handwriting evident</p>

Where do we record writing learning and evidence?

All literacy writing should be recorded in literacy books. This includes:

- Work from lessons
- Hot and cold tasks
- One off writing pieces
- Independent tasks that teach core skills
- If appropriate, project writing when part of a cycle
- Grammar learning that links to writing cycle and gaps

Children should start the year with a purple Literacy book to ensure the letter formation is accurate.

Tapestry should be used to gather evidence that cannot be recorded in books. This is particularly important when children are working practically.

Overlearning within writing

Below provides examples of how a year group spaces continuous learning throughout the year to ensure it commits learning to long term memory and avoids cognitive overload. Each year group should find age appropriate ways to ensure this happens.

When these activities could take place?

- Lining up in the classroom
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Images to engage - popcorn adventurous language

Word search for speed words. Use online generator.

How do we assess writing in year 3?

Teach	Formative ongoing assessment	Summative assessment	Teacher judgement
Gathering evidence and learning against objectives Marking and feedback in lessons Recording evidence on tapestry	Hot and cold tasks One off writing pieces Grammar & spelling quizzes Dialogue ladders to give feedback Recording evidence on tapestry - explorer or master	Moderation of writing Additional writing cycles if needed One off writing pieces for evidence collection	Not on track On track Explorer Master Voyager

What is a dialogue/marking ladder?

Marking ladders/ dialogue sheets are used as a tool to support review in literacy. They are a tool for opening dialogue with different learners and recording feedback. They have the success criteria and mechanics of writing which is linked to the curriculum for appropriate points in the year. There is also a space for the 'toolkit' for writing which is specific to the genre and text type. This should be adapted for each writing cycle.

Using dialogue sheets consistently enables us to show progress in our books so learners can reflect on next steps and the progress they have made. Ladders/dialogue sheets help us set the expectations for learning at different points in the year as well as setting personalised next steps.

Marking ladders are used as a formative assessment tool throughout the writing cycle. They are used by:

- Teachers when marking with children 1:1 in groups
- Children when peer or self reviewing
- As a whole class or in orchestrated groups when setting the SC or expectations
- During whole class or orchestrated review to model expectations for review and feedback

Year 3 Mastery Ladder for Autumn			
Writing Toolkit			
Skills to master in Autumn		Visual Image	Explorer = green Master = gold
Composition	I can plan my writing and use this plan when I am writing		
Punctuation	I can use capital letters for the start of a sentence and names of places and people <i>Miss Almonst Harry Spain Brooklands Farm</i>	ABC	
	I can use full stops to show it is the end of a sentence		
	I can use I correctly <i>What an amazing summer you are! What!</i>		
	I can use T correctly <i>What...? Where...? Why...? How...? When...? Did you know...?</i>		
	I can use commas in a list correctly		
	I can use apostrophes for contractions and possession		
Grammar	I can use a range of conjunctions in my writing - when, if, because, so, that, or, but		
	I can use adjectives and expanded noun phrases <i>black, fluffy cat</i>		
	I can use simple sentences in my writing		
Spellings			
Handwriting	I can join my handwriting and know which letters are best left unjoined		
		Dialogue	

Year 3 Mastery Ladder for Spring			
Writing Toolkit			
Skills to master in Spring		Visual Image	Explorer = green Master = gold
Composition	I can plan my writing and use this plan when I am writing		
Punctuation	I can use capital letters for the start of a sentence and names of places and people <i>Miss Almonst Harry Spain Brooklands Farm</i>	ABC	
	I can use full stops to show it is the end of a sentence		
	I can use I correctly <i>What an amazing summer you are! What!</i>		
	I can use T correctly <i>What...? Where...? Why...? How...? When...? Did you know...?</i>		
	I can use commas in a list correctly		
	I can use apostrophes for contractions and possession		
Grammar	I can use a range of conjunctions in my writing - when, if, because, so, that, or, but		
	I can use adjectives and expanded noun phrases <i>black, fluffy cat</i>		
	I can use simple sentences in my writing		
	I can use compound sentences with conjunctions in the middle		
	I can use adverbs within a sentence		
	I can use prepositional phrases <i>on the mat, behind the tree</i>		

	I can use adverbs correctly		
Spellings			
Handwriting	I can join my handwriting and know which letters are best left unjoined		
		Dialogue	

Year 3 Mastery Ladder for Summer			
Writing Toolkit			
Skills to master in Summer		Visual Image	Explorer = green Master = gold
Composition	I can plan my writing and use this plan when I am writing		
	I can introduce writing in paragraphs		
Punctuation	I can use capital letters for the start of a sentence and names of places and people <i>Miss Almonst Harry Spain Brooklands Farm</i>	ABC	
	I can use full stops to show it is the end of a sentence		
	I can use I correctly <i>What an amazing summer you are! What!</i>		
	I can use T correctly <i>What...? Where...? Why...? How...? When...? Did you know...?</i>		
	I can use commas in a list correctly		
	I can use apostrophes for contractions and possession		
	I can begin to use speech marks		
Grammar	I can use a range of conjunctions in my writing - when, if, because, so, that, or, but, before		
	I can use adjectives and expanded noun phrases <i>black, fluffy cat with long, thin whiskers</i>		
	I can use simple sentences in my writing		
	I can use compound sentences with conjunctions in the middle		

	I can use adverbs within a sentence		
	I can use prepositional phrases <i>on the mat, behind the tree</i>		
	I can use adverbs correctly		
	I can use linked sentences for time and place		
Spellings			
Handwriting	I can join my handwriting and know which letters are best left unjoined		
		Dialogue	

What is the end of year standard?

This end of year standard is taken from the national curriculum and adapted to meet the Brooklands expectations for a writer. Children must meet all aspects to meet the end of year standard because we are working towards a mastery curriculum. For a child to be 'on track' they must have met the objectives taught so far that term and show evidence in their independent writing.

Writing End of Year Standard – Year 3	
Composition	Vocab, Grammar and Punctuation
<ul style="list-style-type: none"> Evidence of discussing writing similar to the writing that they are planning. Learning from its structure, vocabulary and grammar. Evidence of planning their writing by discussing and recording their ideas. Composing and rehearsing sentences orally. Begin to build a rich and varied vocabulary to enhance the composition of their writing. Use an increasing range of sentence structures to enhance the composition of their writing. Use paragraphs to group related ideas and material together. Write narratives that create settings, characters and plots. Write non-narrative texts using organisational devices to suit the text type. Assess the effectiveness of their own and others writing. Start to propose changes to grammar and vocabulary to improve consistency in writing. When proofreading start to recognise spelling and punctuation errors and suggest ways of correcting these – capital letters, full stops, exclamation marks, question marks, speech marks. Read their work clearly to the class or a group with thought about intonation, tone and volume of their voice. <i>Start to show a deeper understanding of some text types by making independent decisions about form, audience and purpose.</i> <i>In narratives, plots, settings and characters are successfully created in creative ways, supported by some character dialogu</i> 	<ul style="list-style-type: none"> Extend sentences using a range of conjunctions, including when, if, because, although, before, after, while, so Use past tense verbs correctly. Choose nouns or pronouns appropriately for clarity and cohesion, to avoid repetition Use adverbs and prepositions to express time and cause, e.g. next, soon, therefore, before, after, during, because of Begin to use some fronted adverbials to express time, place and manner, e.g. Later that day (time), in the garden (place), quickly and quietly (manner) Use of commas to mark fronted adverbials may be incorrect Correct use of 'a' and 'an' according to whether the next word begins with a consonant or vowel. The use of common punctuation is generally accurate: full stops, capital letters, exclamation marks, question marks, commas in a list, apostrophes. Begin to use inverted commas to punctuate direct speech Show some understanding of when to use a possessive apostrophe with plural nouns, e.g. girls' Paragraphs used to group related material, including the use of sub-headings and headings to aid presentation Writing demonstrates competent use of a range of sentence structures, e.g. simple, compound and complex sentences used across different pieces of writing <i>Writing maintains tense, with the writer independently switching tense where appropriate, e.g. a flashback or evidence from the story in a character description, e.g. I know Aunt Sponge is horrible woman because she sat and drank lemonade whilst James worked in the garden.</i> <i>Increasingly accurate use of direct speech punctuation and commas to mark phrases and clauses</i>
Transcription – Handwriting	Transcription – Spelling
<ul style="list-style-type: none"> Handwriting is consistently joined and shows a fluent style Understand which letters, when adjacent to one another, are best left unjoined 	<ul style="list-style-type: none"> Use the prefixes un- dis- mis- with increasing accuracy Spell words containing the suffix -ly with increasing accuracy Spell words with ending that sound like 'zhun', e.g. division, decision, television Spell words containing alternative graphemes, e.g. 'y' in myth, 'ou' in young, 'ch' as in scheme, 'ch' as in machine, 'eigh' as in eight, 'ei' as in vein and 'ey' as in they Spell a growing variety of homophones with increasing accuracy Use the first two letters of a word to check its spelling in a dictionary From memory, write simple sentences dictated by the teacher that include words and punctuation taught so far Show some understanding of when to use a possessive apostrophe, e.g. girls' Spell words containing /zh/ and /ch/ as in treasure, creature, nature, etc.

- Spelling is accurate across a variety of pieces of written work, including more ambitious vocabulary choices.
- Spelling rules can be explained confidently and applied efficiently

Maths

What should the teaching of maths look like in year 3?

We use the mastery model of maths teaching taken from 'Maths no Problem'.

Maths teaching in year 3 follows Structure D:

Instructional: 30 mins morning and 20 mins directed independent learning (could include orchestration / keep up / catch up)

Following morning: 20-30 mins fluency and flexibility or close the gap teaching.

What maths skills should be taught in Year 3?

Maths No Problem Overview



PRIMARY MATHS SERIES – YEAR 3 AT A GLANCE

	AUTUMN TERM	SPRING TERM	SUMMER TERM
Week 1	Number and Place Value: Numbers to 1000 LESSON BREAKDOWN	Measurement: Length LESSON BREAKDOWN	Statistics: Picture and Bar Graphs LESSON BREAKDOWN
Week 2			Fractions, Decimals and Percentages: Fractions LESSON BREAKDOWN
Week 3	Measurement: Mass LESSON BREAKDOWN		
Week 4	Measurement: Volume LESSON BREAKDOWN		
Week 5			
Week 6	Mid-year (A) Tests and Remediation		
Week 7	Calculations: Multiplication and Division LESSON BREAKDOWN	Measurement: Money LESSON BREAKDOWN	Geometry – Properties of Shapes: Angles LESSON BREAKDOWN
Week 8			Geometry – Properties of Shapes: Lines and Shapes LESSON BREAKDOWN
Week 9		Measurement: Time LESSON BREAKDOWN	
Week 10			
Week 11	Calculations: Further Multiplication and Division LESSON BREAKDOWN	Measurement: Time LESSON BREAKDOWN	Measurement: Perimeter of Figures LESSON BREAKDOWN
Week 12			End-of-year (B) Tests and Remediation

Where do we record maths learning and evidence?

All maths should be recorded in Maths books. This includes:

- Work from lessons
- Quizzes
- Any extra assessment evidence gathered for each child
- Summative assessments should be stored by the teacher

Tapestry should be used to gather evidence that cannot be recorded in books. This is particularly important when children are working practically.

Children should all be using a medium sized square maths books when they are in Year 3.

Overlearning in Maths

Below provides examples of how a year group spaces continuous learning throughout the year to ensure it commits learning to long term memory and avoids cognitive overload. Each year group should find age appropriate ways to ensure this happens.

When these activities could take place?

- Lining up in the classroom
- Walking to lunch - chanting times tables
- On the playground before coming upstairs to calm
- As soon as children come in from lunchtime, something on the board when they have a drink
- Attached before/after a circle (2 opportunities per day!)
- In between lessons (especially in the afternoon)

Maths activity ideas:

Around the world maths

Splat maths

Number bond tennis

Loop/full circle cards - timed for extra challenge

Question and answer match up

Multiples matching - children have various multiples on post-its and need to find other children in that times table. Could be timed for extra challenge

Top Marks website (interactive games) e.g. Hit the Button

Maths methods displayed on the board throughout the day at random times e.g. 500 - 321 in column

"What's the time Mrs" At regular times, ask children to read clock (build with simple questions) where will the hands be in 20 minutes time, in 2 hours time etc

True or false questions - e.g. "all 2d shapes are symmetrical"

How do we assess maths in year 3?

Assessment should be embedded as part of the mastery style of teaching. Continual formative assessment should enable teachers to know if a child is on track at any point in the year. Summative assessment points will assess what has been taught so far and be used only to back up teacher judgements as shown in the cycle below:

Teach Marking and feedback in lessons Recording evidence on tapestry Learning in books Learning practically	Formative ongoing assessment Quizzes on paper Quizzes on mathletics Use of timetable rockstars Dialogue boxes on quizzes Recording evidence on tapestry - explorer or master	Summative assessment Summative standardized quizzes - White Rose & Pixl (new for 2018/19)	Teacher judgement Not on track On track Explorer Master Voyager
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What is the end of year standard?

Maths Year 3 Standard

Standard for Number and Place Value:

- count from 0 in multiples of 4, 8, 50 and 100; find 10 or 100 more or less than a given number
- recognise the place value of each digit in a three-digit number (hundreds, tens, ones) and partition in different ways, e.g. $146 = 130 + 16$
- compare and order numbers up to 1000
- identify, represent and estimate numbers using different representations
- read and write numbers up to 1000 in numerals and in words
- solve number problems and practical problems involving these ideas

Assessment of
Maths is
65% - 70%
number

Standard for multiplication and division:

- recall and use multiplication and division facts for the 3, 4 and 8 multiplication tables
- write and calculate mathematical statements for multiplication and division using the multiplication tables that they know, including for two-digit numbers times one-digit numbers, using mental and progressing to formal written methods
- solve problems, including missing number problems, involving multiplication and division, including positive integer scaling problems and correspondence problems in which n objects are connected to m objects.

Standard for fractions:

- count up and down in tenths; recognise that tenths arise from dividing an object into 10 equal parts and in dividing one-digit numbers or quantities by 10
- recognise, find and write fractions of a discrete set of objects: unit fractions and non-unit fractions with small denominators (up to ninths on MTP)
- recognise and use fractions as numbers: unit fractions and non-unit fractions with small denominators
- recognise and show, using diagrams, equivalent fractions with small denominators (up to ninths on MTP)
- add and subtract fractions with the same denominator within one whole (for example, $\frac{5}{7} + \frac{1}{7} = \frac{6}{7}$)
- compare and order unit fractions, and fractions with the same denominators
- solve problems that involve all of the above.

Standard for addition and subtraction:

- add and subtract numbers mentally, including:
 - a three-digit number and ones
 - a three-digit number and tens
 - a three-digit number and hundreds
- add and subtract numbers with up to three digits, using formal written methods of columnar addition and subtraction
- consistently, and without prompts, estimate the answer to a calculation and use inverse operations to check answers
- solve problems, including missing number problems, using number facts, place value, and more complex addition and subtraction.

Standard for measurement:

- measure, compare, add and subtract: lengths (m/cm/mm); mass (kg/g); volume/capacity (l/ml), including the use of mixed units, e.g. 1 kg 200 g
- measure the perimeter of simple 2-D shapes
- add and subtract amounts of money to give change, using both £ and p in practical contexts
- tell and write the time from an analogue clock, including using Roman numerals from I to XII, and 12-hour and 24-hour clocks
- estimate and read time with increasing accuracy to the nearest minute; record and compare time in terms of seconds, minutes and hours; use vocabulary such as o'clock, a.m./p.m., morning, afternoon, noon and midnight
- know the number of seconds in a minute and the number of days in each month, year and leap year
- compare durations of events [for example to calculate the time taken by particular events or tasks].

Standard for statistics:

- interpret and present data using bar charts, pictograms and tables
- solve one-step and two-step questions [for example, 'How many more?' and 'How many fewer?'] using information presented in scaled bar charts and pictograms and tables.

Maths

Year 3

Standard



Standard for Geometry – position and direction

No additional objectives on new NC

Standard for Geometry – properties of shapes

- draw 2-D shapes and make 3-D shapes using modelling materials; recognise 3-D shapes in different orientations and describe them
- recognise angles as a property of shape or a description of a turn
- identify right angles, recognise that two right angles make a half-turn, three make three quarters of a turn and four a complete turn; identify whether angles are greater than or less than a right angle
- identify horizontal and vertical lines and pairs of perpendicular and parallel lines.

Spelling, Punctuation and Grammar (SPAG)

What should the teaching of SPAG look like in year 3?

SPAG is taught discretely every day to ensure that the knowledge is gained of key skills. This then gives teachers the opportunity to model within writing sessions how to embed and apply these skills. Children are given the opportunity to practice and embed these skills alongside the composition of writing being taught.

What Spellings are taught in year 3?

We follow the [No Nonsense Spelling scheme](#).

Autumn 1				Spring 1				Summer 1			
Block 1 – autumn first half term				Block 3 – spring first half term				Block 5 – summer first half term			
Week 1	Lesson 1 Revise Suffixes from Year 2 ('-s', '-es', '-er', '-ed', '-ing')	Lesson 2 Practise Suffixes from Year 2 ('-s', '-es', '-er', '-ed', '-ing')	Lesson 3 Revise/Teach Revise prefix 'un-' Teach prefix 'dis-' (disappoint, disagree, disobey)	Week 1	Lesson 1 Revise/Teach From Year 2: suffixes '-ness' and '-ful' following a consonant	Lesson 2 Practise/Apply From Year 2: suffixes '-ness' and '-ful' following a consonant		Week 1	Lesson 1 Revise Previously taught suffixes ('-ed', '-ing', '-s', '-es', '-ness', '-ful', '-less' and '-ly')	Lesson 2 Practise Previously taught suffixes ('-ed', '-ing', '-s', '-es', '-ness', '-ful', '-less' and '-ly')	Lesson 3 Apply Previously taught suffixes: dictation
Week 2	Lesson 4 Practise/Apply Practise prefix 'dis-' Apply prefix 'un-'	Lesson 5 Revise From Year 2: Apostrophes for contractions		Week 2	Lesson 3 Teach Prefixes 'sub-' and 'tele-'	Lesson 4 Practise Prefixes 'sub-' and 'tele-'	Lesson 5 Apply Prefixes 'sub-' and 'tele-'	Week 2	Lesson 4 Teach Suffix '-ly' with root words ending in 'le' and 'ic'	Lesson 5 Practise Suffix '-ly'	Lesson 6 Apply Suffix '-ly'
Week 3	Lesson 6 Learn Strategies for learning words: words from statutory and personal spelling lists	Lesson 7 Revise/Teach Strategies at the point of writing: Have a go		Week 3	Lesson 6 Practise From Year 2: apostrophe for contraction	Lesson 7 Learn Strategies for learning words: words from statutory and personal spelling lists		Week 3	Lesson 7 Revise From Year 2: Apostrophes for contractions	Lesson 8 Learn Strategies for learning words: words from statutory and personal spelling lists	Lesson 9 Assess Words from statutory and personal spelling lists
Week 4	Lesson 8 Teach Rarer GPCs: words with the /ei/ sound spell 'ei' (vein), 'eigh' (eight), 'aigh' (straight) or 'ey' (they)	Lesson 9 Practise Rarer GPCs: words with the /ei/ sound spell 'ei' (vein), 'eigh' (eight), 'aigh' (straight) or 'ey' (they)	Lesson 10 Assess Rarer GPCs: words with the /ei/ sound spell 'ei' (vein), 'eigh' (eight), 'aigh' (straight) or 'ey' (they): dictation	Week 4	Lesson 8 Apply Words from statutory and personal spelling lists: pair testing	Lesson 9 Teach Words with the /f/ sound spell 'ch' (mostly French in origin) as well as 's', 'ss(ion/ure)'	Lesson 10 Practise Words with the /f/ sound spell 'ch' (mostly French in origin) as well as 's', 'ss(ion/ure)'	Week 4	Lesson 10 Teach Rare GPCs (/t/ sound)	Lesson 11 Practise Rare GPCs (/t/ sound)	
Week 5	Lesson 11 Learn Strategies for learning words: words from statutory and personal spelling lists	Lesson 12 Teach Homophones (brake/break, grate/great, eight/ate, weight/wait, son/sun)		Week 5	Lesson 11 Assess Words with the /f/ sound spell 'ch' (mostly French in origin) as well as 's', 'ss(ion/ure)': dictation	Lesson 12 Learn Strategies for learning words: words from statutory and personal spelling lists		Week 5	Lesson 12 Apply Rare GPCs (/t/ sound)	Lesson 13 Learn Strategies for learning words: words from statutory and personal spelling lists	Lesson 14 Practise Strategies for learning words: words from statutory and personal spelling lists
Week 6	Lesson 13 Practise Homophones (brake/break, grate/great, eight/ate, weight/wait, son/sun)	Lesson 14 Assess Homophones (brake/break, grate/great, eight/ate, weight/wait, son/sun)		Week 6	Lesson 13 Revise/Teach Revise suffixes '-ness' and '-ful' Teach suffixes '-less' and '-ly'	Lesson 14 Practise Suffixes '-less', '-ness', '-ful' and '-ly'	Lesson 15 Assess Suffixes '-less', '-ness', '-ful' and '-ly': spelling test	Week 6	Lesson 15 Apply/Assess Words from statutory and personal spelling lists	Lesson 16 Revise From Years 1 and 2: vowel digraphs	

Autumn 2				Spring 2				Summer 2			
Block 2 – autumn second half term				Block 4 – spring second half term				Block 6 – summer second half term			
Week 1	Lesson 1 Revise Statutory words learnt last half term Strategies at the point of writing: Have a go	Lesson 2 Revise Homophones	Lesson 3 Revise Year 2 prefixes and suffixes	Week 1	Lesson 1 Practise/Revise Strategies at the point of writing: Have a go Elements from the previous half term that require practice	Lesson 2 Practise/Revise Strategies at the point of writing: Have a go Elements from the previous half term that require practice	Lesson 3 Practise/Revise Strategies at the point of writing: Have a go Elements from the previous half term that require practice	Week 1	Lesson 1 Revise Strategies at the point of writing: Have a go Spellings learnt in the last half term	Lesson 2 Revise Spellings learnt in the last half term	Lesson 3 Revise Spellings learnt in the last half term
Week 2	Lesson 4 Teach Prefixes 'mis-' and 're-'	Lesson 5 Practise Prefixes 'mis-' and 're-'		Week 2	Lesson 4 Teach Prefixes 'super-' and 'auto-'	Lesson 5 Practise Prefixes 'super-' and 'auto-'		Week 2	Lesson 4 Teach The /A/ sound spelt 'ou'	Lesson 5 Practise The /A/ sound spelt 'ou'	
Week 3	Lesson 6 Apply Prefixes 'mis-' and 're-'	Lesson 7 Learn Strategies for learning words: words from statutory and personal spelling lists		Week 3	Lesson 6 Apply Prefixes 'super-' and 'auto-'	Lesson 7 Learn Strategies for learning words: words from statutory and personal spelling lists	Lesson 8 Assess Words from statutory and personal spelling lists: pair testing	Week 3	Lesson 6 Apply The /A/ sound spelt 'ou': dictation	Lesson 7 Learn Strategies for learning words: words from statutory and personal spelling lists	Lesson 8 Assess Words from statutory and personal spelling lists: pair testing
Week 4	Lesson 8 Assess Words from statutory and personal spelling lists: pair-testing	Lesson 9 Teach The /i/ sound spelt 'y'	Lesson 10 Practise/Apply The /i/ sound spelt 'y'	Week 4	Lesson 9 Teach Strategies at the point of writing: homophones	Lesson 10 Practise Strategies at the point of writing: homophones		Week 4	Lesson 9 Teach Homophones (including heel/heal/he'll, plain/plane, groan/grown and rain/rein/reign)	Lesson 10 Practise Homophones (including heel/heal/he'll, plain/plane, groan/grown and rain/rein/reign)	
Week 5	Lesson 11 Teach Proofreading	Lesson 12 Practise Proofreading		Week 5	Lesson 11 Apply Homophones	Lesson 12 Revise Proofreading	Lesson 13 Apply Proofreading	Week 5	Lesson 11 Apply Homophones (including heel/heal/he'll, plain/plane, groan/grown and rain/rein/reign)	Lesson 12 Teach Proofreading	Lesson 13 Learn Strategies for learning words: words from statutory and personal spelling lists
Week 6	Lesson 13 Learn Strategies for learning words: words from statutory and personal spelling lists	Lesson 14 Teach Words ending with the /g/ sound spelt '-gue' and the /k/ sound spelt '-que' (French in origin)		Week 6	Lesson 14 Learn Strategies for learning words: words from statutory and personal spelling lists	Lesson 15 Teach/Apply Words with the /k/ sound spelt 'ch' (Greek in origin)		Week 6	Lesson 14 Apply Words from statutory and personal spelling lists	Lesson 15 Revise Aspects from this half term	

Year 3	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Common exception words (If a project lends itself to any particular words, change the order taught)	Revise all Year 2 common exception words New common exception words: group, appear, disappear, caught, naughty, length, strength, eighth, history	New common exception words: often, enough, heard, early, earth, though, although, fruit, different, difficult, experiment	New common exception words: through, extreme, perhaps, straight, strange, important, remember, address, continue, describe, arrive,	New common exception words: sentence, February, believe, breath, breathe, build, busy, learn, possible, forward, forwards	New common exception words: knowledge, actual, actually, island, opposite, question, heart, height, interest, thought, potatoes	Revision of all content from Year 3 programme
Phonics (No Nonsense)	See No Nonsense scheme	See No Nonsense scheme	See No Nonsense scheme	See No Nonsense scheme	See No Nonsense scheme	See No Nonsense scheme
Spelling rules (See No Nonsense. Some content has been moved to earlier in the year, to allow Summer 2 for revision)	Revise Year 2 suffixes -s, -es, -er, ed, -ing Revise Year 2 contractions + common exception words New common exception words: Revise prefix un- and Teach prefix dis- Homophones: brake/break, grate/great, eight/ate, weight/wait, son/sun	New common exception words: Teach prefixes mis- and re-	New common exception words: Teach prefixes sub- and tele- Revise suffixes -ness and -ful Teach suffixes -less and -ly	New common exception words: Teach prefixes super- and auto- Homophones	New common exception words: Teach suffix -ly with root words ending in 'le-' and 'ic' Homophones: heel/heal/he'll, plain/plane, groan/grown, rain/rein/reign	Revision of all content from Year 3 programme

What punctuation and grammar is taught in year 3?

Autumn	Spring	Summer
<p>Capital letters, full stops, ! ? commas in a list, apostrophes used for contraction and possession used correctly (consolidation of Year 2 knowledge)</p> <p>conjunctions (consolidation of and, but, because, so)</p> <p>Introduce Year 3 conjunctions-when, if, because,so, that, or, but</p> <p>Adjectives and expanded noun phrases - adjective, adjective, noun (consolidation of Year 2 knowledge)</p> <p>Understanding and use of simple sentences</p> <p>Begin to join handwriting</p>	<p><i>Embed and consolidate Autumn focus</i></p> <p>New writing skills within Spring:</p> <p>Introduce conjunctions -when, if, because,so, that, or, but, before</p> <p>Understanding and use of simple and compound sentences (compound sentences = sentence, conjunction, sentence - conjunction being in the middle of two simple sentences)</p> <p>Use of adverbs within a sentence</p> <p>Use of prepositional phrases</p> <p>Use of a/an correctly</p> <p>Continue to join handwriting</p>	<p><i>Embed and consolidate Autumn and Spring focus</i></p> <p>New writing skills within Summer:</p> <p>Introduce writing in paragraphs</p> <p>Begin to use speech marks</p> <p>Introduce conjunctions -when, if, because,so, that, or, but, before, after</p> <p>Use of extended expanded noun phrases <i>e.g. black, fluffy cat with long whiskers</i></p> <p>Use of fronted adverbials for time and place</p> <p>Fluent joined handwriting evident</p>

Where do we record SPAG learning and evidence in year 3?

All children should have a SPAG book where SPAG evidence and learning is stored. This is in one side of the Reading and SPAG book.

In this book, there should be:

- Learning from SPAG lessons with date on each piece to track learning
- SPAG quizzes (master and standards quizzes)
- Practise papers and assessments (summative assessments)

Tapestry should be used to gather evidence that cannot be recorded in books. This is particularly important when children are working practically.

How do we assess SPAG in year 3?

Teach Gathering evidence and learning against objectives Marking and feedback in lessons Recording evidence on tapestry	Formative ongoing assessment Is grammar being applied through daily writing lessons? Quizzes - taken from rising stars/Headstart Recording evidence on tapestry - explorer or master	Summative assessment Moderation of writing Standardised tests using end of year standard - taken from Headstart or Pixl (new for 2018/19)	Teacher judgement Not on track On track Explorer Master Voyager
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Project

What should the teaching of project look like in year 3?

Under each of the 3 year groups, there are 2 main curriculum areas taught. The rest of the curriculum is taught discretely around the 3 8-week projects as shown on the annual overview.

Year 3	Natural Disasters	Science Geography	Ignite: Science experiments Look into Virtual Reality experience in school Outcomes: assembly in a NewsRound format
	Greeks	History Art/DT	Ignite: Free museum for Greeks (Ashmolean museum) and Pitt Rivers Outcomes: class museum
	Rainforests	Science Geography	Ignite: The Living Rainforest Outcomes: Woosh story and sharing stories written about Great Kapok tree

Book based projects that enable all areas of the curriculum to be taught around a text linked to the learning journey.

One of project days	One off project afternoons	Orchestrated project lessons	Teacher led project lessons - mainly knowledge
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Assessment

How do we assess in year 3?

Master quizzes	Standard quizzes
Quizzes knowledge and depth of understanding for a specific area of the curriculum. Gives a raw score/ percentage. Use the terms explorer, master, voyager with children. Lets children know what they do and don't know Frequent	Quizzes current teaching, previous knowledge taught that year and some knowledge from previous curriculums. Gives a raw score/ percentage. Use the terms explorer, master, voyager with children. Opens dialogue with children around next steps. At the end of a concept or cycle

Marking and feedback

Training children to be successful peer markers and reviewers in Year 3 is essential to becoming a Year 3 learner. For this to work successfully in your classrooms learners need to:

- Have tools to support them in peer marking (tools created with children have the biggest impact)
- Have specific training/ lesson time dedicated to successful peer review
- Be modelled by teachers when marking how to have successful dialogue
- Be trusted and enabled to learn from their mistakes when peer reviewing

	Expectations	Symbols and codes
Overview	<p>Regular verbal and written feedback</p> <p>Use of marking ladder to inform marking</p> <p>Use gold and green to review learning. When showing growth, children should draw a green box using a ruler around their redrafted/improved piece</p> <p>Use gold to show where standard has been met</p> <p>Use green to identify areas for growth - use green to create next steps for redrafting.</p> <p>All work must be reviewed each lesson by either self, peer review or with a teacher.</p> <p>Marking should be reflected by the working wall - children must move their names on their Working Walls so that teachers can use self/peer assessment to inform future planning.</p>	<p>VF - verbal feedback</p> <p>GG - guided group</p> <p>I - independently</p> <p>S - supported</p> <p>Symbols should be used to ensure effective clear communication between everyone. (see symbols document being created)</p>

Homework and Parental Engagement

Homework in Year 3 will never be something new. It is learning to consolidate and practice key concepts from the week.

Where possible, mathletics, spellodrome and times table rockstars are used to promote enjoyment and partnership of learning outside of school. Children will receive certificates linked to their achievements from the use of these programs at home. Therefore, these certificates must be awarded in celebration assembly once a week.