



WELCOME TO YEAR 3

THURSDAY 23RD OCTOBER 2025



TEAM FIR



MISS LEWIS



MRS COUCH
(ENGLISH,
SPELLING AND
HANDWRITING)



MRS SETCHELL
TEACHING
ASSISTANT

SAFEGUARDING AND PREVENT LEADS



EMMA FENN
DESIGNATED
SAFEGUARDING LEAD



TRACEY COUCH
DEPUTY DSL
PREVENT LEAD



LOUISE MCLELLAN
DEPUTY DSL
MENTAL HEALTH LEAD



JENNY NORTH
DEPUTY DSL
SENCo



DAISY AMBLER
DESIGNATED TEACHER FOR CHILDREN LOOKED AFTER

SAFEGUARDIN



YOUR CHILD'S SAFETY IS OUR NUMBER ONE PRIORITY. PLEASE SUPPORT US WITH THIS BY:

- **MAKING SURE YOUR CHILD IS AT SCHOOL, ON TIME, UNLESS THEY ARE UNWELL.**
- **LETTING THE SCHOOL OFFICE KNOW EACH MORNING YOUR CHILD IS OFF OR RESPONDING TO MESSAGES FROM THE OFFICE.**
- **LETTING US KNOW IF SOMEONE DIFFERENT IS COLLECTING YOUR CHILD.**
- **NOT USING YOUR MOBILE PHONE ON THE SCHOOL SITE AT DROP OFF AND PICK UP. USE IN ASSEMBLIES OR AT EVENTS WILL BE AT MISS FENN'S DISCRETION.**
- **ENSURING YOUR CHILD HAS NO NUTS IN THEIR SNACK OR LUNCH (INCLUDING ONES FOR AFTER SCHOOL CLUBS).**
- **IF YOU, OR YOUR CHILD, SEES OR HEARS SOMETHING THAT WORRIES YOU, PLEASE TELL ONE OF THE SAFEGUARDING LEADS.**
- **MAKING SURE YOUR CHILD WALKS ALONGSIDE THEIR BIKE /SCOOTER ON THE SCHOOL SITE**



TIMETABLE

	8.40 – 8:55	8:55 – 9	9:00 – 9:15	9:15 – 10:15	10:15 – 10:30	10:30 – 11:30	11:30 – 12	12 – 1	1:00 – 1:15	1:15 – 1:30	1:30 – 3	3 – 3:20	3:20		
Mon	Early Morning Activity / Reading	Register	Readers Spelling / HW	PPA English	Break and Snack	Maths	Reading Response	LUNCH	Register and TTRS	Assembly	Geography		Class Reader/ Story time	HOME TIME	
Tues			Readers Spelling / HW	PPA English		Maths	Reading Response				1:30-2:15 French	2:15-3:00 RE			
Wed			DT			PE – Gymnastics – KS2 Hall	PSHE				1:30-2:30 Science	Library			
Thurs			Readers Spelling / HW	ECT English		Maths	Reading Response				Computing and Recorders				
Fri			Readers Spelling / HW	Observing time English		Maths	Reading Response				1:30-1:45 Home Learning	PE – Netball – KS2 Playground			
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Tues			Readers Spelling / HW	PPA English		Maths	Reading Response				1:30-2:15 French	2:15-3:00 RE			
Wed			Art			PE – Gymnastics – KS2 Hall	PSHE				1:30-2:30 Science	Library			
Thurs			Readers Spelling / HW	ECT English		Maths	Reading Response				Computing and Recorders				
Fri			Readers Spelling / HW	Observing time English		Maths	Reading Response				1:30-1:45 Home Learning	PE – Netball – KS2 Playground			





MATHS

- WE USE THE WHITE ROSE SCHEME FOR MATHS.
- MATHS IS TAUGHT 4 TIMES A WEEK.
- TOPICS INCLUDE PLACE VALUE, ADDITION AND SUBTRACTION, MULTIPLICATION AND DIVISION, LENGTH AND PERIMETER AND FRACTIONS.
- LESSONS ARE SEQUENCED SO IT'S IMPORTANT TO KNOW PREVIOUS LEARNING.

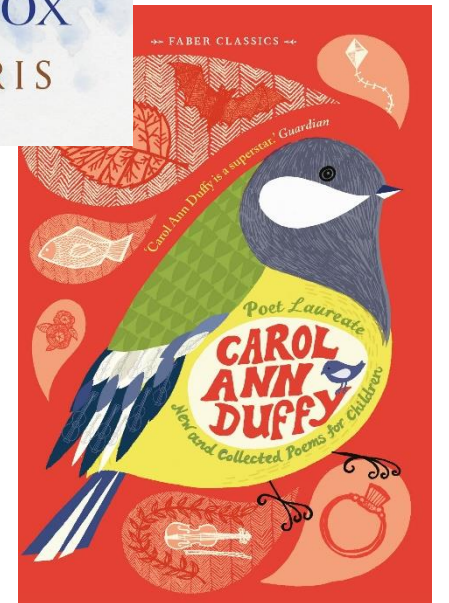
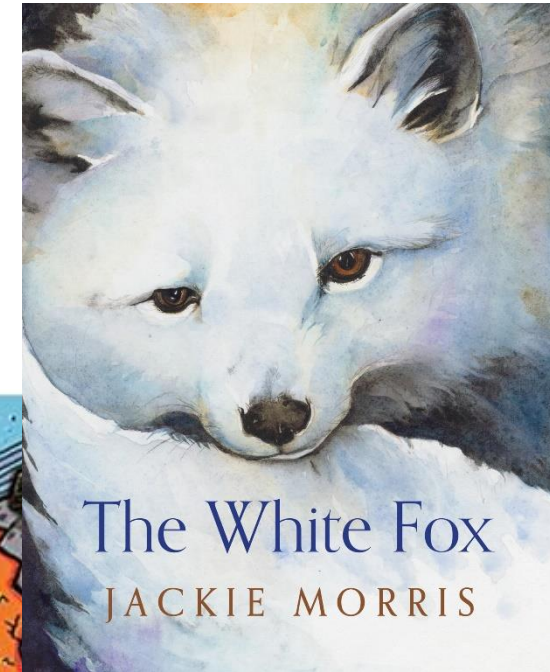
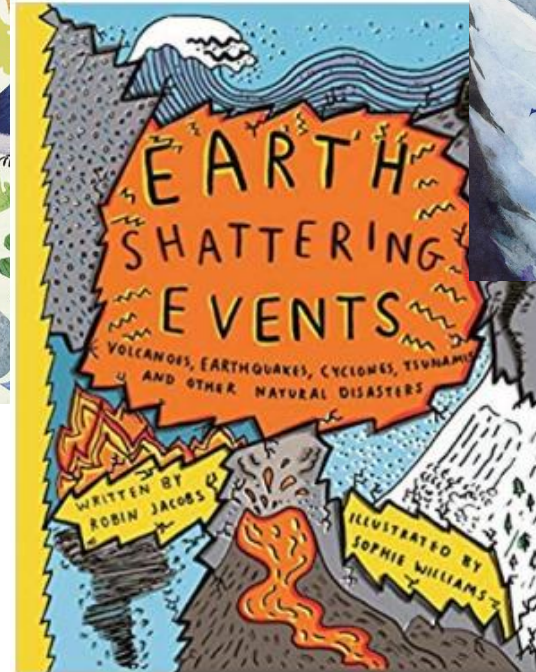
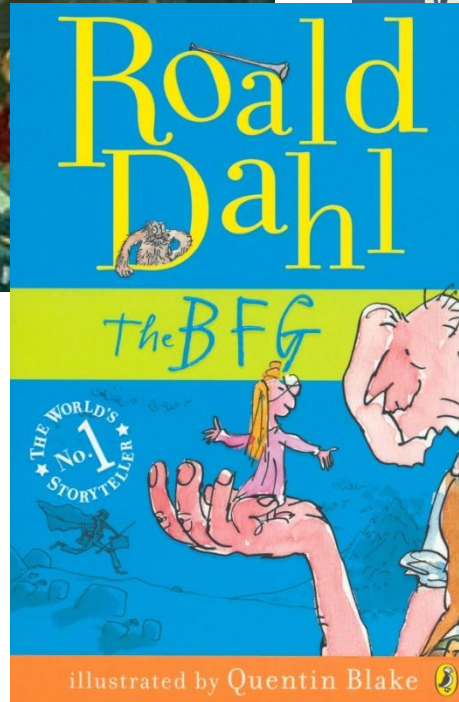
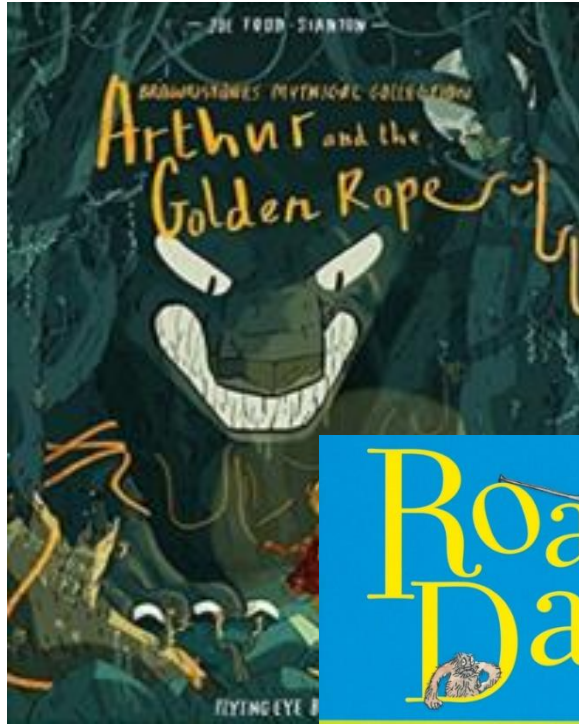


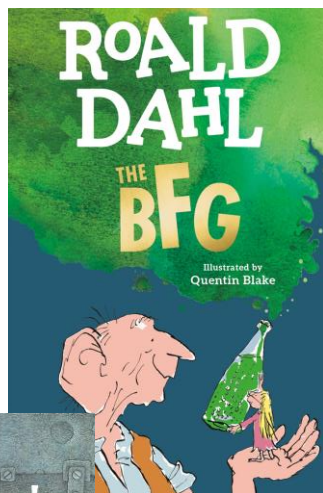
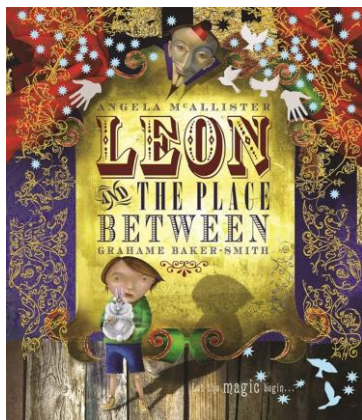
WE ALSO COMPLETE TIMES TABLES ROCKSTAR FAMILY.





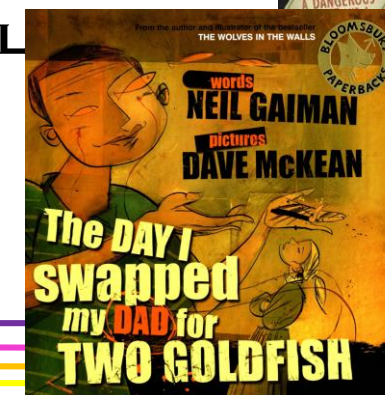
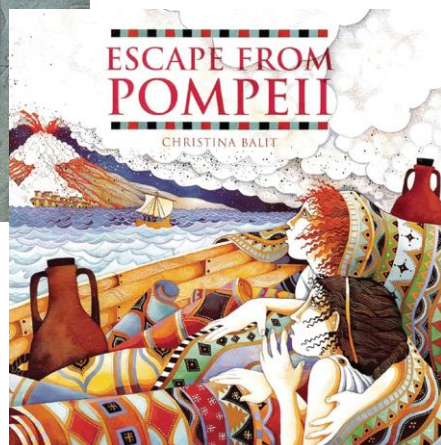
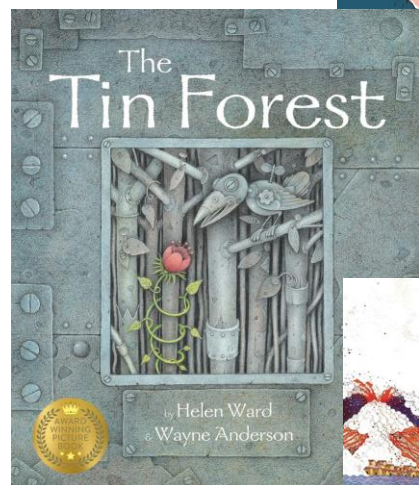
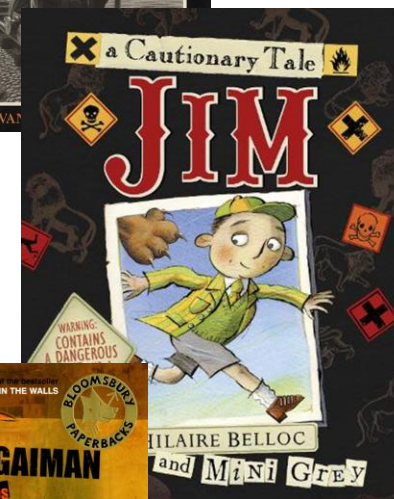
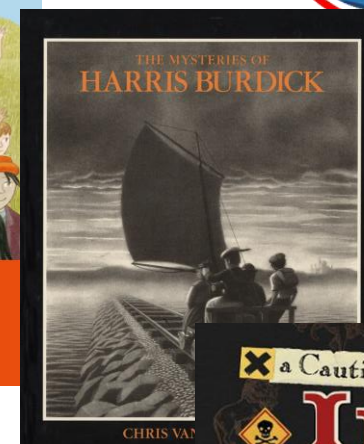
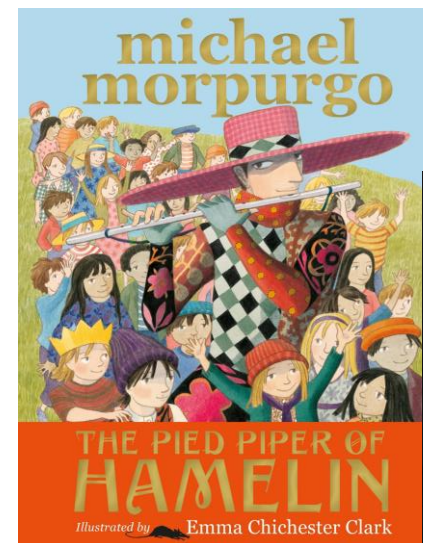
Reading





ENGLISH YEAR3

- ❖ NEWSPAPER REPORTS
- ❖ INFORMATION LEAFLETS
- ❖ LETTER WRITING
- ❖ NARRATIVES (MYSTERY, HISTORICAL, FANTASY)
- ❖ DIARY ENTRIES
- ❖ POSTERS
- ❖ POETRY
- ❖ NON-CHRONOLOGICAL REPORTS
- ❖ RECOUNTS
- ❖ RECIPES



END OF YEAR EXPECTATIONS



The national curriculum expectations: **proof-read for spelling and punctuation errors** and **assess the effectiveness of their own and others' writing and suggest improvements** will be important in enabling all children to meet the standards for their year groups.

Year 3

Working towards the expected standard

The pupil can, after discussion with the teacher:

- write simple, coherent narratives[†]
- write in a range of non-narrative forms
- use the range of punctuation taught up to and including Y2 mostly correctly[^]
- use co-ordination (e.g. or / and / but) and some subordination (e.g. when / if / that / because) to join clauses
- spell many common exception words^{*}
- use phonic knowledge and other knowledge of spelling to spell many words relating to the KS1 programme of study correctly
- form capital letters and lower case letters correctly.

Year 3

Working at greater depth within the expected standard

The pupil can:

- write effectively and coherently for different purposes, drawing on their reading to inform the vocabulary and grammar of their writing
- use detail and vocabulary to interest and engage the reader
- use paragraphs
- improve the effect of their writing by making changes when editing (e.g. re-ordering sentences and adapting vocabulary).

Year 3

Working at the expected standard

The pupil can:

- write for a range of real purposes and audiences, beginning to develop an awareness of appropriate language and form (e.g. letter; report writing)
- create settings, characters and plot in narrative[†]
- use speech punctuation correctly when following modelled writing
- use some conjunctions (e.g. and, because, when, even though), adverbs (e.g. often, quickly, very), and prepositions (e.g. next to, underneath, with) for cohesion and to add detail
- use past and present tense mostly correctly (e.g. ran, wander) and begin to use other verb forms (e.g. will go, have eaten)
- use the range of punctuation taught up to and including Y3 mostly correctly[^] (e.g. apostrophes for possession, commas in lists)
- spell correctly words from learning in previous year groups, and some words from the year 3 / year 4 spelling list,^{*} using phonic knowledge and other knowledge of spelling such as morphology, to spell words as accurately as possible
- spell most common exception words^{*}
- increase the legibility, consistency and quality of handwriting (e.g. by ensuring that downstrokes of letters are parallel and equidistant)
- join letters with diagonal and horizontal strokes where appropriate.²

WHAT I

What is tea?

Tea is a ~~port~~ popular drink from all over the world. ~~Before~~ Before only rich people could drink tea but now it's for ~~every~~ everyone because it's cheap and affordable. Have you ~~wondered~~ wondered how do we make tea? We get leaves in hot water. There are lots of ~~variations~~ variations of tea. Tea is drunk from England to China but mostly popular in Asia and it's still happening now!

Where is tea grown?

Assam tea is produced in the Brahmaputra Valley in ~~North~~ North east in India because there's rich soil and a tropical climate.

Green tea can be found in Shizuoka, is very near ~~the~~ Mount Fuji. ~~They~~ They made this tea because in the area is humid and ~~sub~~ subtropical which ~~is~~ is ideal for tea growing.



People who grow tea. People think making tea is easy but it isn't! ~~Grow~~ Growing and harvesting tea is hard work. Workers have hot and dusty conditions to work in and the ~~big~~ huge wicker baskets of tea are ~~heavy~~ very heavy. Some plantation owners are ~~unkind~~ unkind and force their workers to work too hard.



One ~~the~~ ~~other~~ in a dark, eerie night in a forest, there was a girl named Siena. ~~Since~~ ~~She~~ ^{Since} ^{She} ^{She} walked in the forest it was quiet, gloomy, foggy and a bit ~~haunted~~ ^{haunted}, but she didn't give up. ~~Every~~ Every thing was looming over ~~the~~ her head, until! She saw a dark, dingy, tall, wicked house. ~~There~~ ^{The moon} ~~was~~ ^{was} like a gazillion stars. And also there was ~~that~~ trees that were like wicked, pointy, creepy witches hands.

In a tremble, ~~she~~ ^{As} nervously, silently and in horror she ~~pushed~~ ^{pushed} the gate, slowly. In a fright ~~she~~ ^{open} Siena stood there speechless! "Should I go in the haunted house or ~~not~~?" She ~~said~~ ^{to herself in a tremble} in a tremble. The wind ~~wooshed~~ ^{wooshed} through her hair. Siena ~~walked~~ ^{As} ^{As} ^{As} ^{As} stepped closer closer and closer! In horror In horror she ~~opened~~ ^{opened} the creaky, wooden door, she and she saw...

End of year 3 assessment – Working at the expected standard (EX)						
Name:	A	B	C	D	E	F
The pupil can:						
• write effectively and coherently for different purposes						
• some use of paragraphs to group related material						
• some use of headings and sub-headings to <u>organise</u> non-narrative texts						
• using expanded noun phrases to describe and specify when describing settings and characters in narratives						
• some use of dialogue to show a character's attitude						
• selecting some vocabulary that fits the purpose of their writing						
• using the present and past progressive form mostly correctly e.g. <i>I was deciding, We were breathing.</i>						
• some use of the present perfect form of verbs instead of simple past						
• use of subordinating conjunctions to express time and cause, including: if, when, because, although e.g. <u>although</u> it was raining, <u>because</u> it fell on the floor (cause), <u>while</u> we were asleep, <u>after</u> the tests ended (time)						
• use of adverbs to express time, place and cause e.g. <u>then</u> it was all over, <u>soon</u> he will disappear (time), he ran <u>away</u> , it shot <u>out</u> , (place), <u>therefore</u> he could not stay (cause)						
• some use of prepositions to express time, place and cause e.g. <u>before</u> midnight, <u>after</u> tea (time), <u>under</u> the tree, <u>down</u> the street (place) <u>because of</u> the rain (cause)						
• using mostly correctly:	capital letters					
	full stops					
	question marks					
	exclamation marks					
	commas for lists					
	apostrophes for contraction					
	Apostrophes to mark singular possession in nouns					

• some use of:	inverted commas to punctuate direct speech						
• using the correct form of a/an mostly correct							
• spelling most words with contracted forms							
• adding prefixes to spell some words correctly in their writing e.g. <u>dis</u> , <u>mis</u> , <u>in</u> , <u>il</u> , <u>im</u> , <u>ir</u> , <u>re</u> , <u>sub</u> , <u>inter</u> , <u>super</u> , <u>anti</u> , <u>auto</u>							
• adding suffixes to spell most words correctly, including where changes are made to the root word e.g. <u>ly</u> , <u>ed</u> , <u>ing</u> , <u>ness</u> , <u>ment</u> , <u>ful</u>							
• spelling some words correctly with <u>-ous</u> suffix e.g. <u>poisonous</u> , <u>enormous</u> , <u>humorous</u> , <u>courageous</u> , <u>serious</u>							
• spelling some words correctly with /shun/ ending e.g. <u>a</u> <u>tion</u> , <u>cia</u> , <u>sion</u> , <u>tion</u> , <u>ssion</u> ,							
• spelling some words correctly with <u>-ture</u> or <u>-sure</u> endings e.g. <u>treasure</u> , <u>pleasure</u> , <u>puncture</u> , <u>picture</u>							
• spelling some words correctly with <u>ch</u> for /k/ sound e.g. <u>chemist</u> , <u>echo</u>							
• spelling some words correctly with <u>ch</u> for /sh/ sound e.g. <u>chef</u> , <u>machine</u>							
• spelling some words correctly with <u>gue</u> for /g/ sound e.g. <u>league</u> , <u>tongue</u> and <u>que</u> for /k/ sound e.g. <u>antique</u> , <u>unique</u>							
• spelling some words correctly with <u>sc</u> for /s/ sound e.g. <u>science</u> , <u>fascinate</u> , <u>scenic</u>							
• spelling some words correctly with <u>ej</u> , <u>igh</u> or <u>ey</u> for /ae/ sound e.g. <u>vein</u> , <u>reign</u> , <u>neighbour</u> , <u>they</u> , <u>obey</u>							
• use of the correct homophone in their writing mostly correct (the most common) – their/there/they're, to/two/too							
• some correct use of further homophones from the year 3 and 4 statutory word list							
• spelling some words correctly from year 3 and 4 statutory word list							
using the diagonal and horizontal strokes needed to join letters in most of their writing							

EXPECTATIONS OF BEHAVIOUR



VOICE LEVELS

- 0 SILENCE IS GOLDEN**
Absolute silence. No one is talking.
- 1 SPY TALK**
Whispering, only 1 person can hear you.
- 2 LOW FLOW**
Small group work, only the group can hear you.
- 3 FORMAL NORMAL**
Normal conversation voice.
- 4 LOUD CROWD**
Presenting voice. Everyone can hear you.
- 5 OUT OF CONTROL**
Playground voice, never used inside.



Golden Rules

We are gentle
We don't hurt others



We are kind and helpful
We don't hurt anybody's feelings



We listen
We don't interrupt



We are honest
We don't cover up the truth



We work hard
We don't waste our own or others' time



We look after property
We don't waste or damage things



Playground Golden Rules

We are gentle when we play.



We are kind and helpful towards others.



We respect everyone's games.



We look after the playground.



We listen to and keep the playground safety rules.



We are honest with everyone.



LAST YEAR – TRIPS AND EVENTS



**BHAKTIVED
ANTA
MANOR**



**CELTIC
HARMONY**



**CRAZY HAIR
DAY**



Things to note

- **PE DAYS ARE ON WEDNESDAY AND FRIDAY (CHILDREN BE ALLOWED TO GO HOME IN THEIR PE KIT ON A FRIDAY).**
- **HOME LEARNING BOOKS TO BE IN THE YELLOW TRAY IN THE CLASSROOM BY THE END OF THURSDAY.**
- **LIBRARY DAY IS ON WEDNESDAY. PLEASE MAKE SURE BOOKS ARE RETURNED. – VOLUNTEERS?**
- **IF YOU HAVE ANY QUESTIONS, QUERIES, DON'T HESITATE TO MESSAGE THE OFFICE TO LET US KNOW.**