

Welcome to the Year 3 Parent Briefing and Inspire Workshop



Procedures

- Fire alarm & Exits
- First Aid
- Mobile Phones
- Safeguarding



Online Safety

Be smart on the internet

S SAFE Keep safe by being careful not to give out personal information – such as your full name, email address, phone number, home address, photos or school name – to people you are chatting with online.

M MEETING Meeting someone you have only been in touch with online can be dangerous. Only do so with your parents' or carers' permission and even then only when they can be present.

A ACCEPTING Accepting emails, IM messages, or opening files, pictures or texts from people you don't know or trust can lead to problems – they may contain viruses or nasty messages!

R RELIABLE Information you find on the internet may not be true, or someone online may be lying about who they are.

T TELL Tell your parent, carer or a trusted adult if someone or something makes you feel uncomfortable or worried, or if you or someone you know is being bullied online.
You can report online abuse to the police at www.thinkuknow.co.uk

THINK UK KNOW

www.kidsmart.org.uk

KidSMART Visit Childnet's Kidsmart website to play interactive games and test your online safety knowledge. You can also share your favourite websites and online safety tips by Joining Hands with people all around the world.

Childnet International
www.childnet.com

Parent Briefing & Inspire Workshop

- General day
- English
- Reading
- Mathematics
- Key dates and Assessment
- Home reading and homework
- Marking and feedback policy
- Characteristics of effective learning
- TT Rockstars taster

Typical Day 2019- 2020

As children come into the classroom there is a start of the day activity (SODA).

Phonics & guided reading session/Spelling

English/Maths

Break

English/Maths

Lunch 12-1pm

Religious Education, science or Foundation subjects

Story time at the end of the day

English

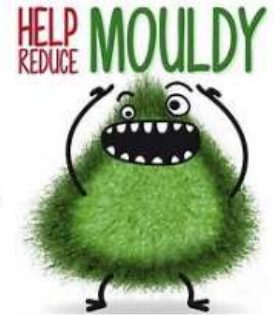
Expectations

- Pre cursive and cursive join letter formation.
- Using a finger space between each word.
- Beginning a sentence with a capital letter and demarcating sentences correctly at the end of a sentence.
- Use of phonics charts and high frequency word mats when spelling. Referring to Mouldy/Non-N Writing once we have finished a piece of writing.

Year 3- Non-negotiables for Writing

Your writing will contain lots of mould- if it has these errors, check your writing carefully to ensure accuracy.

Check the Year 3 Non-negotiables to ensure children have embedded these skills from the previous year.



- Commas in a list. Example- (I visited the local shop and purchased two apples, three pears and one banana.)
- Commas in a sentence where the subordinate clause appears first. Example- (The small brown-haired boy, who was ten years old, ran across the road.)
- Consistent use of the accurate tense (correct use of the present and past tense verb)
- Correct use of the determiners 'a' and 'an'. Children can use the rule accurately in all writing. ('an' before a vowel, 'a' before a consonant)
- Correct spelling of taught words/patterns and common exception words from the Y3/4 spelling list.
- Correct spelling of words including apostrophes for contraction (can't) and singular possession (dog's, book's girl's)
- Re-read every sentence to check it makes sense. Check for accurate use of punctuation and grammar.
- Handwriting (joined and legible) and presentation in line with the school policy.

Spellings

Year 3 and 4 Common Exception Words

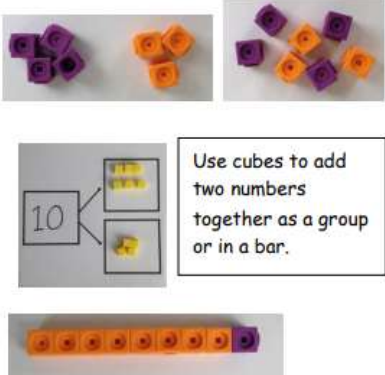
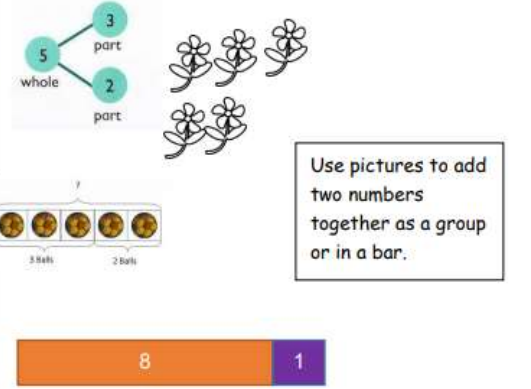
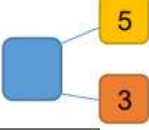
Aa	breath	continue	exercise	guard	Kk	naughty	position	recent	Tt
accident	build	Dd	experience	guide	Knowledge	notice	possess	regular	therefore
accidentally	busy	decide	extreme	Hh	Ll	Oo	possession	reign	though
actual	business	describe	Ff	heard	learn	occasion	possible	remember	thought
actually	Cc	different	famous	heart	length	occasionally	potatoes	Ss	through
address	calendar	difficult	favourite	height	library	often	pressure	sentence	Vv
although	caught	disappear	February	history	Mm	opposite	probably	separate	various
answer	centre	Ee	forward	Ii	material	ordinary	promise	special	Ww
appear	century	early	forwards	imagine	medicine	Pp	purpose	straight	weight
arrive	certain	earth	fruit	increase	mention	particular	Qq	strange	woman
Bb	circle	eight	Gg	important	minute	peculiar	quarter	strength	women
believe	complete	eighth	grammar	interest	Nn	perhaps	question	suppose	
bicycle	consider	enough	group	island	natural	popular	Rr	surprise	

Reading

- In school, we do Whole Class Guided Reading. This allows the class to explore texts together that are more advanced at their reading level. In turn, the children are exposed to richer vocabulary and the children have an opportunity to explore different fiction, non-fiction and poetry books.
- Whole Class Guided Reading is completed 3-5 times a week. The teacher and teaching assistant will listen to a table read each day.
- The children will then have an activity based on the pages that they have read. This could be a comprehension activity with questions to answer, prediction or inference style questions etc.

Mathematics

- Mathematics is taught every day.
- As a school, we are following a Mastery Mathematics approach to teaching place value, addition and subtraction, early fractions, shape and measurement.
- Concrete, Pictorial and Abstract.

Concrete	Pictorial	Abstract
 <p>Use cubes to add two numbers together as a group or in a bar.</p>	 <p>Use pictures to add two numbers together as a group or in a bar.</p>	<p>$4 + 3 = 7$ $10 = 6 + 4$</p>  <p>Use the part-part whole diagram as shown above to move into the abstract.</p>

- Cubes, counters, Numicon, beads, tens & ones, number lines, part whole mats.

Mathematics

How you can help at home

- Number bonds to 10 and 20 (addition and subtraction)
- Regular practise of the KIRFs (Key Instant Recall Facts) that are set every half term.
- Regular practise of telling the time.
- Multiplication and division facts.

If the teaching staff feel that your child has a misconception in mathematics, we will address it individually and also speak to you on strategies that could help at home.

Key dates and Assessment

- Holy Communion meeting at church Thursday 17th October (7pm).
- At the end of each term, the children will complete PIRA assessments in reading, grammar and spellings.
- At the end of each term, the children will complete the White Rose Mathematics Assessments.
- In mathematics, the children will complete a 15 question pre and post assessment based on the block that they will be learning.
- The children will be regularly assessed on their independent writing.

Home Reading and Homework

Home Reading

- Your child will be sent home a reading book.
- The child will be set 5 pages to read each day. Please read the book with your child every night.
- Once the child is comfortable with decoding and blending the words in the book, encourage your child to read with pace and fluency.
- Guided reading homework will be sent out on a Friday. Please return the homework book on the following Friday (or earlier if possible).
- The homework will be based on the whole class text.

Homework

- Homework will be sent out on a Friday. Please return the homework book on the following Friday.
- Please speak to Miss Stevens if there is an issue in completing the homework to the set dates.

Homework Example

Homework task

Friday 13th September

L.O. To be better at understanding the rite of Baptism.

This week in R.E. we have named and sequenced the rites of Baptism. We have looked at different signs and symbols and discussed what they show or mean. Your task this week is to explain why Baptism is such an important celebration.

Write it- simply write an explanation as to why Baptism is an important celebration and what it means to you.

Picture it- Can you find any old photos of your Baptism? Use these to explain why it is an important celebration.

PowerPoint it - create a PowerPoint presentation about the importance of Baptism.

Your homework is due in on **Friday 20th September.**





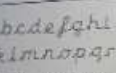
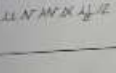
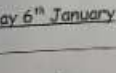
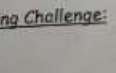
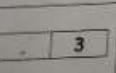
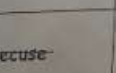

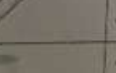


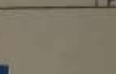
Many thanks.

Feedback Policy

- Learning objective achieved, partially achieved or not achieved.
- Self, peer and verbal feedback.
- Yellow, green and pink highlighting codes.

Holy Cross
Catholic Primary School

Holy Cross Presentation and Feedback Code

Year 2, 3, 4, 5 and 6 Learners promise to:		Assessment grids for independent writing books	Children self or peer assess against the tick list
	Always take pride and care when presenting your learning.	LO ✓	Teachers to monitor this. I have met the learning objective.
	If you are using a pencil make sure it is sharpened.	LO / P	I have partially met the learning objective.
	Use cursive joined writing.	LO X	I haven't met the learning objective and I need to speak to my teacher.
	Write clearly and carefully thinking about the size and shape of your letters.	SA	Self Assessed
	Start each piece of writing with a date next to the margin.	PA	Peer Assessed
	Underline dates and titles with a pencil and ruler, even if you are using a pen.	S	My teacher supported me.
	Record one digit per square in maths books, if appropriate.	VF	Verbal feedback given
	If you make an error in your work draw one line through the error.	I am wasn't impressed with his new haircut.	Green highlighting means 'Green for Growth' - I need to work on this next time.
	If you are drawing diagrams or tables always use a ruler.	After a while, they met a strange looking man.	Yellow highlight means 'Yellow for sunshine' - I am proud of what I have done well.
	Stick resources in to your books carefully, line up sheets using the margin, lines in your book or the corner of the page to help you.	I like it becuz..	Pink highlight means 'Pink for think' - Spelling Focus.
		I	Independent Learning
		NS - for KS2 - for KS1	Next Step- I must respond to my next step to move my learning on.
		ST	Supply Teacher
		HP	House Point
		//	New paragraph needed



All children use their 'purple polish' pen when editing work and completing self/peer assessment.

It is my responsibility to read through the feedback my teacher has given me and initial the comment to show I understand.

I will work on my next steps in future learning.

Signature _____

Every child has the right to an education (Article 28)

We target children on
which area of effective
learning needs to be
improved.

- Improving iguana
- Resilient rhino
- Proud parrot
- Focusing flamingo
- Busy bee
- Persevering penguin
- Imaginative insect
- Reasoning reindeer.



TT Rockstars

- Children's log in details- log in on I pads.
- Create Avatar and Rock Star name.
- Play GARAGE- Teacher set multiples of 2 single player game.
- Teacher Model Garage (pressure on!)
- Shop for your Avatar

Feedback Questionnaire

It is important to us to have your feedback on the Inspire workshop sessions so we can constantly improve our practice and communication with parents.

Please fill them in and hand them to a member of the Key Stage 2 team.

Thank you for your continued support.

Thank you for coming to
the Year 3 Inspire
Workshop