

How can I support my child in Year 3?

It is important that children's learning habits get off to a good start. In school, we will establish and maintain a routine to meet all children's needs and promote curiosity, engagement and success. Below, I have shared some ideas and resources that I hope you will find helpful to use when supporting your child in their learning at home.

How can I best support my child with reading?

In order to create effective, accurate readers, children should be listened to by an adult. It is fantastic if your child enjoys reading independently and this is to be encouraged, however, this will not improve all aspects of reading. It is vital that you encourage your child to read with you and that you are able to discuss their reading with them. This allows for any unfamiliar vocabulary to be discussed and the chance for your child to talk about what they have read, improving their comprehension skills. Reading is more than the decoding of words and it is important that they practise their reading skills. In Key Stage 2, we use Vocabulary, Inference, Prediction, Explain, Retrieve and Summarise (VIPERS) to develop their reading skills. This is similar to the Reading Dogs that you may have encountered in Key Stage 1, and continues to aim to develop their reading skills. On the inside front cover of their reading records are some example VIPERS questions you can ask your child during and after they have read.

Vocabulary

Find and explain the meaning of words in context

Example questions

- What do the words and suggest about the character, setting and mood?
- Which word tells you that.....?
- Which keyword tells you about the character/setting/mood?
- Find one word in the text which means.....
- Find and highlight the word that is closest in meaning to.....
- Find a word or phrase which shows/suggests that.....

Infer

Make and justify inferences using evidence from the text.

Example questions

- Find and copy a group of words which show that....
- How do these words make the reader feel? How does this paragraph suggest this?
- How do the descriptions of show that they are
- How can you tell that.....
- What impression of do you get from these paragraphs?
- What voice might these characters use?
- What was thinking when.....
- Who is telling the story?

Predict

Predict what might happen from the details given and implied.

Example questions

- From the cover what do you think this text is going to be about?
- What is happening now? What happened before this? What will happen after?
- What does this paragraph suggest will happen next? What makes you think this?
- Do you think the choice of setting will influence how the plot develops?
- Do you think... will happen? Yes, no or maybe? Explain your answer using evidence from the text.

Explain

- Explain how content is related and contributes to the meaning as a whole.
- Explain how meaning is enhanced through choice of language.
- Explain the themes and patterns that develop across the text.
- Explain how information contributes to the overall experience.

Example questions

- Why is the text arranged in this way?
- What structures has the author used?
- What is the purpose of this text feature?
- Is the use of effective?
- The mood of the character changes throughout the text. Find and copy the phrases which show this.
- What is the author's point of view?
- What affect does have on the audience?
- How does the author engage the reader here?
- Which words and phrases did effectively?
- Which section was the most interesting/exciting part?
- How are these sections linked?



Retrieve

Retrieve and record information and identify key details from fiction and non-fiction.

Example questions

- How would you describe this story/text? What genre is it? How do you know?
- How did...?
- How often...?
- Who had...? Who is...? Who did...?
- What happened to...?
- What does... do?
- How is
- What can you learn from from this section?
- Give one example of.....
- The story is told from whose perspective?



Summarise

Summarise the main ideas from more than one paragraph

Example questions

- Can you number these events 1-5 in the order that they happened?
- What happened after?
- What was the first thing that happened in the story?
- Can you summarise in a sentence the opening/middle/end of the story?
- In what order do these chapter headings come in the story?

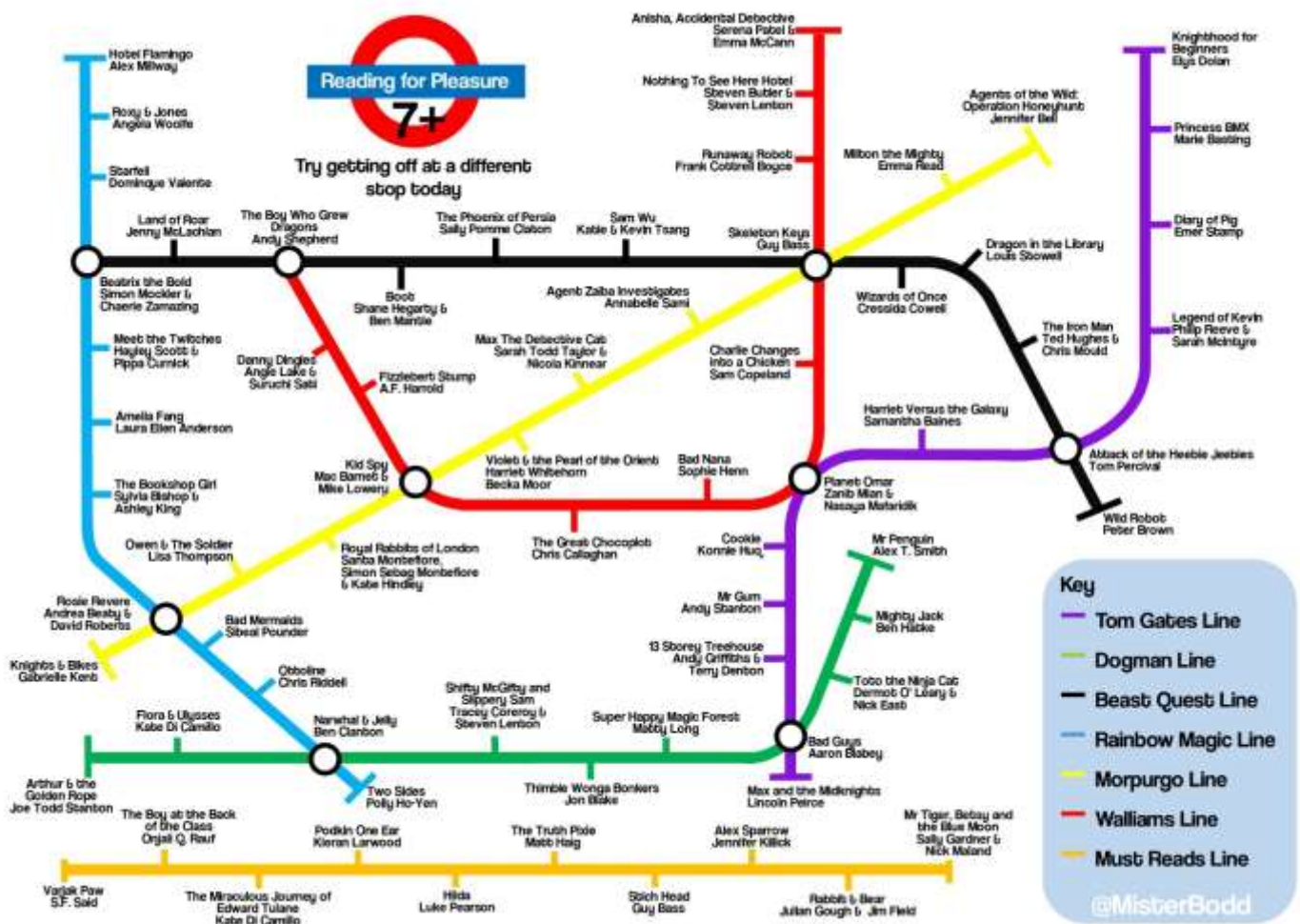


These responses can be recorded by you or your child in their Reading Record (see some examples below). We ask that this happens four times a week.

Date	Book and Page Number	Remarks
17.03	Can you think of another story with a similar theme? <i>Emily</i> - This reminds me of another book in the chocolate box girls' series called 'Marshmallow Skye' because Skye loves animals too and she gets left out always like COCO. Skye is very adventurous too!	
18.03.21	Protect the Planet by Jess French	Our planet is precious and it's up to us to take care of it. You may feel smelly but your room can make a big difference
18.03.22	Stars and Planets	Did you know that Jupiter is so large that the Earth could fit inside it 1,300 times?
18.03.22	Skysteppers page 9-14 by Katherine Johnson	High above the streets of Paris like the rooftoppers, a secret gang of children who eat, sleep and tumble through the chimney pot

How can I help my child enjoy reading?

Some children find an author or a genre of book early on that they enjoy and inspires them to want to read often. For some children, this can take a little longer. It is important that children explore a range of reading materials, this can include audio books, graphic novels and magazines. A trip to the library is a great place to start, where your child might select a book to read themselves and one to be read to them as a bedtime story. Reading is a lifelong skill so any way that they can be encouraged to read for pleasure will always help. Please see the tube map which shares a range of books your child may like to try during the year.



You may also like to explore the links to some of the recommended book lists.

Year 3

There are some useful book lists with inspiration for Year 3 readers. Here are a couple of examples if you wish to look.

<https://www.booksfortopics.com/year-3> (Picture below)



<https://www.thereaderteacher.com/year3>

How can I support my child with spelling?

As a school, we use Spelling Shed as a way for children to practise their spellings. When using Spelling Shed at home, I would always recommend your child working their way up through the levels of difficulty. The levels, from easy to extreme, allow your child the chance to spot patterns and practise the rule. In school, we discuss the patterns we see and the rule that might apply to help them. We also use multi-sensory ways to practise. There are some suggested ideas to try below. You may find that some strategies work better than others, but trying a range of activities is an effective way to approach difficult spelling rules.



How can I support my child with Maths?

We continue to use Times Tables Rockstars as our main way to develop our multiplication and fact families knowledge. There are a range of games that can be played to help develop their understanding. A favourite of many is challenging other children and teachers in the **Rockslam** section on the website. There are other ways your child can practise their times tables as well as other Maths skills. This could be through board games or playing some of the games on the sites listed below. In addition to this, engaging your child in real world maths activities is a really valuable use of time. Telling the time, counting change and weighing ingredients are all small activities that will allow your child to improve their problem solving skills, as well as learning key skills that they will be using this year.

<https://www.topmarks.co.uk>

<https://mathsframe.co.uk>

<http://www.primaryhomeworkhelp.co.uk/maths/index.html>