

How to support your child's learning

Supporting Reading

It is of the utmost importance that your child **reads aloud to an adult** at home on a weekly basis and has a **discussion with an adult** about what they have read. Now that your child is in Key Stage 2, comprehension and understanding the text is a priority. **The children who are reading aloud regularly at home have made the most progress.**

Supporting Spelling:

- All children have their personalised high frequency words at the back of their reading journals. Please see if your child can read these words on sight to develop their reading fluency. Practising the words not highlighted will be beneficial to your child's writing development. Regular spelling practise is essential. We hope that most children will know the first 50 National Curriculum words for Year 3 and Year 4 by the end of the Summer Term. These will be handed out once your child knows their Year 3 High Frequency Words.

Supporting Writing:

These are the main areas that we focus on when assessing your child's writing:

- Writing **compound sentences using coordinating conjunctions**. In class, we remember all of the coordinating conjunctions by using the acronym 'FANBOYS' = for and nor but or yet so. An example of a compound sentence: I went to the park and it was really fun.
- Writing **complex sentences using subordinating conjunctions** (when if although while until since before). An example of a complex sentence: I want to play outside although it is raining. Or: **Although** it is raining, I want to play outside.
- Using fronted adverbials (with a comma) to start sentences. Example: Yesterday, I wrote a letter to my sister.
- Using the full range of punctuation taught in Year 3 (full stops, exclamation marks, question marks, inverted commas to punctuate direct speech, commas to separate items in a list, commas after fronted adverbials, commas in complex sentences, apostrophes to mark where letters are missing and to mark possession in nouns)
- Using paragraphs to group related material
- Making links between the sentences within my paragraphs
- Making the links between my paragraphs smooth
- Checking and correcting my writing so that it makes complete sense

Supporting Mathematics

During the Autumn Term we focused on:

- Counting forwards **and backwards** from any given number in 1s, 10s and 100s
- Counting up in 2s, 3s, 4s, 5s, 8s, 10s, 25s, 50s and 100s from zero
- Number bonds to all numbers up to 10 e.g. $2 + 8 = 10$. Then extend to 20 and 100.
- Read, write and order numbers up to 1000

- Knowing the value of each digit in any number up to 1000 (example: 432 – 4 is worth 400 or four hundreds, 3 is worth 30 or three tens and 2 is worth 2 or two ones)
- Using the greater than and less than signs to compare numbers (example: 145 > 133)
- Add numbers including a 3 digit number and ones (example: 134 + 2 = 136), a 3 digit number and tens (134 + 20 = 154) and a 3 digit number and hundreds (example: 134 + 200 = 334) – strategy: count on using a blank number line
- Subtract numbers including a 3 digit number and ones (example: 167 – 5 = 162), a 3 digit number and tens (example: 167 – 30 = 137) and a 3 digit number and hundreds (example: 567 - 200 = 367) – strategy: count back using a blank number line
- Add and subtract 3 digit numbers (example: 273 + 146 = 419 or 317 – 119 = 198)
- Using the bar model to understand the relationship between addition and subtraction. This is particularly helpful when interpreting word problems
- Using other words for add (plus, more than) and subtract (minus, less than)
- Using formal written methods of addition and subtraction. In Year 3 we focus on the expanded column method followed by the compact column method (**always start with the ones column**):

Formal written method for addition (compact):
(compact):

	3	4	7	+	2	2	6	=	
			3	4	7				
		+	2	2	6				
			5	7	3				
					1				

Formal written method for subtraction

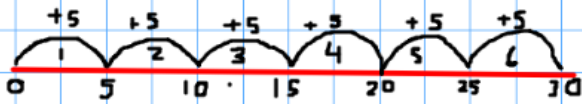
	3	4	6	-	1	2	7	=	
			3						
			3	4	6				
		-	1	2	7				
			2	1	9				

This term we have focused on (the points highlighted in *italics* have **not** been covered yet):

- Recalling and using the multiplication and division facts for the 2, 5, 10, 3, 6, 4 and 8 times tables
- Connecting the 2, 4 and 8 multiplication tables through doubling
- Multiplying numbers using repeated addition ($2 \times 4 = 2 + 2 + 2 + 2 = 8$) and by counting up on a blank number line
- Multiplying numbers including two digit numbers times one-digit numbers (example: 64×3)
- Dividing numbers using repeated subtraction or addition on a blank number line
- Solving simple multiplication and division problems in context, deciding which of the two operations to use and why
- Solving missing number problems involving multiplication and division ($40 \div \underline{\quad} = 4$)
- *Counting up and down in tenths and recognising that tenths arise from dividing an object into 10 equal parts and in dividing one-digit numbers by 10*
- *Recognising, finding and writing fractions as numbers*
- *Comparing and ordering fractions*
- *Understanding equivalent fractions*
- *Adding and subtracting fractions with the same denominator within one whole*

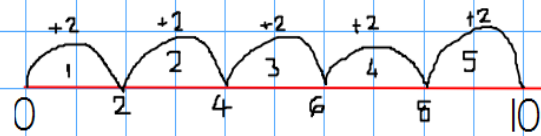
I can use a number line to multiply:

$$5 \times 6 = \underline{30}$$



I can use a number line to divide:

$$10 \div 2 = \underline{5}$$



I can multiply two digit numbers by one-digit numbers:

$$17 \times 3 = 51$$

$$30 + 21 = 51$$

	16	7
x		
3	30	21

To help develop the children's fluency with their multiplication and division facts we have been varying the position of the numbers in the questions. For example:

1)	$3 \div 3 =$	8)	$9 \div 3 =$
2)	$15 \div 3 =$	9)	$12 \div 3 =$
3)	$18 \div 3 =$	10)	$0 \div 3 =$
4)	$24 \div 3 =$	11)	$\underline{\quad} = 21 \div 3$
5)	$33 \div 3 =$	12)	$\underline{\quad} = 30 \div 3$
6)	$6 \div 3 =$	13)	$\underline{\quad} \div 3 = 12$
7)	$27 \div 3 =$	14)	$300 \div 3 =$

Spelling Shed and Times Table Rockstars

Our school subscribes to two online resources to help with spelling and times tables. The children love using these in class and we have seen an improvement in engagement and progress in all children. It is important that the children are using these resources 4-5 times a week for about 10 minutes, in order to get the most out of them.

Our expectations for the Spring Term:

- Complete 5 'Garage' sessions each week. Here, the children practise the x table being learnt that week in class. These will usually change weekly/fortnightly – depending on their progress.
- Complete 1 'Studio' session each week. Here, the children answer a set of random x and \div questions in a set time. We appreciate that many children would not have tackled some of the trickier x tables and \div facts by this point in their education. However, many will be ready for this. If your child still finds this game too difficult, then please leave this one out.
- Complete 1 'Soundcheck' session each week. This replicates the Year 4 statutory assessment. It involves 25 questions – multiplication only - where you only get 6 seconds to answer each one. This

game is specifically about instant recall. Again, please leave this one out if your child is not ready for it.