

PARENT WORKSHOP: GREATER DEPTH |

Reading

Year 3 Mastering Expectations: Reading

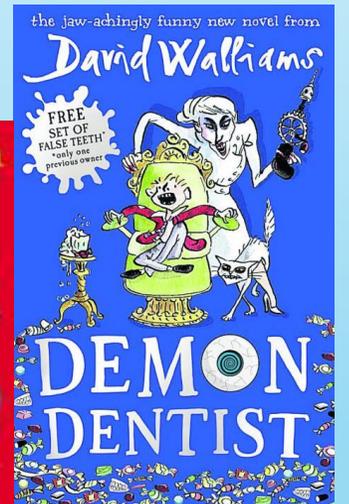
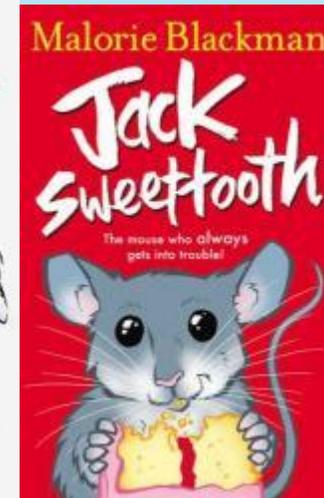
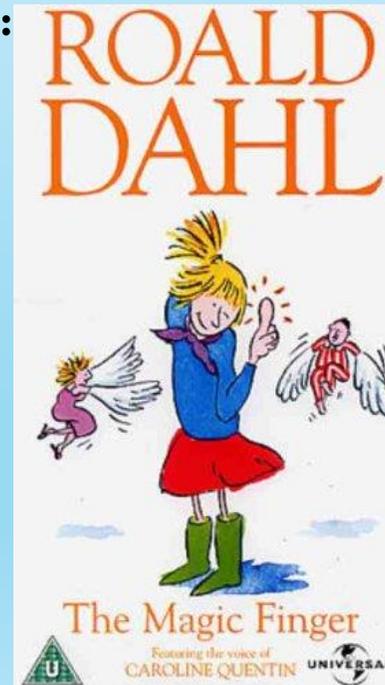
- Skim materials and note down different views and arguments
- Pause appropriately in response to punctuation and/or meaning
 - Justify predictions by referring to the story
- Begin to find meaning beyond the literal, e.g. the way impressions of people are conveyed through choice of detail and language
 - Read ahead to determine direction and meaning in a story
- Investigate what is known about the historical setting and events and their importance to the story
 - Deduce from the evidence in the text what characters are like
- Explore figurative language and the way it conveys meaning succinctly
 - identify the way a writer sets out to persuade
- Explore the relationship between a poet and the subject of a poem

READING- TYPE OF BOOKS

Books should be chapter books with vocabulary that challenges them. Parents should be questioning children on what they have and encouraging children to note down vocabulary that they encounter and explore the meanings of new words.

Recommended authors for lower key stage 2 include:

- Jeff Brown
- Roald Dahl
- Georgia Pritchett
- Frank Cottrell Boyce
- David Walliams
- Malorie Blackman



READING- HIGHER ABILITY QUESTIONS

Questions for higher ability children including:

- Drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence.

Types of questions:

Why do you think the character did that?

How does the character feel when....?

- Develop positive attitudes to reading and understanding of what they read by: discussing words and phrases that capture the reader's interest and imagination

Types of questions:

What words/phrases do you feel captured your imagination after reading page 4? Why do you think this?

- Understand what they read, in books they can read independently, by: identifying how language, structure, and presentation contribute to meaning.

Types of questions:

Why does the author include a caption with this photograph?

Why has the book been structured in this way?

Why did the author choose to use subheadings?

WRITING

Year 3 Mastering Expectations: Writing

- Use adjectives and adverbs with confidence and attempt to think of different ones to use in different situations
 - Give careful thought to the planning of writing and re-read it as a matter of course
- Ensure that descriptions have just enough detail to help the reader gain a better understanding about the way the story is unfolding
 - Use words that have not been used before when describing events, characters and feelings
 - Use powerful verbs to show character or add impact
 - Vary sentences, adding phrases to make the meaning more precise
- Include descriptions of events and characters in a variety of styles and can sometimes contain humour
 - Describe characters and include feelings and emotions when needed
- Choose the most appropriate style of writing to suit the needs of the situations, eg: poems, lists, letters, reports
 - Check punctuation and use speech marks and apostrophes accurately

WRITING- GRAMMAR

- Proof reading their work to check for mistakes involving spelling patterns and punctuation.
- Ensuring that sentences are extended using a range of connectives.
- Using fronted adverbials to begin a sentence.
- Ensuring that homophones are spelled correctly.
- Ensuring that suffixes and prefixes are used accurately.

WRITING- VOCABULARY

- Using a dictionary confidently.
- Being able to select the correct words to edit and improve when re-drafting.
- Identifying vocabulary that is low level and improving it accordingly.
- Spelling words from the year 3 and 4 list accurately.
- Using new words in sentences confidently.
- Creating imaginative fiction settings.
- Being able to write formally and informally.

MATHS

Year 3 Exceeding Expectations

- Recognise the value of each digit in a 4-digit number and the value of a tenth
- Know all multiplication facts up to 10×10 and be able to instantaneously answer questions such as, how many 7s in 42?
 - Add and subtract numbers with any number of digits using formal written methods
- Begin to have an understanding about negative numbers recognising they are smaller than zero
- Multiply and divide any 2-digit number by a single digit number and have an understanding of 'remainder'
 - Can find fractional values (from $\frac{1}{2}$ to $\frac{1}{10}$) of amounts up to 1000
- Use knowledge of number to solve problems related to money, time and measures
- Know that the total internal angles of a triangle measure 180° and can measure each
 - Can relate knowledge of time to problems related to timetables
- Measure, compare, add and subtract more complex problems using common metric measures set out in Kg,gms; Kl,litres; Km and metres, etc.

Maths at 'Greater Depth' and 'Mastery'

Within the materials the terms *mastery* and *mastery with greater depth* are used to acknowledge that all pupils require depth in their learning, but some pupils will go deeper still in their learning and understanding.

Mastery of the curriculum requires that all pupils:

- use mathematical concepts, facts and procedures appropriately, flexibly and fluently;
- recall key number facts with speed and accuracy and use them to calculate and work out unknown facts;
- have sufficient depth of knowledge and understanding to reason and explain mathematical concepts and procedures and use them to solve a variety of problems.

Mastery with Greater Depth example:

Sam is planting onions in the vegetable plot in his garden.

He arranges the onions into rows of 4 and has two left over.

He then arranges them into rows of 3 and has none left over.

How many onions might he have had?
Explain your reasoning.

MATHS

- Applying skills to a range of contexts.
- Using formal written methods confidently.
- Having an awareness of various different written methods.
- Being able to identify and label the features of shapes.
- Being able to decode word problems (using KOVEMAC thoroughly).
- Beginning to understand more complex fractions.
- Beginning to understand algebra, through missing number problems.

USEFUL BOOKS AND WEBSITES

<http://www.bbc.co.uk/bitesize/ks2/english/writing/>

<http://www.bbc.co.uk/bitesize/ks2/english/reading/>

<http://www.bbc.co.uk/bitesize/ks2/maths/>

<http://schoolreadinglist.co.uk/reading-lists-for-ks2-school-pupils/reading-list-for-year-3-pupils-ks2-age-7-8/>

Please feel free to browse the work that is out on tables and ask teachers any questions you may have.