

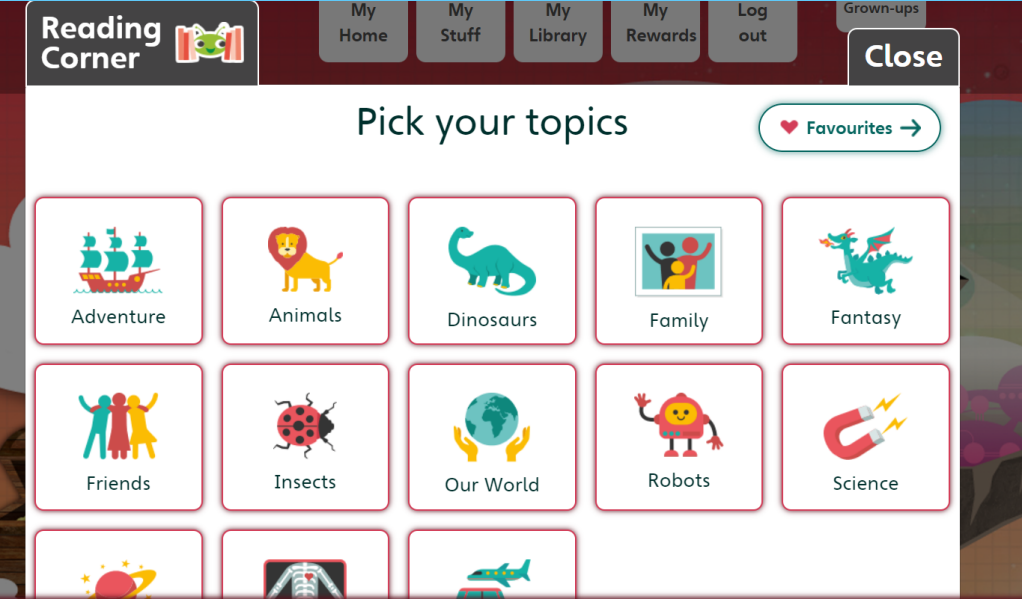
HELPING YOUR CHILD AT HOME IN YEAR 3

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Tuesday 16th October 2024

READING

[ActiveLearn: Login \(activelearnprimary.co.uk\)](http://activelearnprimary.co.uk)



How to help your child with reading at home.



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Before reading, look at the front of the book and discuss what might happen in the story. This is a great prediction skill.

What do the chapter titles tell us?

It is important to discuss the features of each text with your child. For example, how a story book is different from a play or information text. It is also important to discuss the meanings of words your child is unsure about.

Mrs Brookes: Er ... perhaps I'd better look after your axe until home time, Robbie.

Robbie glares at her, but hands it over.

Sam is scared.

Sam: He doesn't f-f-frighten me!

Mrs Brookes: Robbie, you can sit next to Sam.

Sam: Awww, Miss. Why does he have to sit with us?

Ellie: Oh, come on, Sam.

Megan: He's new.

Martin: Yeah, give him a chance.

Sam sulks.

Sam: He might interfere with my learning.

Robbie turns to Sam.

Robbie: Do you know what Vikings do to their enemies?

Sam looks nervous.

Sam: No, what?

Robbie whispers to Sam and Sam responds quickly.

Sam: Why don't you sit here?

Mrs Brookes: Let's all make Robbie feel welcome. Now, what were we doing before I went out?



Life spans

Long or short?

Animals have different life spans, meaning some live longer than others. Generally, larger animals live longer than smaller animals. A mouse only lives for 2 or 3 years, but an elephant can live to be over 70 years old!



How do lobsters stay young?

Some animals have a few clever tricks to stop them from getting old. Lobsters keep growing new shells and even new limbs as they age*.

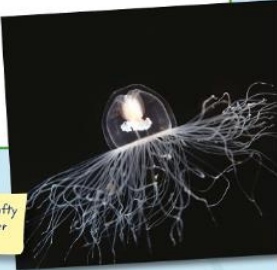
Young lobsters can grow new shells up to 25 times in a year.



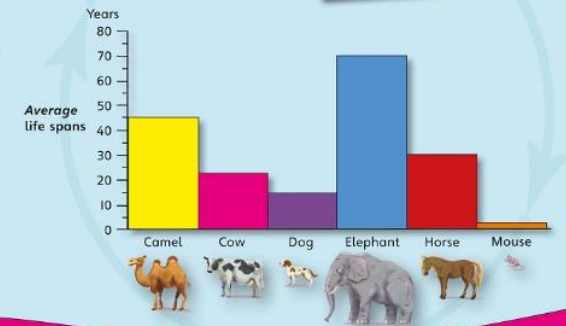
*Check out the lobsters on pages 26-27.

Long-life jellies

Some clams can live for 400 years on the seabed. But even they can't beat the jellyfish that can turn back time! Once this jellyfish has had babies, it sinks down to the bottom of the sea and turns into a ball of cells. These re-arrange themselves to become a new jellyfish. It can then go on and have more babies. Now that is smart!



This jellyfish has a crafty way of getting younger rather than older!



Play scripts have characters who take turns to speak and sometimes a narrator or stage directions to help us understand how the play is to be performed.

Information texts may have facts, headings, photos, pictures, diagrams, perhaps a contents page, glossary or index, labels and captions.

Questions and discussion



In your child's reading record there is a list of comprehension questions and discussion points you could use during and after reading with your child.

During reading lessons in school we focus on teaching how to answer the different types of questions that the children might have to answer.



Bug Club



Bug Club

Vocabulary

Find and explain the meaning of words in context.



Infer

Make and justify inferences using evidence from the text.



Predict

Predict what will happen based from the details given or implied.



Explain

Explain how content is related and contributed 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.



Retrieve

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



Summarise

Summarise the main ideas from more than one paragraph.



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.....

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?

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.

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?

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?

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?

YEAR 3 AND 4 READING OBJECTIVES

Word reading

En3/2.1a apply their growing knowledge of root words, prefixes and suffixes (etymology and morphology) as listed in Appendix 1, both to read aloud and to understand the meaning of new words they meet

En3/2.1b read further exception words, noting the unusual correspondences between spelling and sound, and where these occur in the word.

Comprehension

En3/2.2a develop positive attitudes to reading, and an understanding of what they read, by:

listening to and discussing a wide range of fiction, poetry, plays, non-fiction and reference books or textbooks

reading books that are structured in different ways and reading for a range of purposes

using dictionaries to check the meaning of words that they have read

increasing their familiarity with a wide range of books, including fairy stories, myths and legends, and retelling some of these orally

identifying themes and conventions in a wide range of books

preparing poems and play scripts to read aloud and to perform, showing understanding through intonation, tone, volume and action

discussing words and phrases that capture the reader's interest and imagination

recognising some different forms of poetry

En3/2.2b understand what they read, in books they can read independently, by checking that the text makes sense to them, discussing their understanding and explaining the meaning of words in context

asking questions to improve their understanding of a text

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

predicting what might happen from details stated and implied

identifying main ideas drawn from more than 1 paragraph and summarising these

identifying how language, structure, and presentation contribute to meaning

En3/2.2c retrieve and record information from non-fiction

En3/2.2d participate in discussion about both books that are read to them and those they can read for themselves, taking turns and listening to what others say.

SPELLING

Spelling is an important skill to practise at home and can be done in lots of different ways.

You now have access to [SpellingFrame](#) to support spelling practise. Children all have an individual log in for this.

There is also:

- [Spooky Spellings || Practise spelling Common Exception Words \(ictgames.com\)](#)
- [Little Bird Spelling || Practise spelling Common Exception Words \(ictgames.com\)](#)
- [KS2 English free game - Grammar, spelling and punctuation for primary school pupils - Crystal Explorers - BBC Bitesize](#)

Create with Colour

Write your words with each letter in a different colour, or write them with all the vowels in blue and all the consonants in red.

spelling
spelling

Capital Idea

Write your words three times, each in capital letters.

SPELLING
SPELLING
SPELLING

Learn Your ABC

Write your words in alphabetical order, then rewrite them in order of the second letter, third letter and so on.

my
words
spelling
spelling
words
my

Take a Test

Ask someone at home to test you by reading each word as you write it down. To make it more of a challenge, set a time limit, for example 20 seconds per word.

1. my
2. spelling
3. words

Picture This

Include each of your words in a funny picture that makes you think of the word.



Build a Sentence

Write each of your words in a sentence. See if you can build your sentences into a story.

One day a huge
spelling monster
came to my town
and ate all the
words!

Keep Copying

Write your words out three times each. Use different colours if you want to.

spelling
spelling
spelling

Make the Headlines

Cut letters out of newspapers or magazines and stick them onto paper to make the words in your list.



Build a Pyramid

Make a pyramid using the letters in your words.

w
wo
wor
word
words

New Curriculum Spelling List Years 3 and 4

accident

accidentally

actual

actually

address

although

answer

appear

arrive

believe

bicycle

breath

breathe

build

busy

business

calendar

caught

centre

century

certain

circle

complete

consider

continue

decide

describe

different

difficult

disappear

early

earth

eight

eighth

enough

exercise

experience

experiment

extreme

famous

favourite

February

forwards

fruit

grammar

group

guard

guide

heard

heart

height

history

imagine

increase

important

interest

island

knowledge

learn

length

library

material

medicine

mention

minute

natural

naughty

notice

occasion

occasionally

often

opposite

ordinary

particular

peculiar

perhaps

popular

position

possess

possession

possible

potatoes

pressure

probably

promise

purpose

quarter

question

recent

regular

reign

remember

sentence

separate

special

straight

strange

strength

suppose

surprise

therefore

though

thought

through

various

weight

woman

women

YEAR 3 AND 4 SPELLING OBJECTIVES

En3/3.1a use further prefixes and suffixes and understand how to add them (English Appendix 1)

En3/3.1b spell further homophones

En3/3.1c spell words that are often misspelt (English Appendix 1)

En3/3.1d place the possessive apostrophe accurately in words with regular plurals and in words with irregular plurals

En3/3.1e use the first 2 or 3 letters of a word to check its spelling in a dictionary

En3/3.1f write from memory simple sentences, dictated by the teacher, that include words and punctuation taught so far

MATHS

Important to practise maths fluency to support maths learning throughout school. Number bond fluency is key for children to be able to solve number problems. In Year 4 children sit the multiplication check, so starting to practise key multiplications is also important (2, 3, 4, 8, 5, 10)

Helpful sites:

[Hit the Button - Quick fire maths practise for 6-11 year olds \(topmarks.co.uk\)](https://www.topmarks.co.uk/Hit-the-Button)

[Numbots Game](#)

[Times Tables Rock Stars: Play \(ttrockstars.com\)](https://www.ttrockstars.com/)

[ActiveLearn: Home \(activelearnprimary.co.uk\)](https://www.activelearnprimary.co.uk/) – maths factor

[Play Guardians: Defenders of Mathematica Game – KS2 Maths - BBC Bitesize](#)

GOOGLE CLASSROOM TASKS

Talk to your child about their home learning but let them have a go as independently as possible.

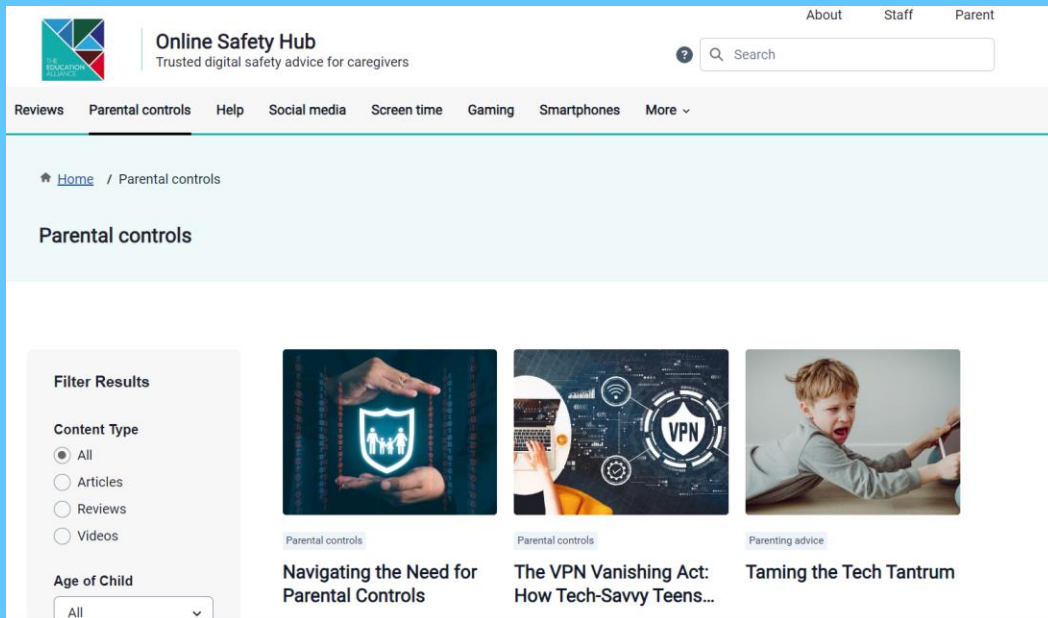
Comment if there is a message for us about any triumphs or difficulties.

Important to do home learning each week, as this helps your child practise their skills and share what they have learnt with you.

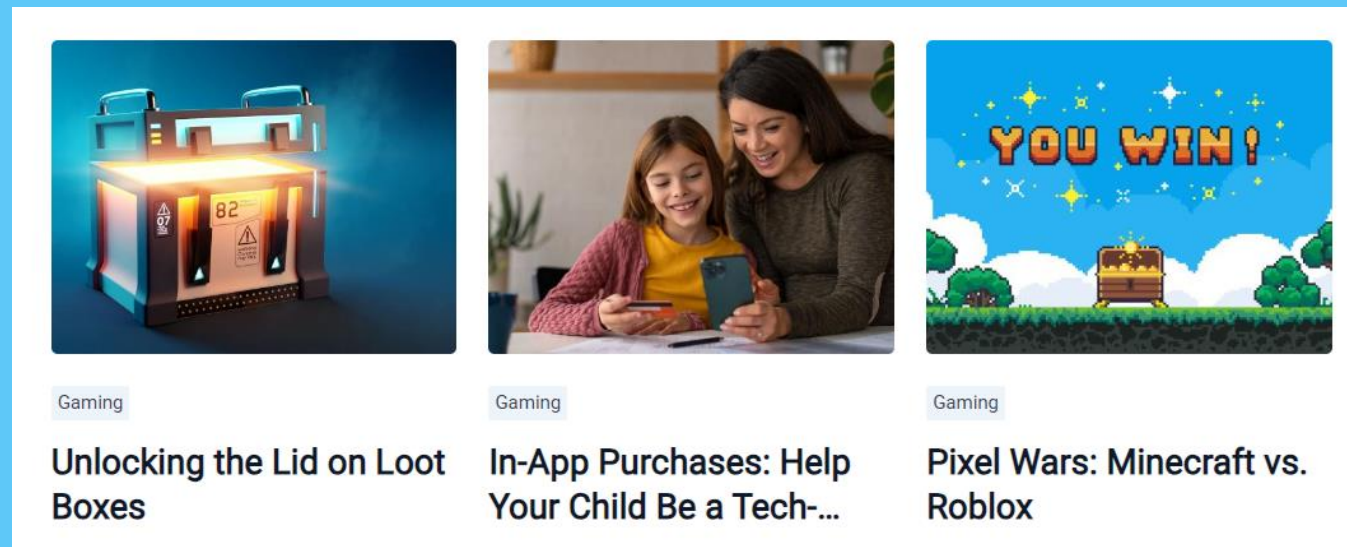
ONLINE SAFETY

You can find lots of information on how to keep your child safe on the TEAL Online Safety Hub using this link:

<https://theeducationalliance.onlinesafetyhub.uk/>



The screenshot shows the 'Online Safety Hub' website. The header includes the logo, navigation links (About, Staff, Parent), and a search bar. A secondary navigation bar lists categories: Reviews, Parental controls, Help, Social media, Screen time, Gaming, Smartphones, and More. The main content area is titled 'Parental controls' and features a 'Filter Results' sidebar on the left. The sidebar has sections for 'Content Type' (All, Articles, Reviews, Videos) and 'Age of Child' (All). The main content area displays three article cards: 'Navigating the Need for Parental Controls' (with a shield icon), 'The VPN Vanishing Act: How Tech-Savvy Teens...' (with a VPN icon), and 'Taming the Tech Tantrum' (with a child icon).



This block displays three article cards from the Online Safety Hub, each with a 'Gaming' tag. The first card, 'Unlocking the Lid on Loot Boxes', features an image of a glowing loot box. The second card, 'In-App Purchases: Help Your Child Be a Tech-...', shows a woman and a child looking at a smartphone. The third card, 'Pixel Wars: Minecraft vs. Roblox', features a pixelated 'YOU WIN!' screen with a treasure chest.



ANY QUESTIONS?

Thank you for listening.