

Helping Your Child  
with Reading, Writing  
Spelling and Grammar  
at Home  
Year 3



# Reading

Reading is one of the most important things you can do to help your child succeed. Research evidence shows that your involvement in your child's reading and learning is more important than anything else in helping them to fulfil their potential.

*"Parents and the home environment are essential to the early teaching of reading and fostering a love of reading; children are more likely to continue to be readers in homes where books and reading are valued" (Clark and Rumbold, 2006).*

*"Although parental involvement has the greatest effect in the early years, its importance to children's educational and literacy outcomes continues into the teenage and even adult years" (Desforges and Abouchaar, 2003)*



Even if your child is a confident reader, reading regularly with them helps build their vocabulary and understanding of the world and further improves their comprehension skills.

# Reading

Twice each year, children are assessed to provide us with their reading age. This data is used by the class teacher to ensure all children receive the support they need in school.

In the Spring Term, if we have concerns that your child will not reach the expected level for Reading by the end of Year 3, we will send you a letter detailing your child's up-to-date reading age. We will also offer advice for what you can do to support learning and help your child make better progress in reading to enable them to catch up with their actual age.



# Reading

At Highwoods, we teach six strands of reading comprehension using the acronym 'VIPERS'. This stands for: Vocabulary, Inference, Prediction, Explanation, Retrieval and Summarising. Each of these strands are taught in daily reading sessions and should also be practised at home when your child is reading to you. On the following two pages, you will find examples of questions that you can ask your child when reading at home.

## Reading Vipers

**V**ocabulary  
**I**nfer  
**P**redict  
**E**xplain  
**R**etrieve  
**S**equence or Summarise



## Vocabulary

Which word tells you that \_\_\_\_\_?

Which key word tells you about the character/  
setting/mood?

Find one word in the text which means \_\_\_\_\_.

## Infer

Find and copy a group of words which shows  
that \_\_\_\_\_.

What voice might these characters use?

What was \_\_\_\_\_ thinking when \_\_\_\_\_?

Who is telling the story?

## Predict

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?

### Explain

Why is the text arranged in this way?

What is the purpose of this text feature?

Is the use of \_\_\_\_\_ effective?

Which section was the most interesting/  
exciting part?

### Retrieve

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?

What can you learn from this section?

Give one example of \_\_\_\_\_?

Whose perspective is the story told from?

### Summarise

What was the first thing that happened in the story?

Can you number these events 1-5 in the order that they happened?

# Reading

Hearing your child read at home, even if it is just for 5 minutes each day, can have a considerable impact on progress. 5 minutes every day can equate to 155 minutes each month and 1,860 minutes across the year!

When you do hear your child read, please make a note of this in their reading record.

As your child moves into KS2, you will see less comments from teachers/LSAs in their Reading Records. This is due to the shift to Whole Class Reading, with less of a focus on 1:1 and small group reading. **Please do not think that because there is not a comment, your child is not reading at school. Every child reads daily at school.**



## Reading

By the time your child finishes Year 3, they will have read 8 novels as part of their daily Whole Class Reading lessons. These are:

- ◇ Autumn 1 - BFG by Roald Dahl and Fantastic Mr Fox by Roald Dahl
- ◇ Autumn 2 - The Nothing To See Here Hotel by Steven Butler and The Snowman by Raymond Briggs and Michael Morpurgo
- ◇ Spring 1 - The Boy Who Grew Dragons by Andi Shepherd
- ◇ Spring 2 - The Worst Witch by Jill Murphy
- ◇ Summer 1 - Iron Man by Ted Hughes
- ◇ Summer 2 - The Butterfly Lion by Michael Morpurgo

These novels are at the heart of our Year 3 English curriculum and the children will take part in regular Reading and Writing activities directly linked to these books.



# Reading

On a regular basis in class, children volunteer to verbally recommend to the whole class a book that they have read and enjoyed. Most recommendations have taken the form of a verbal presentation but can be in any form the child wishes to present. Teachers will also regularly recommend books that the children will enjoy.

To see our termly Reading Recommendation Newsletters from Highwoods, please visit: <https://highwoodsprimary.co.uk/english/> and scroll down to the 'reading recommendations' heading.



# Book Change

Children are encouraged to visit our school library regularly. We have a great selection of books and children have their own log-ins to our library system through thumbprint recognition.



# Spelling

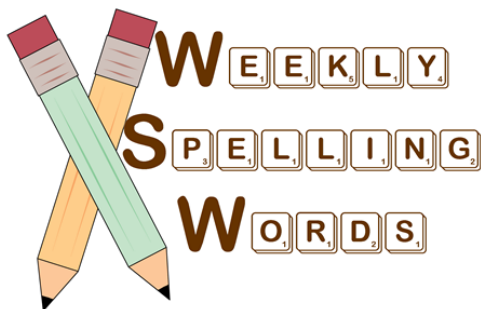
## Spelling Homework

Each week, children will receive a small group of words to learn for spelling homework on <https://spellingframe.co.uk/>

Your child will not be tested on these words but they will be using these spellings for daily spelling activities in class.

Your support with this is greatly appreciated.

To see all of the spelling rules and words that your child will learn in Year 3 and beyond at Highwoods, please visit: <https://highwoodsprimary.co.uk/english/> and scroll down to the 'spelling' heading.



# Spelling

Just like with reading, twice each year, children are assessed to gather data about their spelling ages. This enables class teachers to track progress in spelling and ensure all children receive the support they need to help them make the best possible progress with their spelling.

In the Spring Term, if we have concerns that your child will not reach the expected level for Spelling by the end of Year 3, we will send home an extra spelling support pack. This will usually be if your child is assessed as having a reading age of at least 9 months below their actual age. Details of this will follow if and when necessary.

On the next three pages are the spellings your child will receive over the course of the year as homework. They are taken from the National Curriculum for Year 3.

|                            |   |
|----------------------------|---|
| <b>Year 3<br/>Autumn 1</b> | Revision of Y2 homophones, spelling rules and red words<br>'ay' sound spelt 'ei', 'eigh', 'ey':<br>vein, weight, eight, neighbour, they, obey<br>Homophones: here/hear, he'll/heel/heal, meet/meat  |
| <b>Year 3<br/>Autumn 2</b> | 'i' sound spelt 'y': myth, gym, Egypt, pyramid, mystery<br>Adding suffixes beginning vowels to words with more than syllable: forgetting, forgotten, beginning, beginner, prefer, preferred, gardening, gardener, limiting, limited, limitation             |
| <b>Year 3<br/>Spring 1</b> | 'sh' sound spelt as 'ch' (words usually of French origin): chef, chalet, machine, brochure<br>'k' sound spelt as 'ch' (words usually of Greek origin): chorus, scheme, chemist, echo, character<br>Homophones: plane/plain, male/mail, main/mane, fare/fair |

|  |  |
|--|--|
| <p><b>Year 3</b><br/><b>Spring 2</b></p> | <p>Words with endings sounding like 'sher': measure, treasure, pleasure, enclosure, creature, furniture, picture, nature, adventure</p> <p>'u' sound spelt as 'ou': young, double, touch, trouble, country</p> <p>Suffix 'ation' (explore root words first): information, adoration, sensation, admiration, preparation</p>  |
| <p><b>Year 3</b><br/><b>Summer 1</b></p> | <p>Endings sounding like 'zhun': division, invasion, confusion, decision, collision, television</p> <p>'ly' suffix added to an adjective to form an adverb:</p> <p>If it ends in a 'y', change 'y' to 'i' then add 'ly': happy/happily, angry/angrily</p> <p>If it ends in a 'c', add 'ally': frantic/frantically, dramatic/dramatically, comical/comically, magic/magically</p> <p>If it ends in 'le', change to 'ly': humble/humbly, gentle/gently</p> <p>Homophones: grown/groan, piece/peace, break/brake, great/grate</p> |

## Year 3 Summer 2

Prefixes 'un', 'dis', 'mis', 'in' and teach their negative meaning: disappear, disagree, disobey, misbehave, mislead, misspell, inactive, incorrect  
'in' becomes 'il' when put before a root word beginning with 'l': illegal, illegible

'in' becomes 'im' when put before a root word beginning with 'm' or 'p': immature, immortal, impossible, impatient, imperfect

'in' becomes 'ir' when put before a root word beginning with 'r': irregular, irrelevant, irresponsible

Prefix 're' and teach its meaning of 'again' or 'back': redo, refresh, reappear, redecorate, return

Prefix 'sub' and teach its meaning of 'under': subdivide, subheading, submarine, submerge.

Prefix 'inter' and teach its meaning of 'between' or 'among': interact, intercity, international, interrelated

Prefix 'super' and teach its meaning of 'above': supermarket, superman, superstar

Prefix 'anti' and teach its meaning of 'against': antisocial, antiseptic, anticlockwise

Prefix 'auto' and teach its meaning of 'self' or 'own': autobiography, autograph

## Handwriting in Year 3

In Year 3, Handwriting continues to be a high priority and the expectation is that children will be able to consistently join their handwriting according to our Highwoods Handwriting Poster - see next page.

More information on Handwriting at Highwoods can also be found on: <https://highwoodsprimary.co.uk/english/>





## Joins from the bottom:

a b c d e h i k l m n p s t u  
apple each pear under

## Joins from the top:

o r v w  
octopus roar van water

## Joins from a loop or line:

f g j y  
fun great jam year

## Doesn't join easily:

q x z  
queen xylophone zoo

## Grammar in Year 3

In Year 3, the expectation is that children will be able to understand, use and apply the following grammatical terms - see list below.

Visit <https://highwoodsprimary.co.uk/english/> and scroll down to the 'grammar' heading to view definitions and examples of each of these grammar terms.

full stop, capital letter, conjunction, verb, noun, adjective, adverb, prefix, suffix, clause, fragment, sentence, main clause, subordinate clause, singular, plural, proper noun, pronoun, question mark, exclamation mark, apostrophe, comma, inverted commas, direct speech, compound word, expanded noun phrase, statement, command, question, exclamation, past tense, present tense, preposition, paragraph, perfect verb form, consonant, vowel, word family

