



Wodensfield

Primary School

Welcome to Year 3 - 2024

Information for parents at the start of a new school year

Meet the Team



Miss Wright



Mrs Tromans



Mrs Hoult



Mr Sharpe



Mrs Millerin



Mrs Mason



Miss Bennett

Our Vision and Values



Wodensfield Vision and Values

Our school mission statement "AIM TO BE THE BEST YOU CAN" is at the heart of everything we do at Wodensfield.

School Vision Statement

- We believe in inspiring and empowering all children to become independent, lifelong learners.
- Enabling them to become confident citizens, who make a positive contribution in the wider world.

We will achieve this by offering an inspirational curriculum which engages, enriches and excites learners in a stimulating and nurturing learning environment.

School Values

Our school vision is underpinned by our values and behaviours.

- We believe that by listening and learning from each other; we will be **AIMING TO BE THE BEST WE CAN BE.**
- We have a collective responsibility; **TREATING OTHERS AS WE WOULD LIKE TO BE TREATED OURSELVES.**
- We work together as a team.
- We reflect on our actions in order to learn and improve.

Our School Rules

Our school rules reinforce our values and behaviours.

All members of our school community work together to demonstrate that we are:

READY RESPECTFUL & SAFE

These values and behaviours reflect the

"WODENFIELD WAY"

A well-educated Wodensfield Pupil can...

By working together, we will ensure your child is equipped to embrace the opportunities awaiting them in every stage of their educational journey.



Transition to Y3 from Y2

- Transition details from year 2:
 - key information shared about the children
 - targets shared
 - last year's assessment shared.
- Formative assessment process:
 - on-going day-to-day assessment carried out to inform teaching.
- Summative assessment process (NFER assessments and practice SATs papers):
 - termly snapshot of where the children are at.

The school Week

	8:40	8.50-9.20	9.30-	10: 15	10:30	12.00	1.00	2:45	
Monday		Whole School assembly	English		Music / PSHE (Fortnightly)	11.30-12 French 3MT / Computing 3HW	Maths	Guided Reading	Class reader
Tuesday		Guided Reading	English		Maths	French 3HW / Computing 3MT	History/Geography (1/2 termly)		
Wednesday		Guided Reading	English		Maths	Spelling Test	Handwriting/Spelling 3HW	PE 3HW	Class reader
							PE 3MT	Handwriting/Spelling 3MT	
Thursday		Maths	English		Guided Reading 3HW	Games Aspire 3HW	Science		
					Games Aspire 3MT	Guided Reading 3MT			
Friday		Praise assembly	Maths Times Tables		English		Art	RE	Class reader

English

Speaking and Listening

To develop and enhance children's vocabulary.

- Adult led class reading time.
- Partner talk during lessons.
- Lots of opportunities to discuss vocabulary whilst reading and in preparation for writing.

Reading

- Children will read daily in their Guided Reading lessons.
- All children will read to an adult once a fortnight.
- Some children will read 2/3 times a week to an adult.
- At home, we would like the children to read at least once per week, but the more times they can read and discuss the text the better. We will roll out a reading reward system later this week to encourage the children to read more at home with an adult and independently.

Writing

Over the year, the children will produce a range of written work (primarily in their English lessons). These will be a mixture of fiction, non-fiction and poetry pieces.

Teachers will assess each child's piece and produce an overall judgement at the end of each term.

Children need to evidence a range of skills in their written work. They also need to be able to evidence neat, joined handwriting and a good grasp of the spelling rules.

Reading is one of the best ways to support your child's writing.

Writing

THE PUPIL CAN	
Mostly use the Brilliant Basics	The writing makes sense
	Basic sentence punctuation
	Letter formation and placement
	Consistent Tense (eg past tense in narrative/present in reports/instructions)
Write for a range of purposes and audiences by:	Some use of the right language for the genre
	Beginning to be able to write formally (eg choosing contraction use)
	Some evidence of extended writing (several paragraphs)
In narratives, describe settings and characters	Beginning to use mixed sentence lengths for effect (Longer for build-up, shorter for action)
	Expanded noun phrases with pre-modifiers and prepositional phrases
	Figurative Language (e.g. similes)
In narratives, integrate dialogue that:	Uses different verbs for said
Use a range of cohesive devices within and across sentences and paragraphs	Conjunctions (subordinating & co-ordinating)
	Use paragraphs to organise ideas
	Non-fiction: Heading/subheading
Select vocabulary and grammatical structures that reflect the formality of the writing	Beginning to select some ambitious appropriate vocabulary
	Some evidence of a range of different sentence openers e.g. adverbs, subordinate conjunction, 2 adjectives
	Using sentences with different forms in their writing (Statements, questions, commands, exclamations)
	Adverbials to show time, place and manner
Use verb tenses mainly consistently (Past and Present) and correctly throughout the writing (beginning to use present perfect tense and subject verb agreement)	
Year 1-3 Punctuation used <i>mainly</i> correctly	Inverted commas/Speech marks
	Commas for clarity (Subordinate Clauses)
	Use apostrophes for contraction singular possession and beginning to use apostrophes for plural possession
	Commas in a list
Spell <i>most</i> Year 2 common exception words correctly	
Spell correctly <i>some</i> words from the Year 3 / 4 spelling list	
Improving writing by making additions and revisions	
Begin to use legible joined up handwriting for most letters. (LETTERS RIGHT SIZE LEGIBLE)	

Writing

Writing SPAG Toolkit

All can be used to inform time, place and cause.

- Conjunctions link words and phrases together.
- Adverbs modify verbs, adjectives and clauses.
- Preposition describes location, place or time - before a noun.

Conjunctions		Adverbs		Prepositions	
when	before	then	next	before	after
while	since	soon	always	during	due to
because	so	later	now	above	below
where	later	inside	outside	through	under
unless	until	therefore		beside	with
yet	once	yesterday		inside	next to
that	if	frequently		because of	
		eventually			

A noun phrase adds detail to the noun. *the big bear...a black dog...an old, wooden boat...the bird with golden feathers...*

*It does not need to be 2 adjectives + noun, a noun can be modified by a noun. *bed socks...history book...ankle boots*

First, second, and third person show the narrative point of view.

1st person: I, we, me, my, mine, our, ours.

I went shopping. The picnic is ours for lunch. We had a great time.

2nd person: you, your yours.

You are kind. The gift is all yours.

3rd person: he, his, him, she, her, hers, it, its, their, theirs...

He is running fast.

They preferred to play football.

Sally watched the game.

The present perfect verb form, instead of the simple present.

Simple present tense

I like to play games.

My dad drives a red car.

Present perfect

*He **has gone** out to play.*

(~~present~~-~~perfect~~ form)

*I **have** finished my work.*

(~~present~~-~~perfect~~ form)

Inverted commas (also known as speech marks) show when people are actually speaking: this is known as direct speech.

"I'm beginning to understand," he said.

" " At the start and end of what is being said.

A group of linked sentences that are usually about the same thing. A new **paragraph** starts when you are writing about a new idea, person, place or event. Start the new paragraph on a new line.

In stories this could be the **beginning**, **middle** and **end**.

In a report, this could be a new paragraph for each section of the report using headings and subheadings.

Heading = *All about Cats*

Subheadings = *Diet of a Cat*

Cat Breeds

- A **full stop** comes at the end of a sentence that is complete and finished. *The boy ran across the road.*
- A **question mark** comes at the end of a sentence that is asking a question. *What time is lunch?*
- An **exclamation** is something you say or shout that shows you are very happy, angry, or surprised. *Oh dear!*
- A **comma** can be used to separate items in a list. *I like cheese, lettuce and tomato in my sandwich.* There is no comma before 'and'.

Year 3

- Use capital letters, full stops, question marks, exclamation marks and commas for lists.
- Use conjunctions, adverbs and prepositions, mostly accurately, to inform time, place or cause
 - Use conjunctions (when, so, before, after, while, because).
 - Use adverbs (e.g. then, next, soon).
 - Use prepositions (e.g. before, after, during, in, because of).
- Use nouns and noun phrases, modified by adjectives and other nouns to add detail, experimenting with adjectives to create impact.
- Correctly use verbs in 1st, 2nd and 3rd person.
- Use perfect form of verbs to mark relationships of time and cause.
- Use punctuation mostly accurately, including some use of inverted commas to indicate direct speech.
- Group ideas into basic paragraphs.
- Write under headings and sub-headings.
- Write with increasing legibility.

Have you ever wondered if witches are real? Well then you should read all about how to spot a witch.

What are witches?

Witches are a creature who despise children and who can only be a female. Witches wear normal clothes and live in normal houses. Witches are dangerous, threatening and suspicious.

What do real witches look like?

Secondly, witches are as bald as an egg and have square feet but have no toes. Witches nostrils look like sea shells and their spit is as blue as the ocean.

Conclusion

Did you know if a random lady smiles at you and you see blue on their teeth you know it might be a witch? So if it does happen run as fast as you can.

Heading / sub headings in non-narrative

Strong vocabulary.

Figurative language - similes

Conjunctions

Paragraphs to organise ideas

Different sentence types

Ambitious vocabulary

Legible, joined handwriting

Maths

- We follow the White Rose Scheme of work. This is a resource that you can access at home, if you wish to follow our journey.
- We use Mathletics to support learning and set weekly homework using this platform.
- We encourage learning Times Tables and we have weekly tests.

Foundation Subjects

We aim to provide a broad curriculum that provides good cross curricular links.

- Science: Materials, Forces, Plants and the Human Body.
- History: Pre-History (including Stone Age, Bronze Age and Iron Age) and Romans.
- Geography: Our topics will be: Water, Italy and New York.
- Computing: Developing skills on Word and PowerPoint and Online Safety.
- Art: We develop our skills using a variety of different mediums, including charcoal pastels and paints; linking Art to our topics.
- Music: Weekly music lessons learning to play the recorder.
- PE and Games: Gymnastics will focus upon Stretching and Curling, Symmetry and Asymmetry, while our Dance topics will be Water and The Circus.

Handwriting

- At the end of the last school year we introduced a new handwriting scheme called Letter-joins.

Handwriting is a basic skill that influences the quality of work throughout the curriculum. By the end of Key Stage 2 all pupils should have the ability to produce fluent, legible and, eventually, speedy joined-up handwriting, and to understand the different forms of handwriting used for different purposes.

Our intention is to make handwriting an automatic process that does not interfere with creative and mental thinking.

There will be individual pupil logins so that handwriting will be part of our home learning offer. This will enable parents to support handwriting at home.



Online Safety

- It's important to stay up to date with how we can help children navigate their lives online.
- Most of the popular social media services require users to be at least 13 years of age, including WhatsApp and TikTok. If you choose to allow your child on an age restricted app then it must be monitored frequently.
- We've had lots of positive feedback about our parent sessions with Patrick Flynn from Online Behaviours. Patrick gives tips on what to look out for and how to positively support children. Ideally, we'd like parents to attend these sessions once every two years
- **Our next two sessions are Wednesday 16th October at 9.00am and Wednesday 12th February at 2.00pm.**



Our digital ambassadors release a half termly newsletter which can be found on our website.

Interventions in Year 3

- We aim to run a range of interventions in Year 3 to provide opportunities for children to catch-up and keep up. We also identify children who are working at or have the potential to achieve greater depth and build in additional opportunities for these pupils to be challenged. These will primarily be focussed on Maths and English.
- These sometimes include children having to miss other aspects of the curriculum (but we aim to keep this balanced).

Examples include:

- Echo reading (to support fluent reading and comprehension)
- Arithmetic
- Greater depth writing
- Small group session for children who may need more support
- Times Tables focus
- RWI / spelling group
- Maths pre teach
- Priority Readers
- Speech and Language

Home-learning

Each week, we would like the children to:-

- Read at home. This may include their reading book, interesting age appropriate research on the Internet about Year 3 topics e.g. Earth and Space, The Stone Age. The more your child can read at home, the better. We will set up a reading competition each week with MME rewards and extra playtime to encourage reading.
- Earn 1000 points (at least) per week on Mathletics through set activities. This too is set up as a class and whole school competition to inspire the children to get involved.
- Practice Times Table Weekly Focus using TT Rockstars ready for a test of Friday.
- Complete weekly tasks set on Education City.
- Practice Spellings each week ready for a spelling test on a Wednesday.

How can you support your child? Ways you can make a difference.

- Support with homework
 - Provide an appropriate space for home-learning (if possible)
- Reading at home
 - Talk about what they are/have read
- Provide time for Mathletics, TT Rockstars and mental Maths
- Spend 5 minutes every day to practice spellings
- Encouraging independence
 - Build their resilience and strategies for working through challenges
- Links to games on websites (see [school website](#))

Enrichment (educational visits, clubs)

In the Autumn term the Planetarium visit to compliment our Earth and Space module in Science.
They return in the Spring Term to deliver a Light experience.

We have a trip linked to History requested for the Summer term. We hope to visit Wroxeter and find out about Roman life.



Swimming in KS2

- From Monday 9th September children in year 3 to 6 will have their swimming sessions here. From Monday 21st October, children in Year 3 will have taster swimming sessions here at school for that week only.
- They will swim more than once per week. Once we have a schedule from our provider, we will share this with you.
- Children will swim in groups of 10 with two trained swimming instructors with lessons being 45 minutes in duration.



Assessment Weeks

- Throughout the school year learning will be assessed in order for teachers to ensure the curriculum enables children to know more and remember more.
- A range of ongoing (formative) assessments and end of learning units (summative) assessments will be used to inform your child's next steps in learning.
- Pupils in Reception, Y1, Y2, Y4 and Y6 will also take part in National Assessments.

Assessment Schedule 2024-25

Summative assessments:

	Who?	What?	When?
A u t u m n	Reception	Baseline Baseline visit	First 6 weeks of term
	Yr 2-6	LA Optional Reading Fluency Assessment (Recorded Training and Materials to be made available for Reading Fluency Assessment)	4/9/24-28/9/24
	Y2-6	NFER (Tests 1) (Reading and Maths paper) (Spelling/CEW)	w/c 30/9/24
	FS & KS1	CEW Phonics/RWI	Ongoing
Teacher Assessments to be uploaded by 27/11/24			

	Who?	What?	When?
S p r i n e	Y1	NFER (Tests 1) (Reading and Maths paper) (Spelling/CEW)	w/c 3/2/25
	Y2 to Y6	LA Optional Reading Fluency Assessment (New Materials made available for Fluency Assessment)	6/1/25-31/1/25
	Y2 and 6	NFER (Tests 2) (Reading and Maths paper)	w/c 3/3/25
	Y3-5	Collins Reading assessment and White Rose termly assessment (Spelling/CEW)	w/c 3/3/25
Teacher Assessments to be uploaded by			

	Who?	What?	When?
S u m m e r	Y6	SATs	w/c Monday 12 th May
	Y1, 3-5	NFER (Tests 2) (Reading and Maths paper) (Spelling/CEW)	w/c 19 th May
	Y1	Phonics	w/c Monday 10 th June
	Y2 to Y5	LA Optional Reading Fluency Assessment (New Materials made available for Fluency Assessment)	1/6/25-20/6
	Y2	Own assessments	June 2024
Teacher Assessments to be uploaded by 21 st June 2024			

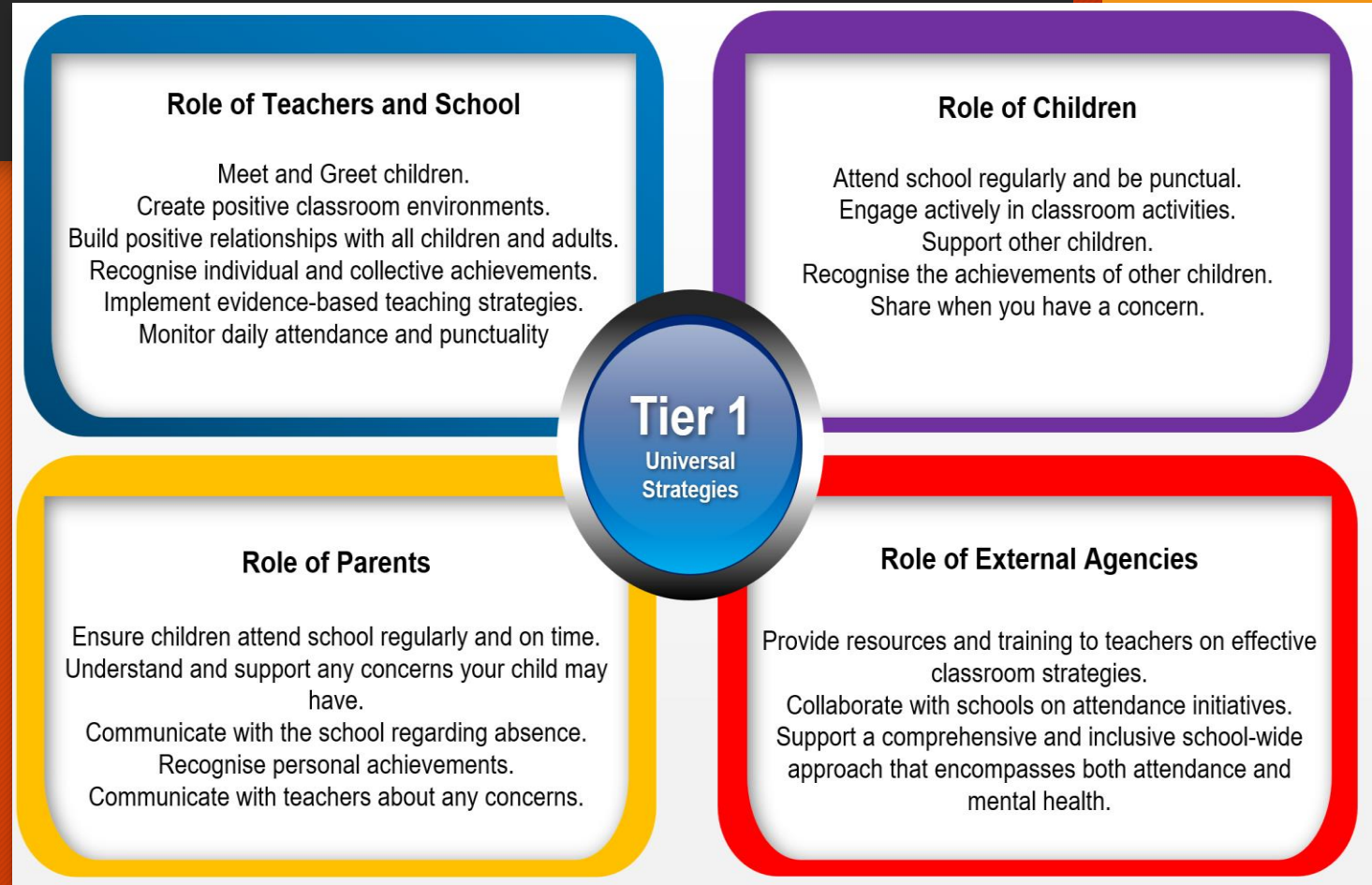
Mental Health and Wellbeing

- We know that for children to succeed academically their mental health and wellbeing is vital.
- At Wodensfield all staff are committed to supporting your child to be the best they can be.
- Our curriculum aims to encourage children to develop the skills, knowledge and understanding they need to understand their feelings and be resilient to the challenges they encounter.
- We work with the Reflexions team who offer group and one to one support if needed.
- Together with our child's class teacher and teaching assistants, Miss Jamieson is also available to offer pastoral support.
- Mrs Walker is the school's Mental Health and Wellbeing lead.
- [Parenting Smart: mental health advice for parents : Mentally Healthy Schools](#)



The Importance of School Attendance

School attendance is not merely a requirement but a fundamental pillar of education. It plays a pivotal role in shaping your child's academic success, personal growth, and future prospects.



Every Day at Wodensfield Matters Attend to Achieve



School starts at
8.40am
The register closes
at 8.50am.
Learning starts at
8.50am

Every Minute Counts

LATENESS = LOST LEARNING

(Figures below are calculated over a school year)

5 Minutes late each day	3 days lost!
10 Minutes late each day	6.5 days lost!
15 Minutes late each day	10 days lost!
20 Minutes late each day	13 days lost!
30 Minutes late each day	19 days lost!

How can you encourage and help your child to be ready to come to school in the morning?



Make sure they understand the importance of good attendance and punctuality



Discuss any problems they may have at school- inform their teacher about any concerns or difficulties. (See contact details)



It really helps to have everything ready for school the night before (bag packed, clothes ready, etc)



Make any appointments (Dentist, GP) for after school where possible



Make sure they have a good healthy breakfast

Communication is key

- Ways to get in touch;
- Email: Classteacher y3teacher@wodensfield.org
- Telephone: 01902 556350 to make an appointment to speak to the classteacher or a member of the Senior Leadership Team.
- Attendance: 01902 556350- select attendance option
- Email: office@wodensfield.org

Any questions?