

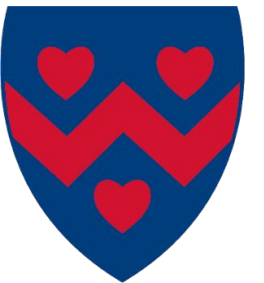
THE ORATORY PREP SCHOOL

English Information Presentation

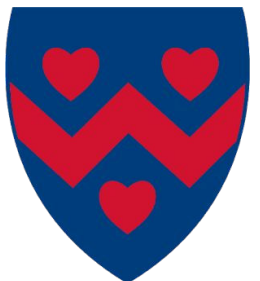
Year 3

We will cover

- Reading
- School Library
- Spelling
 - Handwriting
- Scheme of Work
- Assessment
- Useful Websites and Apps



Everyone is a reader...
Some just
haven't found
their favorite
book
yet.



Reading – True or False

Reading helps to develop your memory.

Reading helps with communication regardless of age.

Reading helps a bond to develop.

Reading allows new channels of thought to develop and in turn improves critical thinking.

Reading reduces stress and anxiety levels

Why is Reading important?

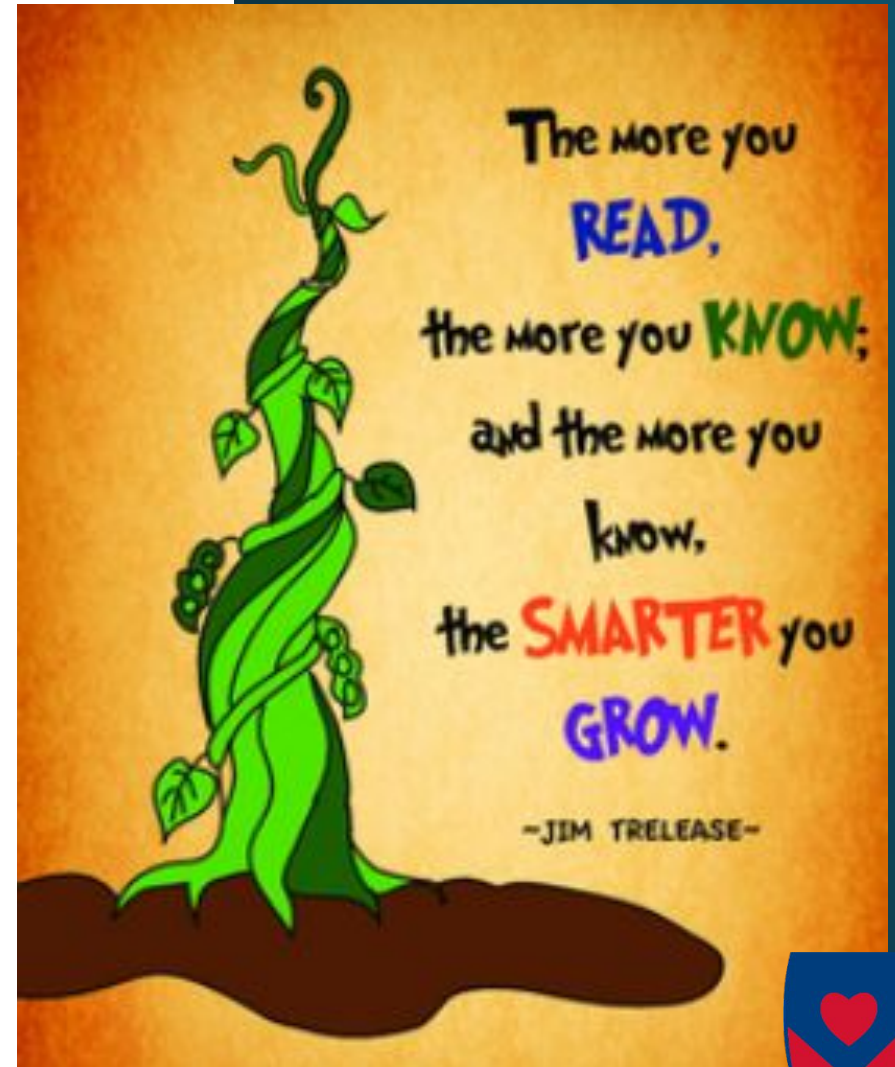
We want, above all, to instil in our children a love of reading that will benefit them beyond measure in their future education, and bring them lifelong enjoyment.

In an age where very few things are fixed and tangible, reading, by whatever means, will always be at the heart of the human experience.

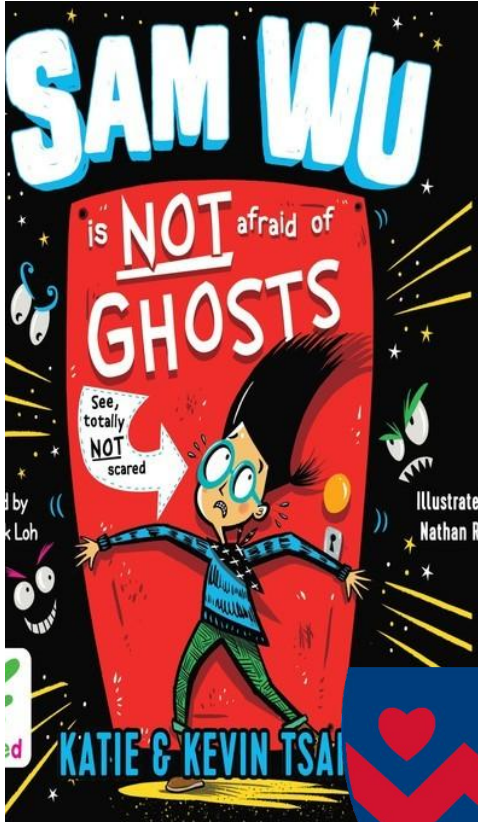
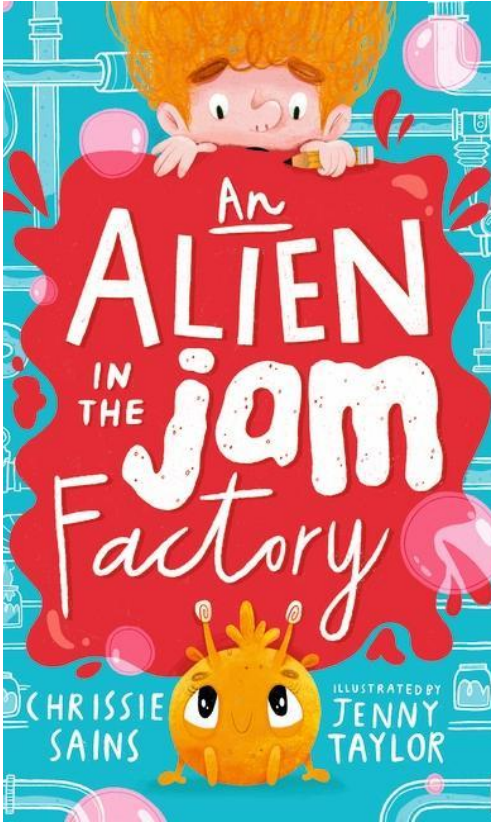
Whether, like Jane Eyre, we sink into a book to escape current problems and difficulties, or to learn, imagine, relax, face challenge, laugh, cry or wonder, a book is invariably the answer.

Reading helps us to talk to those who came before us, enables us to understand our present, and guides us as we navigate our way into our individual and collective futures.

Through reading we understand what it means to be human: we gain insight into our own lives and the lives of others.



Great books for Year 3



Reading – how does it work at school?

Reading books

Children will be guided with choosing a book to read, be it within our levelled scheme or as a free reader. The aim is for the children to choose a book that they will enjoy whilst ensuring they choose from a range of authors and styles including non-fiction.

What if it is too hard/easy?

Listening to a child read is key, with their comprehension of the story being shown through discussion and questioning. Children may say a book is too easy or it is boring. If they are feeling ready for a greater challenge, then they will be guided in choosing a new book, but if they are struggling on more than 5 words on a page or show little comprehension to the story then this is normally an indication of it being a step too far.

Recording their reading:

We will endeavour to hear the children read at least once a week, more if we feel there is a need. We will record their reading in their planner, noting down the page they reach, any points of note including any words they struggled with or were unsure of the meaning.





Reading at home

It is important to ensure reading to an adult remains a relaxed, enjoyable experience and not a battle.

Reading 10 – 20 minutes of a day sees the greatest amount of development and ensures the children do not plateau or find themselves on a book for too long.

Logging their reading in their planner, as in school, allows for open channels of communication.

Other ways to engage children with reading:

- Audiobooks in the car/at bedtime
- Subtitles on the TV and no volume
- Baking fun - asking children for help choosing a recipe and following instructions
- Sharing a story with a younger sibling
- Crafting, lego, playing board games or following instructions to achieve a task
- Days out as a family e.g. going to a museum or zoo and reading the information about what they see.





School Library

All children have weekly visits to our school library. Pupils may choose one book at a time and this can be kept in their classroom tray or taken home.

The children will also be able to visit the library to change their books more frequently if required - once a week at break time our Parent Library Volunteer will be available.

Library Drop-In in the Autumn Term for parents and children (more details on this to follow from Mrs Phillips our school librarian).

Our library collection consists of a rich variety of texts - fiction and non-fiction. We will encourage the children to try a variety of books and genres, rather than stick to one particular author or style.





Spelling

Spelling development goes hand in hand with reading; increased reading time exposes the children to a wide range of vocabulary and reinforces learnt spellings.

Year 3 children will be placed into spelling groups based on our assessments. Each Friday the children will bring home a list of new spellings to learn which will be tested the following week. **Some children will also receive bonus words to spell, which may be linked to our current topic, their own writing, or common exception words.** Children will move groups if their performance suggests they need more support or challenge.

Spelling Shed assignments / 'Look say cover write check' to help practise each week -

Some children may still require some phonics intervention and this will be done.



Handwriting

Stages to handwriting

Pre-cursive writing begins at EYFS

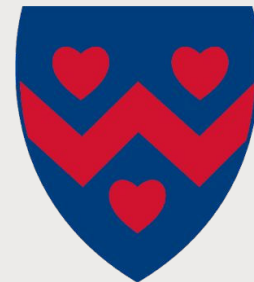
Builds into developing some common joins and then fully joining (cursive) writing by the end of Key Stage 1.

Benefits to joined up writing

Allows for organisation as they are more 'in the flow' and helps with their spelling too.

Using a pen

It is with the teachers discretion should a child be able to use a pen, with formal pen licences awarded in Year 4.



Scheme of Work

A literary rich curriculum is at the heart of our teaching, with a variety of texts. These texts are age appropriate and cover themes linked to our topic.

In English/Literacy, we cover a range of writing styles, ensuring that we cover the National Curriculum content for Year 3, while including 'hooks' into lessons to pique interest.

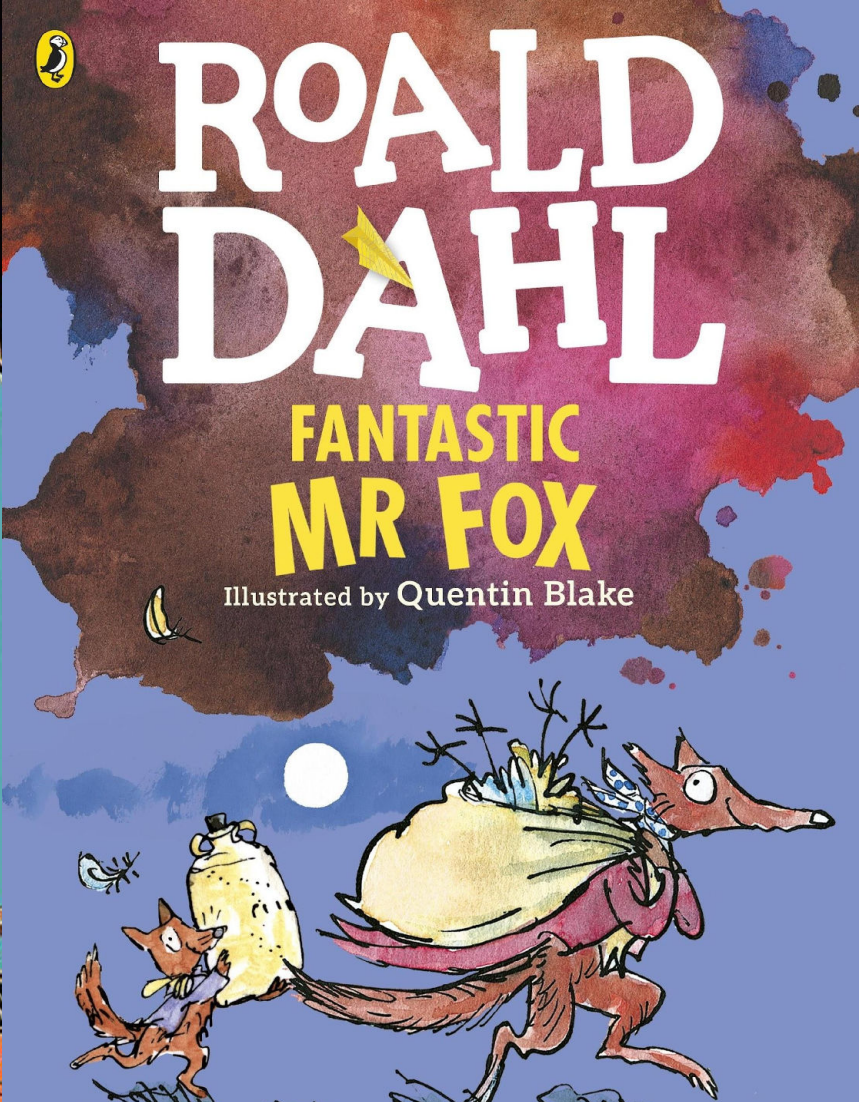
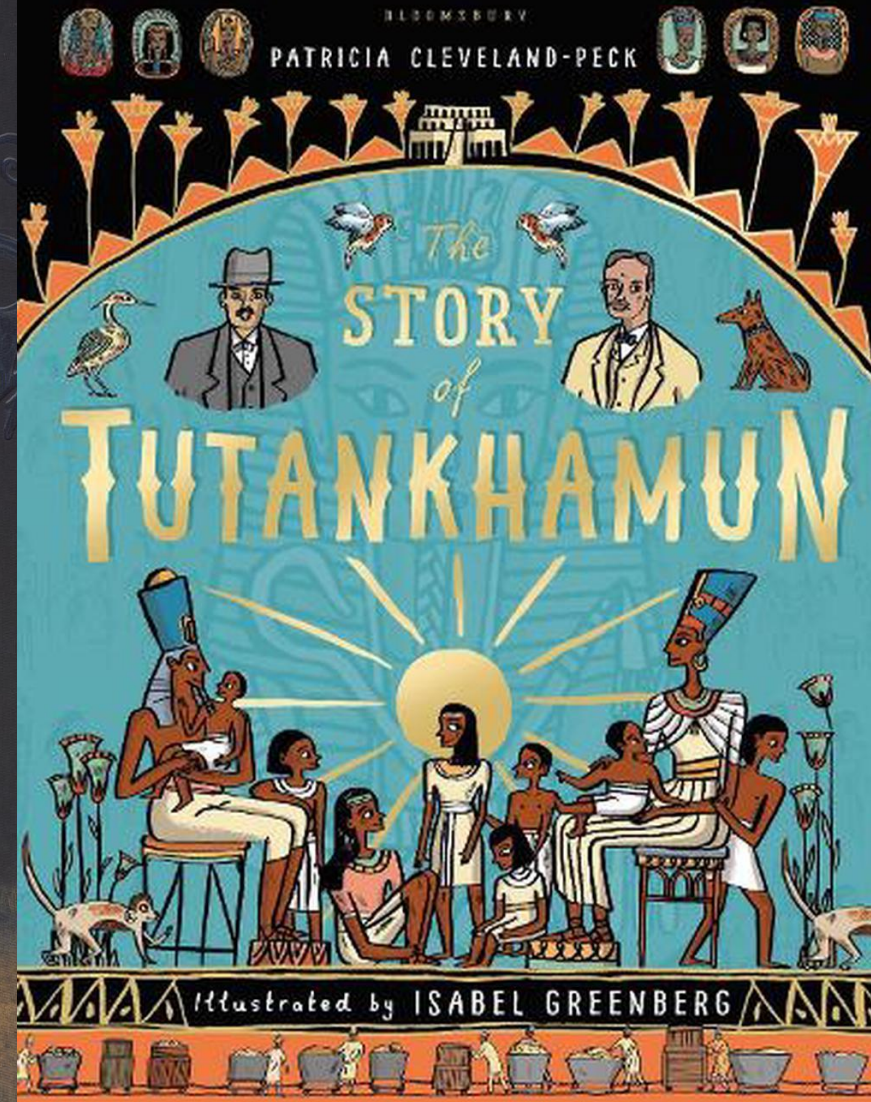
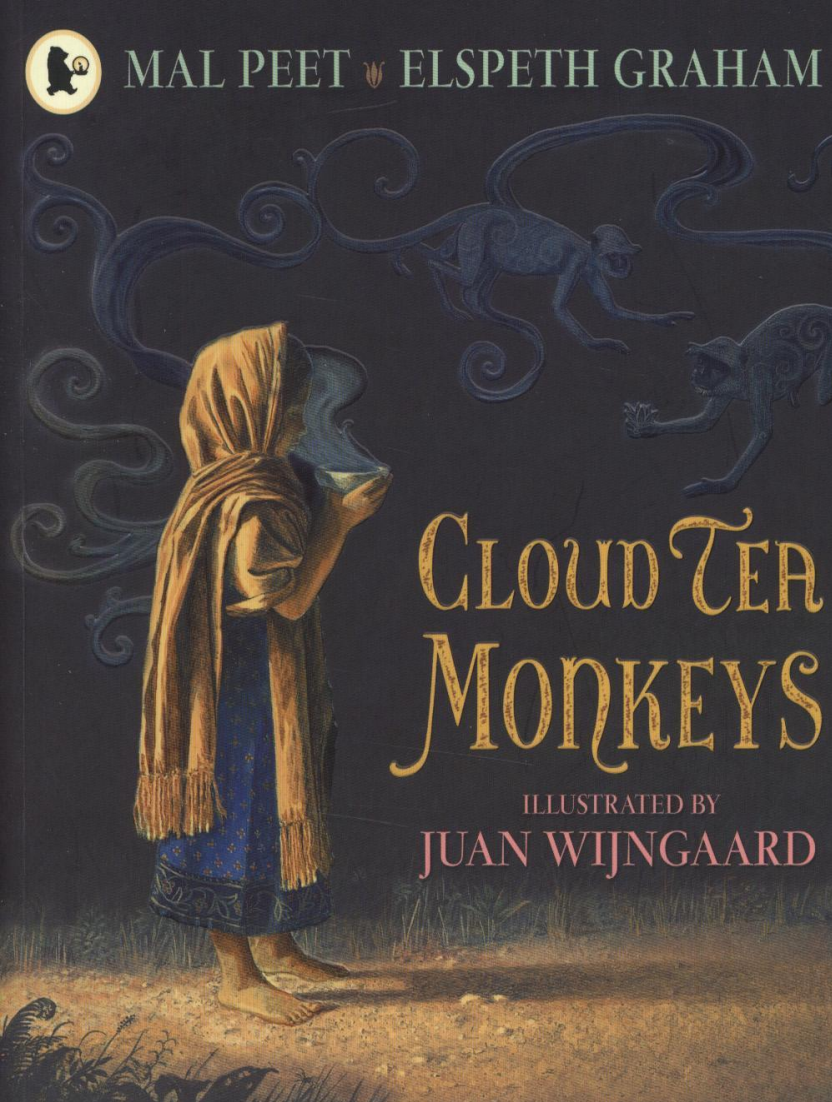
Types of lessons covered:

- Creative writing and paired writing
- Freeze frames and drama
- Story mapping - drawing what you imagine
- Editing, improving and developing
- Class reader - sharing and discussing

Plus: comprehension, grammar and punctuation skills

Each lesson also begins with a SPAG starter to allow for continual development in this key area.





Some of our class texts

Assessment



Weekly spelling test



CAT4 (Cognitive Abilities Test Fourth Edition) testing in September giving us standardised scores. CAT4 is a suite of tests developed to support schools/parents in understanding students' likely academic potential through 4 elements (Verb, NonV, Spat, Quant)



NGRT - New Group Reading Test - GL Assessment (Sept/May)



PTE - Progress Test in English - GL Assessment - May



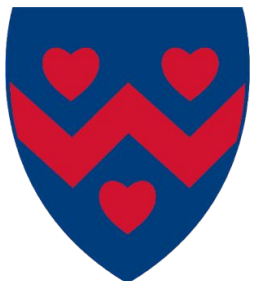
Creative Writing – Half termly assessments



Websites and Apps

To further support your child, in addition to our termly bookmark (where we have selected books to enhance learning), the following websites/apps may be of interest:

- [Oxford Owl for Home](#)
- [Spelling and Grammar, English Games for 7-11 Years - Topmarks](#)
- [KS2 English - BBC Bitesize](#)
- [Bookfinder: find children's books for every age | BookTrust](#)
- [eBooks and eAudio | Oxfordshire County Council](#)
- [Families - World Book Day](#)
- [Children's Poetry Archive](#)
- [Best Books for Year 3 | Ages 7-8 | The Reader Teacher](#)
- Spelling Shed
- [Spelling App - Squeebles Spelling Test](#)



Any questions?

