Year 3
Welcome
Meeting
2026

Hello!

- Mrs Beesen-Smith, Year 3 Teacher and DHT
- Mrs Giggle, all day Wednesday
- Mrs Downie - Friday afternoon
- Mrs Brett, Year 3 & 4 Teaching Assistant

P.E. days are Wednesday and Friday

Cello lessons are on Fridays

Welcome to Year 3

Part 1: What to expect in Year 3

- Spelling
- Writing
- Reading
- Maths
- Science

Part 2: How can I help my child?

- Reading
- Maths
- Homework

Part 3: General reminders

- Safeguarding
- Uniform Expectations
- Rewards and incentives
- Questions

The termly overview for Year 3 is available on our school website, under Statutory Information http://ickleford.herts.sch.uk/

1.
What to expect in Year 3

Increasing independence and empathy

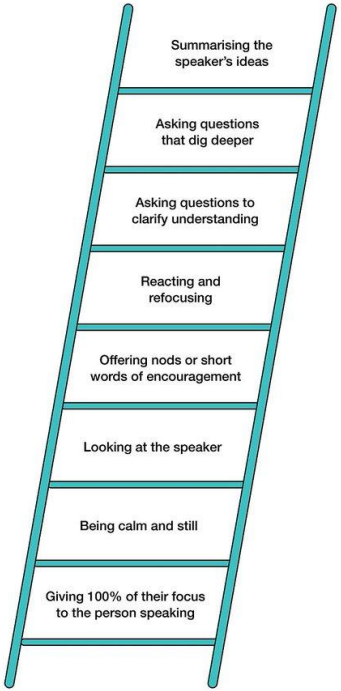
What will my child do in Year 3?

- Increased focus on spelling
- Develop writing skills
- Independent and guided reading
- Maths mastery
- Times tables focus
- Exciting science

Developing Oracy Skills

Listening Ladder

The Listening Ladder sets out the various listening skills and orders them in terms of complexity. It can be used to support students to reflect on their discussion and to set targets for which rung they want to reach.



Spellings

Spelling Patterns

Your child will continue to work on spelling patterns from previous years but with less direct focus on phonics and more emphasis on understanding and learning spelling rules.

In Year 3 your child will learn more complex word forms. This includes:

- spelling lots of homophones correctly
- spelling words that are often misspelt (see Y3/4 list)
- using the possessive apostrophe with regular and irregular plurals.

Develop writing skills

In writing, we will focus on creativity and writing styles; looking at settings, language style and character within their writing. Your child will also look at different genres of writing such as poetry, playscripts and different non fiction styles too.

Road to success

1. Full stops and capital letters for complete sentences
2. Commas in lists
3. Conjunctions: time, place and cause
4. Inverted commas for direct speech
5. Heading and subheadings in non fiction writing
6. Introduction to paragraphing
7. Main clause and subordinate clause

Reading opportunities in Key Stage 2

Whole Class Reading

As part of our writing approach, each writing topic covers different genres. Together, we read **carefully chosen books to model key vocabulary, features of the text, conprehension and inference** to inspire our writing.

Guided Reading

Each day, the teacher will work with a group of six children **to focus on a text/book that is just beyond their natural reading level to challenge** their decoding skills, fluency, intonation, comprehension skills. At this time, other groups will enjoy a carousel of reading activities.

Independent Reading

Your child will continue to move through the **book bands** that are best suited to their reading capabilities. We will continue to **tightly support and monitor** their progress, even in **'free reading'.** Children are expected to write **2 comments each week.** These are routinely checked and guidance given. Opportunities to change books are offered during morning library time and guided reading.

Maths mastery

Number - fluency

Number bonds
Maniplulation of known number bonds
Times tables
Introduction to formal + - x ÷

Number- Place Value

HTOs up to 1,000
Magnitude of number on a numberline
Compare and order numbers
Count in 50s

Number - Fractions

Recognise and find a half, quarter and third.
Unit fractions and non unit fractions
Equivalence
Count in tenths
Tenths as decimals
Finding fractions of a set of objects

Measurement

Measure, add and compare lengths in m, cm amd mm
Measure and calclate perimeter
Telling the time to 5 minutes
24 hour clock
Start, end times and duration
Measure and compare mass (grams)

Geometry

Recognise and describe 2D and 3D shapes
Angles
Horizontal, vertical, parralell and perpendicular

Statistics

Drawing and interpreting pictograms simple bar charts and tables

Times Tables Focus – What? By when?

In England, children are expected to know the following in each year of primary school:

Year 1: count in multiples of 2, 5 and 10.
Year 2: be able to remember and use multiplication and division facts for the 2, 5 and 10 multiplication tables, including recognising odd and even numbers.
Year 3: be able to remember and use multiplication and division facts for the 3, 4 and 8 multiplication tables, including recognising odd and even numbers.
Year 4: be able to remember and use multiplication and division facts for the multiplication tables up to 12 x 12.

When your child knows their times tables, mental arithmetic becomes easier. Practising times tables also helps children to understand number and number relationships and to see patterns in numbers.

These skills will help them to master key concepts and move quickly through more complex maths problems with confidence.

As they grow older, knowing times tables will help them with everyday activities like shopping, budgeting and cooking.

Exciting Science

Science in Year 3 is engaging and fun. Your child will learn about life processes; rocks, soil and fossils; light; forces and magnets; and animals (including humans). We will learn how to work scientifically and write up investigations in a more formal way, using:

- predictions
- methods
- results
- conclusions

Class trip

Celtic Harmony Camp, Hertford.

Wednesday 14th October

Celtic Harmony is an ‘out-of-school’ activity provider delivering high-quality Prehistory education activities for schools as part of the National Curriculum KS 2 History Framework. Class trips provide a unique first-hand experience of changes in Britain from the Stone Age to the Iron Age.

Class trip

Verulamium Museum
St. Albans

February 2027

This visit links to our history unit on The Romans. The children will attend an exciting, hands on workshop to learn more about Roman life and explore the Roman relics in the museum, before visiting a real Roman Hypocaust.

2.
How can I help my child?

Reading – plenty of ways to help.

- It is still important to **listen to your child read regularly**.
- **Ask questions** about what they are reading.
- Encourage them to **think more deeply about their reading**, whether they're reading aloud or independently.
- Continue to read to them. Listening to the intonation in your voice helps children with their **expression**.
- Use silly voices or make deliberate mistakes!

Reading – plenty of ways to help.

- Allow your child to correct you. It helps them see why certain punctuation changes the way we read aloud.
- **Diversify!** Give your child as many different styles of writing as you can. This will assist with their reading fluency and expand their vocabulary and knowledge.
- If you have concerns about your child's reading (or anything else!) then talk to us. Keeping an ongoing dialogue with school about your child and any concerns you have is hugely important to us.

Practise maths.

- Practise relevant times tables (3, 4 and eventually 8 times tables – as well as the 2, 5, and 10 times tables from Y1 and Y2) See online booklet: https://assets.oxfordowl.co.uk/2014/05/13/10/30/08/349/PX_MathsContent_BK_TimesTablesInSchool_01_CH.pdf
- Learn to tell the time on an analogue clock face.
- Give them the opportunity to use money in real life contexts. Ask them questions such as 'How much change?' will help them with reasoning skills in and out of the classroom.

Weekly Homework

- Daily reading at least ten mins a day.
- Two comments in their reading record, incl. through the holidays!
- A maths reinforcement activity (no more than 30 mins or two lots of 15 mins or three lots of 10 mins)
- Times tables practice, routinely and regularly, incl. through the holidays!

Occasionally, other curriculum areas are also covered: writing, history, science or even art.

Weekly Homework

- Homework is **issued on a Friday** and needs to be **returned by the following Wednesday** so it can be marked before it is returned.
- It will be completed on paper/in an exercise book.
- Homework will always be **a revision of knowledge/skills** that the children have covered in class, during the week. Therefore, it can be tackled independently or with MINIMUM SUPPORT.

3. General reminders

Safeguarding, uniform, rewards…

Safeguarding reminders

- In the morning, the gate will be opened at 8:45 am. Only Reception parents will be permitted on site.
- The bell rings at 8:55 am, when the children will line up with their class. Late arrivals must go via the front entrance.
- At the end of the day, KS2 staff will escort their children to the village green. **Please stand in a routine and regular place.**
- After school clubs will also be dismissed onto the village green.
- Parking, please park respectfully and legally.

Uniform reminders

- Plain black shoes and sports trainers for play and PE
- Plain black/grey/white socks or tights
- Shirts/blouses need to be tucked in
- Hairbands need to be plain red/black/white or gingham red checks, no large flowers etc. attached
- Long hair must be tied up, no shaved patterns or hair colours or extensions
- A traditional watch (no iWatch or fitbits)
- Flat gold/silver stud earrings can be worn

Responsibility

- As a whole school, we actively encourage your children to become increasingly independent and to take on more responsibility.
- The children are responsible for the safe keeping of their PE kit, reading book, homework and personal belongings.
- Please do not put water bottles in book bags to avoid spillages. Clear water bottles with sports caps.
- Most home/school communication and payment is completed via Arbor.
- However, children must not carry medication in their school bag. This must be handed in to the office team with the appropriate school documentation.

Rewards and incentives

- Team points
- Values Champion Trophy
- Star of The Week
- Handwriter of The Week
- Praise in marking and feedback – ‘tickled pink’ and ‘green for growth’
- Fix it time
- Golden time
- Representing the school

A Year 3 learner will...

- look after their resources and **be ready** for the start of every lesson.
- learn to **work with all kinds of people**.
- **follow instructions** and **school rules** for the benefit of everyone.
- will always follow the school's **online safety rules**, when working on school devices.
- always work to the best of their capabilities, actively try new things, ask questions, listen to advice, and develop a **growth mindset**.

A Year 3 learner will...

- take pride in their work; **work towards joined up handwriting of a suitable size**, which is carefully presented and follows school guidelines.
- naturally check, correct, edit and **improve their work**.
- accept that things don't always go perfectly, **learn from mistakes** and develop resilience.
- will always **tackle challenges and improvement tasks** from marking and feedback in their books, to seek to better themselves.
- be polite, welcoming, **positive**, caring and helpful to all.

Enjoy school!

Remember...

- Every child is important to us and we try to ensure that their time at school is happy and positive.
- We see our work as being in partnership with you.
- If you have a quick message that needs to be passed on to me, please leave a message with the office team.
- Please approach us on the gate (after school) for a quick chat, if you need to share important information with us.
- The mornings are busy with preparations, so after school is a better time to talk.
- If your concerns will take longer, please book an appointment, via the admin. email, for a mutually convenient time.

I want Year 3 to be a fun and rewarding experience. Your children will develop and mature at this stage, becoming increasingly independent and more empathetic towards others. I'm looking forward to watching your child grow and have a great year!

Thanks!

Any questions?