

Meet the Teacher – Year 3 2025



Ms. Lee

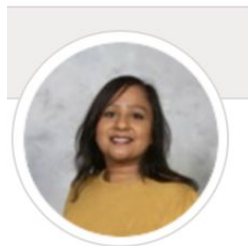
Meet the Team

Teachers

Ms. Lee

Mrs Dobbs (French, Computing - Weds morning)

Ms. Forsyth (Recorder - Fri afternoon)



Mrs Sidhu

Support Staff



Mrs Chamila



Miss Bolwell

The School Day

- Gates open at 8:40am
- We encourage wave and go - chn will complete a morning work activity (Promoting independence)
- Break time is 10:30 - 11:00am - children may bring a healthy (fruit/veg snack - no nuts- allergies)
- Lunch time is 12:00 - 13:00pm - children go out to play first.
- Home - 3:20pm - pick up from lower PG - 'Good afternoon' & hand shake :)

Timetable

Year 3 - Autumn Timetable - 2025

	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY
8:45 - 9:10	Registration - EMW	Registration - EMW	Registration - EMW	Registration - EMW	Registration - EMW
9:10 - 9:30	Collective Worship	Collective Worship	Collective Worship	Collective Worship	Collective Worship
9:30 - 9:45	Spelling/Handwriting	Spelling/Handwriting	Computing - 9:30 - 10:30	Spelling/Handwriting	Spelling/Handwriting
9:45 - 10:30	English	English		English	English
10:30 - 10:45	Break	Break	Break	Break	Break
10:45 - 11:00	Snack - Newsround/Story	Snack - Newsround/Story	Snack - Newsround/Story	Snack - Newsround/Story	Snack - Newsround/Story
11:00 - 11:40	PE - 11 - 12	Maths Fluency	French - 11-12	Maths Fluency	Maths Fluency
11:40 - 12:00		Maths		Maths	Maths
12:00-13:00	Lunch	Lunch	Lunch	Lunch	Lunch
Afternoon	Guided Reading - 13- 13:30	Maths 2 - 13:00-13:40	Guided Reading - 13- 13:30	Guided Reading - 13- 13:30	Art/D&T - 13:00 - 14:15
	Maths	PE - 14:00-15:00	Science - 13:30- 15:00	RE - 13:30 - 14:15	Music - 14:15 - 14:30
	PSHE - 14:20 - 15:00			History/Geography - 14:15 - 15:00	Guided Reading -14:30-15:00
15:05 - 15:20	Story	Story	Story	Story	Story
15:20	Home Time	Home Time	Home Time	Home Time	Home Time

Year 3 Goals

- **Progress** - from individual starting points
- **Intervention and support** to address gaps
- **Stretch and challenge** - deeper thinking
- **Regulation** - emotional literacy, communication, strategies (grounding techniques)
- **Independence** - classroom, resilience strategies
- **High expectations for ALL**

Reading Expectations

Reading list on website and on next slide...

Scholastic books

Morphology

The study of how morphemes are combined to form words.

Words are made up of morphemes:

Prefixes	Roots/Bases	Suffixes
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Morphemes are the smallest unit of meaning.

un "not"	reach "able to"	able "able to"	dis "away"	tract "pull, drag"	ion "state of"	s plural
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Word	Morphemes	# of Morphemes
house	house	1
jumped	jump + ed	2
football	foot + ball	2
prediction	pre + dict +ion	3

Year 3

Working at the expected standard

The pupil can:

- read accurately many polysyllabic and multi-morphemic words and further exception words

In age-appropriate¹ books, the pupil can:

- read most words accurately without overt sounding and blending, and sufficiently fluently to allow them to focus on their understanding rather than on decoding individual words
- read aloud with intonation that shows understanding
- read many words outside their spoken vocabulary, making a good approximation to the word's pronunciation.
- check that the text makes sense to them, correcting any inaccurate reading at the point of difficulty
- make a plausible prediction about what might happen on the basis of what has been read so far
- summarise main ideas from what has been read
- retrieve information from non-fiction
- draw inferences and begin to justify their opinions through discussions

Children and young people's reading in 2024

Reading for pleasure among children and young people is in crisis.

Just 1 in 3 children and young people aged 8 – 18 say they enjoy reading in their free time.

Only 1 in 5 children and young people are reading daily in their free time

Reading enjoyment has declined across all age groups. The steepest drop in reading enjoyment is among those aged 11 – 16.

The gap between the number of girls and boys who enjoy reading has nearly tripled in the last year.

Please come & see me if you have a reluctant reader at home... I also have one & have some ideas for you! :)

HERE'S THE IMPACT OF READING 20 MINUTES PER DAY!

A student who reads

20:00

minutes per day

will be exposed to
1.8 MILLION
words per year
and is more likely
to score in the
90th PERCENTILE
on standardized tests

A student who reads

5:00

minutes per day

will be exposed to
282,000
words per year
and is more likely
to score in the
50th PERCENTILE
on standardized tests

A student who reads

1:00

minute per day

will be exposed to
8,000
words per year
and is more likely
to score in the
10th PERCENTILE
on standardized tests

Source: Nagy, Anderson and Herman, 1987

Children who read...



**Are more likely
to overcome
disadvantage
caused by
inequalities**



**Are more likely to
be happier,
healthier and
experience better
mental wellbeing
and self-esteem**



**Are more likely to
do better at
school and make
more progress
across the
curriculum**



**Are more likely
to develop
empathy and
creativity**

Year 3 books - our recommended reading list



Reading

- Please send in books and reading logs **EVERY DAY**.
- Reading books are changed on **Thursdays**.
- Children on book band levels should read their books a few times to develop fluency - but don't need to keep them for a week.
- Children who are free reading should select books that are appropriate
- Children WILL PROBABLY be overly ambitious with free reading books at first!
- We try to encourage reading a range of genres - magazines, comics, graphic novels.
- PLEASE CONTINUE READING AT HOME.
- Audio books

Writing Expectations

Year 3
Working at the expected standard
The pupil can: • write for a range of real purposes and audiences, beginning to develop an awareness of appropriate language and form (e.g. letter; report writing) • create settings, characters and plot in narrative[†] • use speech punctuation correctly when following modelled writing • use some conjunctions (e.g. and, because, when, even though), adverbs (e.g. often, quickly, very), and prepositions (e.g. next to, underneath, with) for cohesion and to add detail • use past and present tense mostly correctly (e.g. ran, wander) and begin to use other verb forms (e.g. will go, have eaten) • use the range of punctuation taught up to and including Y3 mostly correctly[^] (e.g. apostrophes for possession, commas in lists) • spell correctly words from learning in previous year groups, and some words from the year 3 / year 4 spelling list,* using phonic knowledge and other knowledge of spelling such as morphology, to spell words as accurately as possible • spell most common exception words* • increase the legibility, consistency and quality of handwriting (e.g. by ensuring that downstrokes of letters are parallel and equidistant) • join letters with diagonal and horizontal strokes where appropriate.²

Maths Expectations

LONG TERM PLAN		
National Curriculum Domain	Suggested timings	Learning sequence number and title
Autumn		
Number and place value	Week 1 – 3 3 weeks 15 steps	3LS1 – Place value and regrouping 3LS2 – Counting on and back in ones, tens and hundreds 3LS3 – Estimation, magnitude and rounding 3LS4 – Measures: comparison, estimation and magnitude
Addition and subtraction	Week 4 – 10 7 weeks 35 steps	3LS5 – Mental fluency: addition 3LS6 – Mental fluency: subtraction (step 4: optional step + amalgamate step 1 and 2) 3LS7 – Fact families and applying the inverse 3LS8 – Written addition 3LS9 – Written subtraction 3LS10 – Problem solving: worded problems
Geometry and statistics	Week 11 – 13 3 weeks 13 steps	3LS11 – Statistics: interpreting bar charts and tables 3LS12 – Angles, right angles, and estimation 3LS13 – Perpendicular and parallel lines, vertical and horizontal lines
Assessment to inform spring term planning	2 days	Diagnostic assessment paper 1: arithmetic Diagnostic assessment paper 2: reasoning

Homework

- Homework tasks will be issued via the [Google Classroom](#) on a Thursday
- Due in on the following Tuesday
- Support [available](#) - Homework club on Friday afternoons with Mrs Dobbs
- Maths, spelling and reading comprehension
- To be completed in homework books
- Reading every night and filling in reading log

PE

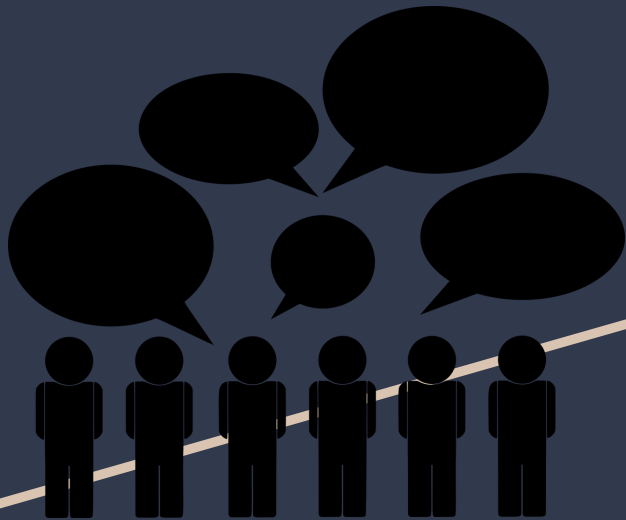


- PE lessons are on Monday morning and Tuesday afternoon.
- It is recommended that children remove earrings.
- Please ensure PE kits are in school. (Warm clothing in Winter)
- PE becomes more sport specific in KS2. Starting with ball skills and netball.

General Info

- **Pencil cases** - no need as we supply everything they need.
- **Coloured pencils** - to be kept in their bag for special projects.
- **No toys** from home.
- **Fidgets** - we will provide if we think your child needs one.
- **Wish list** - Glue stick, tissues for the class

Communication



Open door policy (appropriate time)

Class email:

year3@stmarys916.herts.sch.uk

admin@stmarys916.herts.sch.uk

