

Year 3

Dear Parents and Carers

This week in English, we have continued with our shared writing based on the story of 'The Egg'. The children have been looking to find success criteria in their own writing, for example, the use of adverbs, noun phrases and prepositions. They have also worked on editing their descriptions and creating a final copy.

In Maths, we have been consolidating our work on exploring ways of finding 10 and 100 more/less than a given number. This has extended their learning across the hundred and thousand bridges including finding alternative representations of different amounts with practical equipment.

In Geography, we have continued to explore Great Britain by using their understanding of the 8-point compass to compare where different cities lie in relation to one another.

In Science, we have been exploring how light travels in a straight line, by experimenting with our torches! Thank you to everyone who brought them in from home.

Finally, the children all experienced and enjoyed their first recorder lesson this week.

Thank you

Year Three Team ☺

Homework Reminder

Spelling: This week, we have been practicing the tricky words from the statutory word list. These will be tested next week.

English: Please complete the sheet on adverbs, remembering that not all adverbs end in *-ly*! There is also an activity on finding prepositions/prepositional phrases hidden in a 'messy bedroom'!

Reading: Please see the information below about our DERIC sessions in class which may support your child with reading at home.



Announcements

If you have not received a letter from school regarding a height and weight measurement taking place in October, please ask your class teacher or the office for a copy.

Please could we ask for boxes of tissues for your class, as the cold weather will soon be approaching us! Thank you to those parents who have donated so far.

As we have had some parents asking, we are now letting you know that we are indeed taking part in an exciting Steve McQueen project in collaboration with Tate Britain. If you would like to find out more about it, here is a link:

<https://www.tate.org.uk/whats-on/tate-britain/exhibition/steve-mcqueen>

Consent forms will be distributed in due course.

DERIC - Fern Hill's approach to class comprehension

As mentioned in the Year Group meeting with parents at the start of the year, we use an approach to reading and comprehension based on five key skills. These are practised in class twice weekly. In order to support your child's reading at home, we would like to give you some more information as to what this entails. We use the acronym DERIC to represent each of the first letters of these skills:

D - Decoding: This is the familiar way we hear children read by checking their recognition and fluency with reading words on the page.

E - Explain: What is the child's understanding of the word, phrase or piece or sentence presented? We often 'pre-teach' potentially tricky words *before* the child reads the passage. This enables them to understand the text in greater detail, especially as we often assume that because they can *read* the word, they actually understand its meaning too! One way of trying this activity at home would be to give them a sheet of the tricky words (randomly placed), then read from a children's dictionary the given explanation - which of the tricky words do they think it relates to?

R - Retrieve: Looking back into the text, scanning for key information to answer a question. Suggested activities could be to find where/when something happened, asking 'true or false' questions, querying the sequence of events or asking your child to draw a picture based on the description of the scene/character.

I - Interpret: How do we know something about the text even if it is not written? This frequently presents itself in fiction stories where children are asked to say how they believe a character is feeling - which words/actions is the character using to make you think this is so? Prediction also lends itself to this skill, where the child is asked to suggest the next event based on facts or suggestions in earlier passages of the text.

C - Choice: Thinking about why the author/poet has chosen to use particular words. This can often relate to understanding of word types, for example rhyming, finding a rhetorical question and discussing why it has been used, looking for alliteration where the noun has been accompanied by an adjective of the same starting sound.

The above ideas are all suggestions for ideas you might like to try at home. We also use similar techniques in class to support your child's learning. Please do ask any of the team if you would like further explanation.

Thank you for your continued support!