

## Year 3

Dear Parents/Carers,

In English this week, we have launched our work on *Mufaro's Beautiful Daughters* by John Steptoe. We have delved into the text by exploring the setting and differences between the characters. This book has very interesting PSHE links which we have tapped into using hot-seating and games to encourage empathy. In addition, we have examined the story's rich vocabulary and have created our own synonym pairs/snap set of cards.

In Maths, we have continued our work on learning, and mastering, the column method for both subtraction and addition. Being a fundamental Maths skill, we will continue to practise and apply the methods also next week. We would appreciate your help in supporting your child's development of quick recall of *all* the addition and subtraction facts within 20 (e.g. 9+5 ; 17-8 etc.)

We are continuing to enjoy hearing the children present their research in Science - we are gradually becoming experts on the topic of gravity! Thank you very much for having supported your child with this homework.

☺ The Year 3 Team

### Homework

#### English/PSHE – current affairs

This week, we would like your child to find out about something happening in the news. This could be done through BBC Newsround, First News or a general newspaper under your supervision. We would like to compile a class 'newspaper' so would ask for a paragraph to be handed in on an A4 sheet. It may contain pictures if you wish.

**Times tables:** This week's focus is  $x \div 8$

**Spelling:** **Statutory word list:** fruit, difficult, bicycle, address, calendar, caught, centre, century, certain, circle

**Reading:** Keep listening to your child read, questioning them about plot and characters. For your reference, we are again including our DERIC method of teaching comprehension which you may find useful for supporting your child at home (see next page).



### Date Reminders

We are still awaiting all replies and payments for our trip to the **Natural History Museum**. We still have many replies outstanding.

**Tate Britain portrait project** On Wednesday, we sent out consent forms for taking part in the exciting class photo project mentioned a few weeks ago. Those families not on parentmail should have received a paper copy. Please hand these back ASAP or your child will not be able to take part. <https://www.tate.org.uk/whatson/tate-britain/exhibition/steve-mcqueen>

### Announcements

#### **Class assemblies**

Rowan 9am Thursday 29<sup>th</sup> Nov

Elm 9am Thursday 6<sup>th</sup> January

Beech 9am 31<sup>st</sup> January

## 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!***