

## Year 3

Dear Parents/Carers,

In English this week, we have continued our work on the story of *Mufaro's Beautiful Daughters*. We have further developed our ability to explain the meaning of words in context by extending our 'snap-games' using more of the vocabulary from the book. Having continued to explore themes and the different characters' perspectives, we have started to prepare for writing by analysing a quality example of an 'agony-aunt' letter written from the point of view of one of the characters.

In Maths, we have practised working out missing number sentences using the *inverse* operation and have also had fun solving number pyramids, as well as 'popping to the shops' to work out totals, differences in price and other problem solving challenges. Importantly, we have also started learning the skills of *estimating* reliably, in order to check our calculations.

In Science, our classes are at slightly different points due to assembly rehearsals, but we are all continuing to learn about *Forces and Motion*.

Rowan class enjoyed performing their assembly yesterday and would like to say a big thank you to parents for helping with practising lines and for providing colourful outfits ☺

☺ The Year 3 Team

### Homework

#### Maths

This week, we have set homework on Mathletics.  
<https://community.mathletics.com/signin/#/student> As some of the tasks are intended to consolidate our work on column addition and subtraction, we strongly encourage your child to use pen and paper as they calculate. This is because the online work does not allow for carefully showing the exchanges (the placing of digits in new columns and crossings out where exchanges have needed to take place etc).

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

**Spelling:** The last column of words will be tested next week so it is time to start revising what we have learnt so far. A random word test is planned for the last week.

**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

Tate Britain portrait project

Please hand these back ASAP or your child will not be able to take part.

Hansel & Gretel

Reply slips to be returned asap

### Announcements

Class assemblies

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

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

**Message regarding clubs:**

No Infant Gymnastics on Friday 7<sup>th</sup> December

The following after school clubs will have

'catch up week' wc 10<sup>th</sup> December:

Infant Football – Monday 10<sup>th</sup> Dec

Choir – Tuesday 11<sup>th</sup> Dec

Commercial Dance – Wednesday 12<sup>th</sup> Dec

Computer Club – Wednesday 12<sup>th</sup> Dec

Infant lunchtime Gymnastics – Friday 14<sup>th</sup> Dec

Orchestra – Friday 14<sup>th</sup> Dec in ICT room as music room not available

## 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!***