

Year 3 Homework Guide for Parents

Background

At New City we believe that homework is vital to children's progress. On entry to school, all children and parents sign a pre-school agreement in which roles and responsibilities are outlined. Within this agreement are references to children completing homework as well as the parental responsibility to both ensure that homework is completed and that necessary help and support is provided at home.

Homework tasks are set for pupils at New City with the purpose of supporting the ongoing progress and achievements for all pupils.

Aims: Why do we set homework?

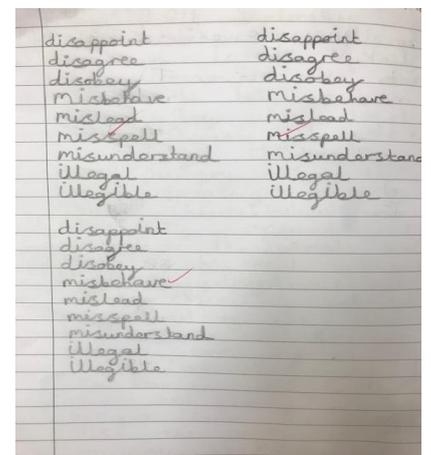
We view the purpose of homework adding value to children's learning:

- It instills good learning habits for life
- It allows children to consolidate skills learnt in class, particularly in English and Mathematics

Day	Year 3
Monday	Reading and Spellings
Tuesday	Bug Club
Wednesday	Reading and Mathematics
Thursday	Reading and Mental Maths
Friday	Reading and English-Long Write

Spellings

Spellings are set out by the national spelling rules which are adopted by every school in the country. These aim to move children away from phonetic decoding, and towards an accurate way of spelling. Children will follow one spelling rule per week in their English lessons. The spellings then sent home on a Monday will reflect this rule. Please continue to practice these spellings 3 times, using the look, cover, check method.



Bug Club

Every Tuesday, the children are expected to spend some time reading on Bug Club. The children have been allocated appropriate reading books by their class teacher, so that they can enjoy reading at home. These are then checked on a Wednesday morning to see which children are accessing Bug Club.



Please continue to support your child with their reading at home. If you are having any trouble getting on to your child's account, please speak to your child's class teacher. Their usernames and passwords can be found in their purple homework book. You can find Bug Club at <https://www.activelearnprimary.co.uk/login?c=0>
The school code is: lqh3

Mathletics

We also use Mathletics as an online resource to help consolidate your child's learning in maths. Mathletics can be accessed online at <http://uk.mathletics.com/> or you can download their app on any tablet or mobile phone. Mathletics homework will be set by your child's class teacher on a weekly basis. Every child has been given their own individual login and password.

The learning that has been set either reflects the learning from the classroom that week, or is a key skill which a teacher has noticed needs consolidation.

Mental Maths

Mental maths is hugely important for developing children's mathematical skills and their confidence in maths. On a Thursday, children are expected to spend some time on Times Table Rockstars to help with their mathematical fluency. There will be additional homework sent home for children who are unable to access Times Table Rockstars or for those who need further support with their learning.

You can find Times Table Rockstars at <https://trockstars.com>

New City Primary School LONDON.

Friday

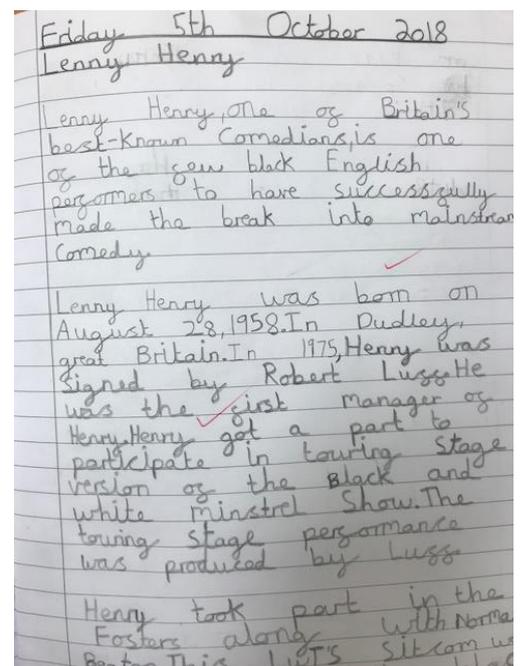
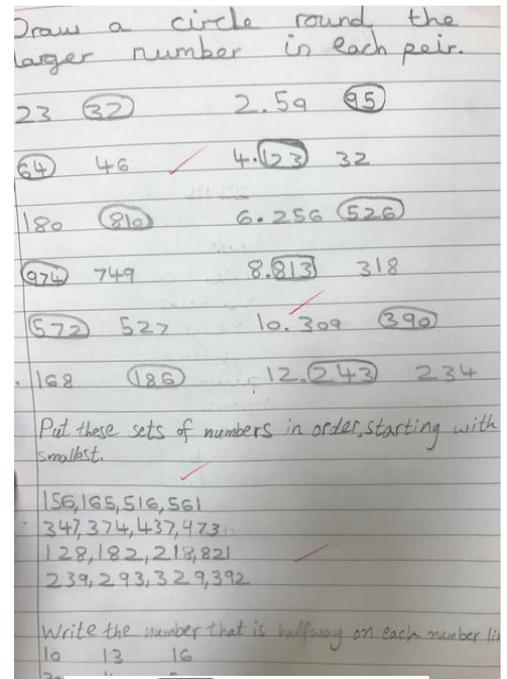
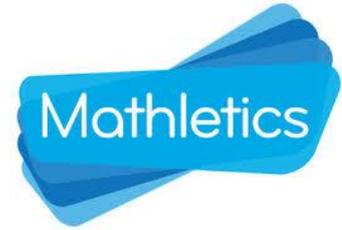
Friday's Long Write homework aims to give the children some additional practice with their stamina in writing, their handwriting and applying their grammatical skills. The work will be an extension of the learning in the classroom and is to be done independently.

Year 3 End of Year Expectations

Writing

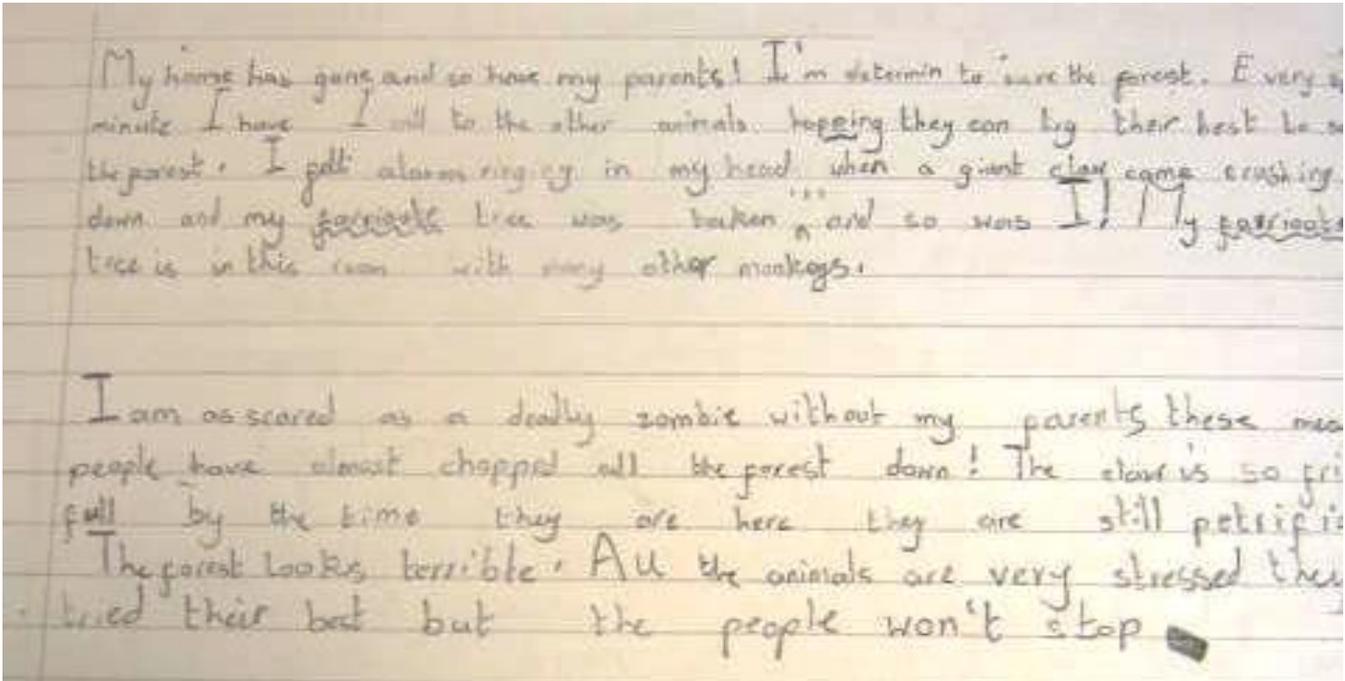
By the end of year 3, children should be able to consistently and independently:

- Use conjunctions (when, so, before, after, while, because).
- Use adverbs (then, next, soon).
- Use prepositions (before, after, during, in, because of).



- Experiment with adjectives to create impact.
- Correctly use verbs in 1st, 2nd and 3rd person.
- Use perfect form of verbs to mark relationships of time and cause.
- Use inverted commas to punctuate direct speech.
- Group ideas into basic paragraphs.
- Write under headings and sub-headings.
- Write with increasing legibility, consistency and fluency.

An example of Year 3 writing:



Spelling

By the end of year 3, children should have learnt and applied the following spelling rules consistently and independently:

Rule	Examples
Adding suffixes beginning with vowel letters to words of more than one syllable	forgetting, forgotten, beginning, beginner, prefer, preferred gardening, gardener, limiting, limited, limitation
The sound spelt y elsewhere than at the end of words	myth, gym, Egypt, pyramid, mystery
The sound spelt ou	young, touch, double, trouble, country
More prefixes	dis- : disappoint, disagree, disobey mis- : misbehave, mislead, misspell in- : inactive, incorrect, illegal, illegible re- : redo, refresh, return, reappear, redecorate anti- : antiseptic, anti-clockwise, antisocial
The suffix -ation	information, adoration, sensation, preparation, admiration
The suffix -ly	sadly, completely, usually, finally, comically, happily, angrily, gently, simply, humbly, nobly, basically, frantically, dramatically
Words ending in -sure, -ture, -cher	measure, treasure, pleasure, enclosure creature, furniture, picture, nature, adventure teacher, catcher, richer, stretcher
Words ending in -sion	division, invasion, confusion, decision, collision, television

The suffix –ous	poisonous, dangerous, mountainous, famous, various tremendous, enormous, jealous humorous, glamorous, vigorous courageous, outrageous serious, obvious, curious hideous, spontaneous, courteous
Words ending in –tion, –sion, –ssion, –cian	invention, injection, action, hesitation, completion expression, discussion, confession, permission, admission expansion, extension, comprehension, tension musician, electrician, magician, politician, mathematician
Words with the sound spelt ch (Greek in origin)	scheme, chorus, chemist, echo, character
Words with the sound spelt ch (mostly French in origin)	chef, chalet, machine, brochure
Words ending with the sound spelt –gue and the sound spelt –que (French in origin)	league, tongue, antique, unique
Words with the sound spelt ei, eigh, or ey	vein, weigh, eight, neighbour, they, obey
Possessive apostrophe with plural words	girls', boys', babies', children's, men's, mice's
Homophones and near- homophones	accept/except, affect/effect, ball/bawl, berry/bury, brake/break, fair/fare, grate/great, groan/grown, here/hear, heel/heal/he'll, knot/not, mail/male, main/mane, meat/meet, medal/meddle, missed/mist, peace/piece, plain/plane, rain/rein/reign, scene/seen, weather/whether, whose/who's

They should also be able to spell these common exception words:

accident	century	experiment
accidentally	certain	extreme
actual	circle	famous
actually	complete	favourite
address	consider	February
answer	continue	forward
appear	decide	fruit
arrive	describe	grammar
believe	different	group
bicycle	difficult	guard
breath	disappear	guide
breathe	early	heard
build	earth	heart
busy	eight	height
business	eighth	history
calendar	enough	imagine
caught	exercise	increase
centre	experience	important

interest	particular	remember
island	peculiar	sentence
knowledge	perhaps	separate
learn	popular	special
length	position	straight
library	possess	strange
material	possession	strength
medicine	possible	suppose
mention	potatoes	surprise
minute	pressure	therefore
natural	probably	though
naughty	promise	although
notice	purpose	thought
occasion	quarter	through
occasionally	question	various
often	recent	weight
opposite	regular	woman
ordinary	reign	women

Reading

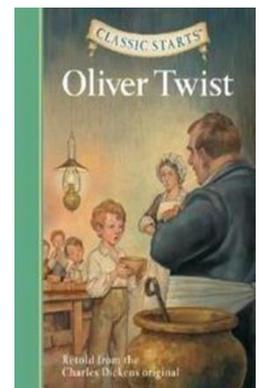
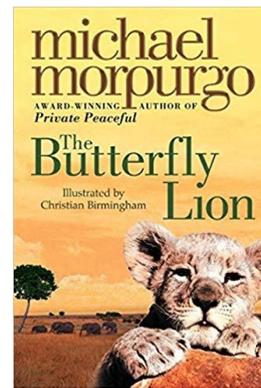
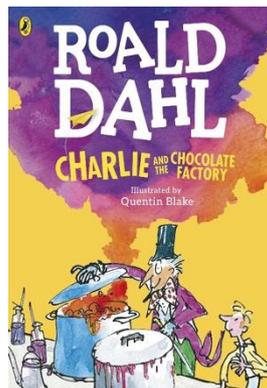
By the end of year 3, children should be able to:

- Comment on the way characters relate to one another.
- Explain the difference that the precise choice of adjectives and verbs make.
- Know which words are essential in a sentence to retain meaning.
- Draw inferences such as inferring characters' feelings, thoughts and motives from their actions.
- Recognise how commas are used to give more meaning.
- Recognise inverted commas
- Recognise:
 - plurals
 - pronouns and how they're used
 - adverbs

New City Primary School adopt a shared reading session. Every term, the children read a text together, involve themselves in class discussions and answer simple and complex questions.

The books read in Year 3 are:

- Charlie and the Chocolate Factory
- The Butterfly Lion
- Oliver Twist



Maths

By the end of year 3, children should be able to consistently, independently and using a range of methods:

- Compare & order numbers up to 1000.
- Read & write all numbers to 1000 in digits and words.
- Find 10 or 100 more/less than a given number.
- Count from 0 in multiples of 4, 8, 50 and 100.
- Recall & use multiplication & division facts for 3, 4, 8 tables.
- Recognise place value of any 3-digit number.
- Add and subtract:
 - 3-digit numbers and ones
 - 3-digit numbers and tens
 - 3-digit numbers and hundreds
- Add and subtract:
 - Numbers with up to 3-digits using the column method.

- Estimate and use inverse to check.
- Multiply:
 - 2-digit by 1-digit
- Count up/down in tenths.
- Compare and order fractions with same denominator.
- Add and subtract fractions with same denominator with whole.
- Tell time using 12 and 24 hour clocks and using Roman numerals.
- Tell time to nearest minute.
- Know number of days in each month and number of seconds in a minute.

Expectations for times tables for each year group:	
Year 1	Count in multiples of 2,5 and 10. Recall and use doubles of all numbers to 10 and corresponding halves.
Year 2	Recall and use multiplication and division facts for the 2, 5 and 10 multiplication tables, including recognising odd and even numbers.
Year 3	Recall and use multiplication and division facts for the 3, 4 and 8 multiplication tables.
Year 4	Recall multiplication and division facts for multiplication tables up to 12×12 .
Year 5	Revision of all times tables and division facts up to 12×12 .
Year 6	Revision of all times tables and division facts up to 12×12 .

Marking of Homework

Please note that as homework is completed at home teachers do not have the opportunity to mark the work whilst it is being completed, question the child during completion as occurs in the classroom. Homework is therefore acknowledge marked an completion noted in a homework register. If a child has a problem, to complete homework they are encouraged to speak with their teacher. If a child continues not to complete homework a letter will be sent home.