

EAST MANJIMUP PRIMARY SCHOOL

Parents as Educational Partners Curriculum Support Package – Year 3



We believe that a child learns best when there is a partnership between the school and parents but many parents are unsure of what exactly their child is expected to learn and know at a particular year level.

The aim of this package is to answer the question, “What does my child need to know by the end of Year Three?”

The pages within this package contain:

- The core basic skills and knowledge that students are expected to achieve by the end of Year Three in Maths and English
- Some of the main words and spelling rules taught at this year level
- A ‘times tables’ chart (by the end of year three students should know their 2, 5 and 10 times tables at least)
- A chart of the Victorian Modern Cursive font that is used for handwriting in all WA schools
- Internet sites that you and your child can use at home to practice essential skills

This package, and similar ones for Pre-Primary, Year 1 and Year 2, can also be found on the school website.

Please feel free to contact your child’s teacher should you wish to discuss any aspects of this package.



YEAR 3 - CORE ENGLISH SKILLS

READING

By

the end of Year 3 students should have the following reading skills:

- Recognise how characters, events and settings are represented in texts
- After reading a text, recall the ideas, events and actions in detail
- Look for and make personal connections with the text
- Use their own knowledge and clues from the text to infer meaning
- Know about the features of books and their functions, e.g the contents page tells what is in the text
- Read longer, less-predictable texts, using strategies such as predicting, self-questioning, pausing, re-reading, breaking words into syllables, and reading around the word
- Know less frequently used representations of the 44 sounds in English
- Know the purpose of capital letters, full stops, questions marks, commas and speech marks
- Use alphabetical order to find words in an index



SPELLING

By the end of Year 3 students should have the following spelling skills:

- Spell words using common and alternative representations for each of the 44 sounds in English
- Accurately spell most high frequency words
- Spell words by using sound patterns, visual patterns and dictionaries
- Add suffixes to base words—ly, er, s, ing, ed, es, est, en, less, ful, fully, ier
- Sounds—ace, air/are/ear, any, alk, ble, dle, fle, gle, kle, ple, tle, zle, eer/ear, ey/y, dge/ge, ice, igh, oar/oor/ore/our, ould, qu, tch, ph
- Contractions— know that apostrophes of contraction are used to signal missing letters eg. n't, 'll, 's, 'm, 've, 're, 'd
- Use 'Look, Say, Cover, Write, Check' to learn to spell words



WRITING

By the end of Year 3 students should have the following writing skills:

- Write simple, compound and complex sentences
- Punctuation—full stops, exclamation marks, question marks, commas in lists, apostrophes for contractions, and capital letters for days of the week, months of the year, special days and the first word in a title
- Adjectives, adverbs, proper nouns, past and present verb tense (e.g. threw/throw, slept/sleep)
- Use conjunctions (e.g. because) to form compound sentences that give reasons
- Write texts, such as narratives, expositions, book reviews, opinions, fairytales and fables, rhyming poems, jokes, explanations, procedures, reports and letters
- Plan writing by discussing ideas or using a planning framework with key words and pictures
- When writing, develop detail about experiences, events, information, ideas and characters
- Use paragraphs to logically group and sequence ideas
- Edit and revise own writing
- Write in Victorian Modern Cursive font with uniform size and spacing
- Use a computer keyboard to write texts, including using the space bar and shift key
- Acknowledge the source of ideas by including title and author of a book



SPEAKING & LISTENING

By the end of Year 3 students should have the following speaking and listening skills:



- Listening and speaking behaviours—speak using variations in tone and intonation, address the needs of the audience, listen attentively, use eye contact, body language and facial expressions, ask open and closed questions,
- Prepare relevant details and use palm cards for speaking, e.g. oral presentations
- Express opinions on topics of interest and contribute actively to discussions
- Use connectors to link ideas, e.g. therefore, as well as, also

High Frequency Spelling Words for Year Threes

push	last	many	knew	few	could(n't)	would(n't)	should(n't)
because	until	morning	sigh	sight	might	can't	don't
didn't	around	also	know	window	white	while	these
find	something	please	great	only	before	happy	work
Mr.	Mrs.	place	once	along	think	water	told
number	brother	mother	father	family	ask(ed)	across	jumped
coming	asleep	better	eyes	high	between	use	any
started	days of the week		months of the year		school name and address		
numbers – t to 20		colour names		own address		Western	Australia

SPELLING RULES

- Drop the final 'e' before adding 'ing' (i.e. 'bake' becomes 'baking'). Also known as "e" goes away when "ing" comes to stay.
- "q" is always followed by "u".
- If a word ends with a short vowel followed by a consonant, double the last letter when adding "ed", "ing" and "er".
- When adding a suffix to words with one "l", you double that "l" (i.e. travel – travelled, travelling)
- When you add the suffix "ly", write the whole base word (i.e. late+ly=lately, close+ly=closely).
- Silent letters, e.g. b in comb

HOMOPHONES

board - bored	bare - bear	for – fore - four	hare - hair	cheap - cheep
fare - fair	grown - groan	threw - through	knight - night	read - red
throne - thrown	herd - heard	poor – pore - pour	knows - nose	steal - steel
made - maid	tale - tail	road – rode - rowed	stair - stare	so - sew
would - wood	weak - week	their – there – they're	waist - waste	which - witch
break - brake	creek - creak	saw - sore - soar	knot - not	steak -stake
our - hour	blew - blue	pair – pear - pare	flower - flour	thrown - throne

Victorian Modern Cursive Handwriting - Joined

Aa Bb Cc Dd Ee Ff Gg Hh Ii Jj Kk Ll Mm Nn
Oo Pp Qq Rr Ss Tt Uu Vv Ww Xx Yy Zz

PUNCTUATION & GRAMMAR SKILLS

The table below shows all of the punctuation and grammar skills that a child is expected to have mastered by the end of his or her school year.

The skills are cumulative; at each year level students need to know the skills for that year and the skills for all the preceding years as well. So, by the end of year one a student will be expected to know and consistently apply the highlighted skills below, in their everyday writing.

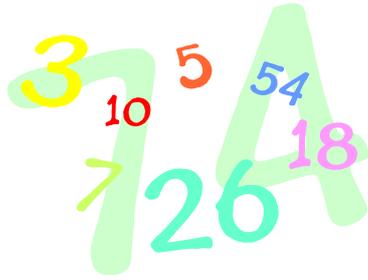
These skills will be taught in class and, when a student consistently applies the skills in their everyday writing, they will be presented with a 'PUNCTUATION STAR' badge and certificate at an assembly.

You can help your child by having them practice writing at home and focussing on the highlighted skills from the table below.

Year 3 skills are highlighted

6	5	4	3	2	1	P	Punctuation/Grammar Skills
							My punctuation is different from my letters. I use capital letters to start my writing. I use a capital letter for names.
							I use capital letters for names and at the start of sentences. I use full stops to end a statement, question marks to end a question and exclamation marks to end an exclamation.
							I use capital letters for proper nouns.
							I use commas to separate items in a list. I use apostrophes to signal missing letters in contractions.
							I use quotation marks to signal dialogue in my narratives, to punctuate a title and to indicate quotes.
							I correctly use possessive apostrophes with both common and proper nouns.
							I use commas to correctly separate clauses in complex sentences.

YEAR 3 - CORE MATHS SKILLS



Number

Counting & Patterns

- count, read, write (in numerals and words) and say numbers to at least 10 000;
- place numbers from zero up to four-digits on a number line;
- count forwards and backwards in multiples of 2, 3, 5 and 10 from any number
- copy, continue, create and analyse repeating patterns

Place Value

- know place value of numbers to at least 10 000 (ones, tens, hundreds and thousands)

Fractions

- half, quarter, eighth, third and fifth, and their multiples up to a whole (e.g. $\frac{3}{4}$, $\frac{2}{5}$, $\frac{7}{8}$)

Addition & Subtraction

- Recall basic addition and subtraction facts to 20
- add and subtract two-digit numbers (with and without regrouping)
- explain the connection between addition and subtraction (Fact Families)
- use knowledge of basic addition facts to twenty to mentally add and subtract small numbers to 100

At this level, students are still using materials, diagrams and informal paper and pencil methods.

Multiplication & Division

- know 2, 3, 5 and 10 times tables
- solve simple division problems by sharing amounts into equal groups when sometimes there are leftovers
- represent multiplication as repeated addition, groups and arrays (rectangular grid patterns)
- write simple number sentences for simple word problems

Money

- read amounts of money written with a decimal point
- count change for simple transactions to the nearest five cents

Calculator

- used for checking subtraction and addition problems with 2-digit and 3-digit numbers

YEAR 3 - CORE MATHS SKILLS



MEASUREMENT

Time

- read time to the minute on analogue and digital clocks
- know that there are 60 minutes in an hour and 60 seconds in a minute

Calendars

- find dates and specific information on a calendar

Length

- choose appropriate units (e.g. centimetres and metres) to estimate, measure and compare lengths

Mass

- choose appropriate units (e.g. grams and kilograms) to measure and compare mass

Volume & Capacity

- choose appropriate units (e.g. millilitres and litres) to estimate, measure and compare capacity

Area

- choose appropriate units to estimate, measure and compare area

SPACE

Spatial Language

- use words like half, three-quarter, clockwise to describe turns

Maps

- identify key features on maps, grids and plans
- sketch maps and give directions

2D Shapes

- describe families of 2D shapes

3D Shapes

- make models, draw pictures and describe features of 3D objects

Angles

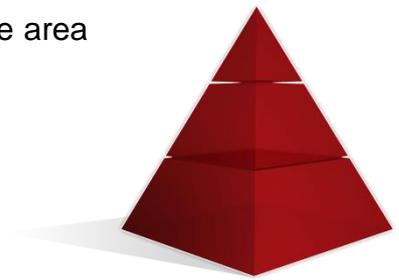
- recognise angles in shapes, objects and turns,

Symmetry

- explore symmetry in the environment, and in shapes and patterns

Flips, Turns & Rotations

- flip, slide, turn and rotate shapes to make patterns
- Tessellations
- make tessellating patterns (with no gaps, e.g. tiles) using symmetry and/or transformation





YEAR 3 - CORE MATHS SKILLS

Chance and Data

Tallies

- use conventional grouping of five in tallies

Understanding Probability

- conduct chance experiments

Reading Graphs

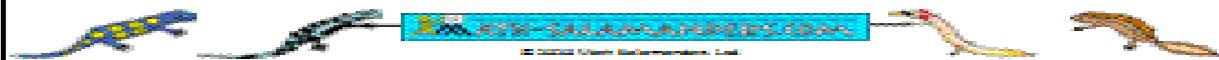
- get information and compare data from graphs

Drawing Graphs

- use technology to present data in graphs and spreadsheets
- use conventions, such as title, labelled axis, regular increments on axis

MULTIPLICATION CHART TO 10x10

1	2	3	4	5	6	7	8	9	10
2	4	6	8	10	12	14	16	18	20
3	6	9	12	15	18	21	24	27	30
4	8	12	16	20	24	28	32	36	40
5	10	15	20	25	30	35	40	45	50
6	12	18	24	30	36	42	48	54	60
7	14	21	28	35	42	49	56	63	70
8	16	24	32	40	48	56	64	72	80
9	18	27	36	45	54	63	72	81	90
10	20	30	40	50	60	70	80	90	100



Using the times tables chart

Times tables can be challenging to learn so here are some suggestions to make it fun and interesting for your child:

Practice makes perfect - when learning a new times table have your child recite the times table from the chart.

Focus on one factor at a time - Stick to one factor and 'play' with it until your child becomes familiar with it and its products. Remember - committing all the products to memory will take time, it won't happen in one sitting!

Work in sections - Start with the easier times tables - two, three, five and ten are generally the easier ones to learn.

Find the answer - call out random multiplication questions and have your child find the answer on the chart.

Times Table Badge is awarded when recall of 2x, 3x, 4x and 5x is automatic.

