

# Year 3

## How you can continue to help:

- ✓ Hear your child read 4 times a week.
- ✓ We will change reading books on a Monday and a Thursday.
- ✓ Ask questions about their reading (see the next two pages for examples.)
- ✓ Share stories, poems, information books, magazines, instructions and recipes at home.
- ✓ Talk about, practise and use their spelling words at home (see pages 4-5 for a range of ideas about how you can do this.)
- ✓ Times tables (see the final two pages for a range of ideas about how to practice these at home.) To move onto the next times table in our weekly tests, we would like to see two consecutive weeks of full marks.

# KS2 Reading Vipers

## Vocabulary

Find and explain the meaning of words in context

### Example questions

- What do the words ..... and ..... suggest about the character, setting and mood?
- Which word tells you that....?
- Which keyword tells you about the character/setting/mood?
- Find one word in the text which means.....
- Find and highlight the word that is closest in meaning to.....
- Find a word or phrase which shows/suggests that.....



www.themagical.com (C) 2017

# KS2 Reading Vipers

## Infer

Make and justify inferences using evidence from the text.

### Example questions

- Find and copy a group of words which show that...
- How do these words make the reader feel? How does this paragraph suggest this?
- How do the descriptions of ..... show that they are .....
- How can you tell that.....
- What impression of ..... do you get from these paragraphs?
- What voice might these characters use?
- What was .... thinking when.....
- Who is telling the story?



www.themagical.com (C) 2017

# KS2 Reading Vipers

## Predict

Predict what might happen from the details given and implied.

### Example questions

- From the cover what do you think this text is going to be about?
- What is happening now? What happened before this? What will happen after?
- What does this paragraph suggest will happen next? What makes you think this?
- Do you think the choice of setting will influence how the plot develops?
- Do you think... will happen? Yes, no or maybe? Explain your answer using evidence from the text.



www.themagical.com (C) 2017

# KS2 Reading Vipers

## Explain

- Explain how content is related and contributes to the meaning as a whole.
- Explain how meaning is enhanced through choice of language.
- Explain the themes and patterns that develop across the text.
- Explain how information contributes to the overall experience.

### Example questions

- Why is the text arranged in this way?
- What structures has the author used?
- What is the purpose of this text feature?
- Is the use of ..... effective?
- The mood of the character changes throughout the text. Find and copy the phrases which show this.
- What is the author's point of view?
- What affect does ..... have on the audience?
- How does the author engage the reader here?
- Which words and phrases did ..... effectively?
- Which section was the most interesting/exciting part?
- How are these sections linked?



www.stemagphd.com (C) 2017

# KS2 Reading Vipers

## Retrieve

Retrieve and record information and identify key details from fiction and non-fiction.

### Example questions

- How would you describe this story/text? What genre is it? How do you know?
- How did...?
- How often...?
- Who had...? Who is...? Who did...?
- What happened to...?
- What does.... do?
- How ..... is .....?
- What can you learn from ..... from this section?
- Give one example of.....
- The story is told from whose perspective?



www.stemagphd.com (C) 2017

# KS2 Reading Vipers

## Summarise

Summarise the main ideas from more than one paragraph

### Example questions

- Can you number these events 1-5 in the order that they happened?
- What happened after .....?
- What was the first thing that happened in the story?
- Can you summarise in a sentence the opening/middle/end of the story?
- In what order do these chapter headings come in the story?

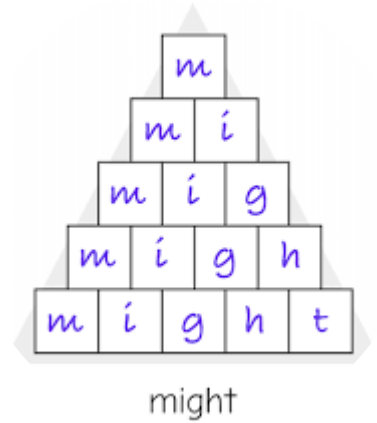


www.stemagphd.com (C) 2017





# Spelling Practise Ideas



Use Scrabble or Bananagram tiles to **build** the words.

Children could have the individual letters written on **post-it notes**; they could then **build** the word and check.

**Play** word games like Bananagrams or Scrabble with the spelling list.

## Pyramid Write

Write the spellings with deliberate mistakes- can the children **find and fix** them?

## Mark My Work!



Some words with the -ed suffix have been written below. Can you mark my work by rewriting each one with the correct spelling?

walkd  
carried  
poppt  
shoped  
helpt  
hurried  
giggld

---



---



---



---



---



---

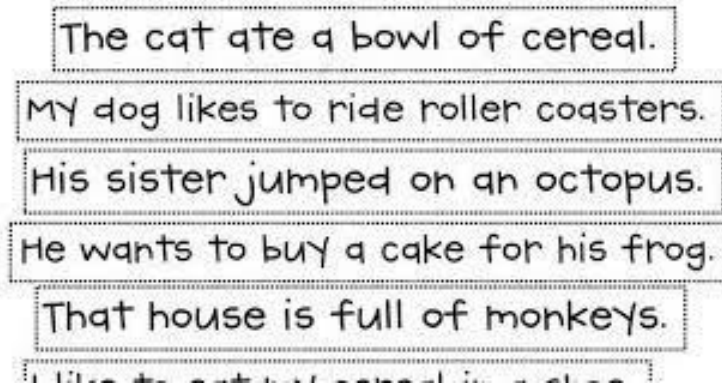


---

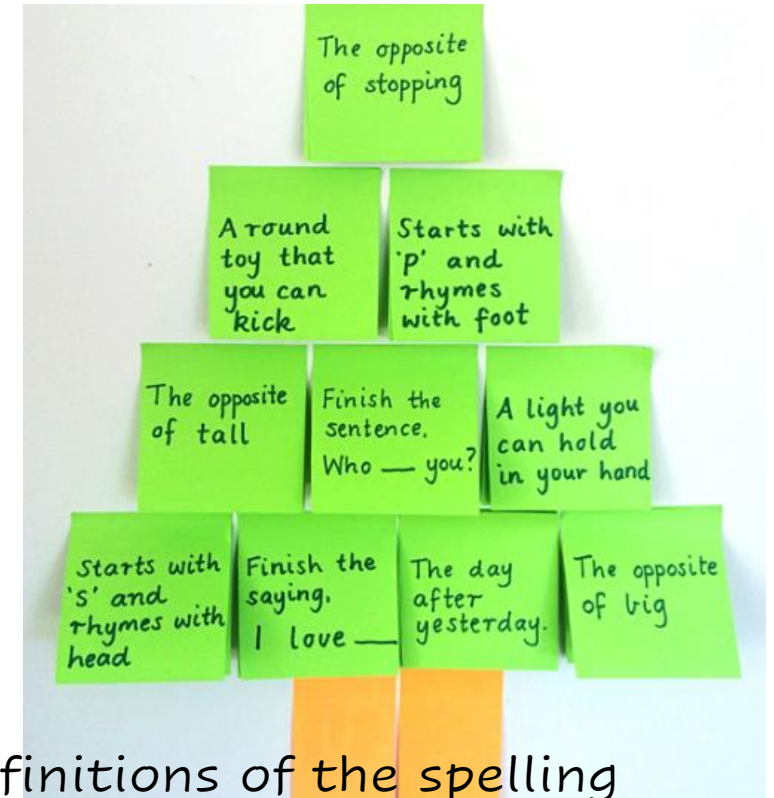
# Spelling Practise Ideas



Rainbow Write

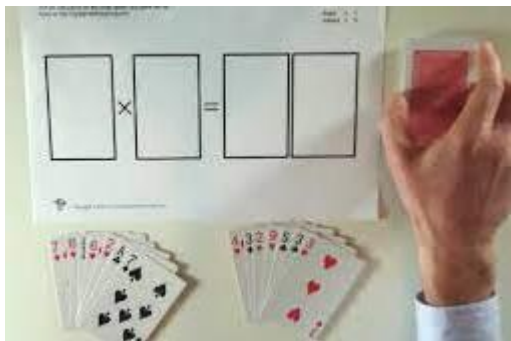


Create **silly sentences** using one or more of the spelling words.

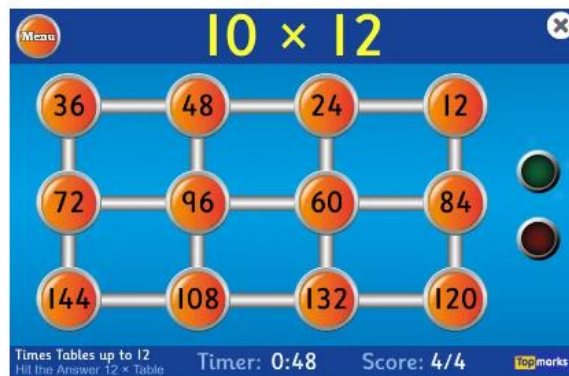


Have the definitions of the spelling words on **post-it notes**: your child can guess which word is underneath and reveal or record the correct spelling of the word and cover the definition.

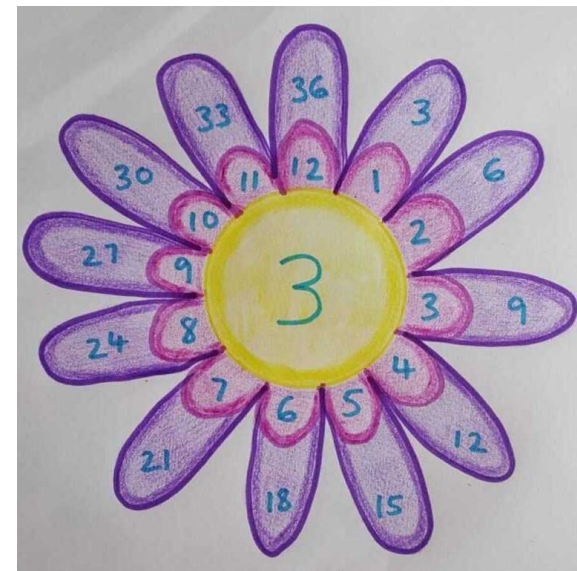
# Times Tables Practise Ideas



The **game** is simple, two players draw a card from a **deck**. They then flip their cards over and the first person to correctly give the answer to the multiplication gets to put the cards in their winning pile. The person with the most cards in their winning pile at the end of the game wins.



Free, online, interactive games like **Hit the Button**.



**Draw** multiplication flowers.

# Times Tables Practise Ideas

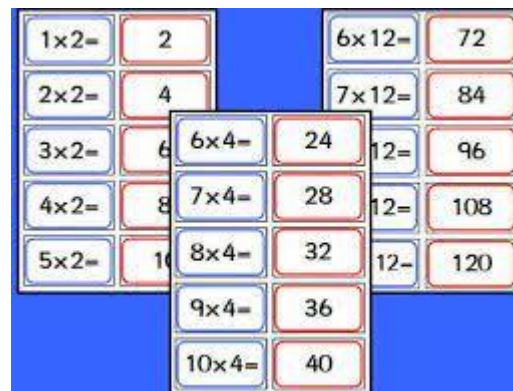
MULTIPLICATION TABLE WORKSHEET

Easy 10 Times Table Worksheet

|                  |                      |                      |                     |
|------------------|----------------------|----------------------|---------------------|
| $10 \times 2 =$  | $10 \times \_ = 60$  | $\_ \times 4 = 40$   | $10 \times 5 = \_$  |
| $10 \times 5 =$  | $10 \times \_ = 40$  | $\_ \times 8 = 80$   | $\_ \times 2 = 20$  |
| $10 \times 1 =$  | $10 \times \_ = 20$  | $\_ \times 2 = 20$   | $10 \times 4 = \_$  |
| $10 \times 6 =$  | $10 \times \_ = 90$  | $\_ \times 5 = 50$   | $10 \times \_ = 90$ |
| $10 \times 9 =$  | $10 \times \_ = 50$  | $\_ \times 10 = 100$ | $\_ \times 4 = 40$  |
| $10 \times 10 =$ | $10 \times \_ = 100$ | $\_ \times 7 = 70$   | $10 \times \_ = 70$ |
| $10 \times 7 =$  | $10 \times \_ = 30$  | $\_ \times 3 = 30$   | $\_ \times 8 = 80$  |
| $10 \times 3 =$  | $10 \times \_ = 80$  | $\_ \times 6 = 60$   | $10 \times 3 = \_$  |
| $10 \times 8 =$  | $10 \times \_ = 70$  | $\_ \times 9 = 90$   | $10 \times 10 = \_$ |
| $10 \times 0 =$  | $10 \times \_ = 10$  | $\_ \times 1 = 10$   | $\_ \times 1 = 10$  |

Create **missing number sentences** for them to solve.

Repeating times tables **out loud together**; they can let you know when they want to carry on alone!



A **pack of blank cards** (make them out of cardboard or paper or buy revision cards.) Write the questions on set of cards and the answers on another; play pairs. You can start with a small number of sets and build up.



A **stack of coins** – at least a dozen each of 1p, 5p and 10p, and preferably two dozen 2p, will let you make up a full set of tables to  $12 \times 12$  for your child to count up, build and check the answers.