

Home Learning Booklet



Supporting your child at home Year 3

2025-2026

'Strengthening the partnership between home and school.'

At Becontree we are proud of our partnership between home and school. We work hard to ensure that all school experiences are positive for all of our children and their families, whilst ensuring that the needs of all children are met.

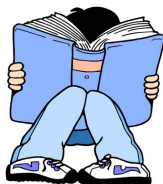
This policy was developed following a consultation with Parents/Carers and our teaching staff, as well as looking at current research related to the value of home learning in primary school.

We define home learning as any activity that pupils undertake outside of school lesson time, either on their own or with the support of family members. At Becontree we have a strong commitment to parental involvement and see home learning as one way of developing this partnership.

Becontree is not a school at which home learning dominates home and school life. We believe that home learning should be enjoyable and manageable for all concerned and that if it becomes a chore/burden/source of conflict, it ceases to be a constructive aspect of teaching and learning.

We will be:

- expecting children to be reading for at least 10 minutes daily;
- expecting parents to have frequent conversations with children to support their language and speaking skills;
- expecting children to practise spellings using Spelling Shed online 2-3 times a week;
- making available to purchase, CGP workbooks, for an additional home learning resource if needed;
- sharing planning and schemes of work on our school website;
- assigning a family project over half terms and holidays;
- sharing information about suggested activities to do at home if further home learning ideas and guidance are needed.



Language and communication

Listening and communication is one of the most important skills for primary school children to master, but it doesn't always come easily, especially in the early years of school. But with a bit of work, you can help your child develop their listening and speaking ability, with knock-on improvements in their achievement at school.

The National Curriculum states that children should be taught to:

- listen and respond appropriately to adults and their peers;
- ask relevant questions to extend their understanding and knowledge;
- use relevant strategies to build their vocabulary;
- articulate and justify answers, arguments and opinions;
- give well-structured descriptions, explanations and narratives for different purposes, including for expressing feelings;
- maintain attention and participate actively in collaborative conversations, staying on topic and initiating and responding to comments;
- use spoken language to develop understanding through speculating, hypothesising, imagining and exploring ideas;
- speak audibly and fluently with an increasing command of Standard English;
- participate in discussions, presentations, performances, role play, improvisations and debates;
- gain, maintain and monitor the interest of the listener;
- consider and evaluate different viewpoints, attending to and building on the contributions of others;
- select and use appropriate registers for effective communication.

Considering that children spend only 30 of the 168 hours per week in school, parents/families play a significant part in developing children's language and communication.



Top Tips for Supporting your Child's Language and Communication

Get your child's attention before you talk.

Pay attention when your child talks to you.

Praise your child when they tell you something. Show that you understand their words.

Pause after speaking. This gives your child a chance to respond.

Keep helping your child learn new words. Say a new word, and tell them what it means, or use it in a way that helps them understand. For example, you can use the word "vehicle" instead of "car." You can say, "I think I will drive the vehicle to the shop. I am too tired to walk."

Help your child follow two- and three-step directions. Use words like, "Go to your room, and bring me your book."

Ask your child to give directions. Follow their directions as they instruct you.

Play word games with your child such as Pictionary and Scrabble.

Watch movies together on TV or a tablet. Talk about what your child is watching. Have them guess what might happen next. Talk about the characters. Are they happy or sad? Ask them to tell you what happened in the story. Act out a scene together, or make up a different ending.

Use everyday tasks to learn language. For example, talk about the foods on the menu and their colour, texture, and taste when in the kitchen. Go grocery shopping together. Talk about what you will buy, how many things you need, and what you will make. Talk about sizes, shapes, and weight.

Discuss vocabulary you come across as you are reading with your child.



There are also specific activities you can do with your child to help them develop their listening skills.

These include:

games like Simon Says and Traffic Lights, which help your child listen and follow instructions;
listening walks, where you take time to stop and pay attention to the sounds you can hear;
clapping a rhythm for your child to repeat;
playing Chinese Whispers;
describing a picture to your child, which they have to draw based on your description;
playing 'What's That Sound?', using household objects to make a noise (e.g. shaking a peppermill, deflating a balloon) and getting your child to guess what it is.

The way you talk to your child matters.

Children generally struggle to multi-task, so rather than expecting them to follow a long sequence of instructions ('Can you brush your teeth, comb your hair, put your homework in your school bag and get your shoes on, please?'), break it down, giving them one or two at a time.

It's also important to use your child's name to attract their attention, make eye contact, speak clearly and give them plenty of thinking time before expecting a response. These techniques are used to great effect by teachers in the classroom.

Although many children struggle to listen attentively at times, some children have particular difficulties. If you think your child's listening is a problem, get their hearing tested in case there's a medical issue. Some children, particularly those who have lots of colds and snuffles, have intermittent hearing loss which can affect listening skills.

If you're still concerned, speak to your child's teacher. If they have noticed problems too, the school's special educational needs coordinator (**SENCO**) might suggest an assessment with a speech and language therapist to see if your child would benefit from extra help.

Reading

Reading practice at home is one of the most valuable forms of home learning and we encourage children to read daily. Our goal is to motivate children to want to read so they will practise reading independently and, thus, become confident readers.

Reading and sharing stories can help your child to get to know sounds, words and language and develop early literacy skills. It can spark your child's imagination and stimulate curiosity. It can help your child's brain, social skills and communication skills develop too.

To be a successful reader, children need to...

develop a positive attitude to reading, and an understanding of what they read;

listen to and discuss a wide range of fiction, poetry, plays, non-fiction and reference books or textbooks;

discuss words and phrases that capture their interest and imagination;

read fluently;

understand what they read and read independently;

ask questions to improve their understanding of a text;

make inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence;

predict what might happen next;

identify main ideas drawn from more than 1 paragraph and summarise these.

(2014 National Curriculum for year 3 and 4)



What are the Signs of Poor Reading Fluency?

Here are some clues that your child may have problems with fluency:

your child knows how to read words but seems to take a long time to read a short book or passage silently;

your child reads a book with no expression;

your child stumbles a lot and loses his or her place when reading something aloud;

your child reads aloud very slowly;

your child moves his or her mouth when reading silently (sub-vocalising);

your child struggles to recall information of a text they have just read.

What can Parents do to Help Develop Reading Fluency?

Support and encourage your child. Realise that he or she is likely frustrated by reading.

If your child can decode words well, help him or her build speed and accuracy by:

reading aloud and having your child match his or her voice to yours;

having your child practice reading the same list of words, phrases, or short passages several times;

reminding your child to pause between sentences and phrases;

read aloud to your child to provide an example of how fluent reading sounds;

use recorded books and have your child follow along in the print copy.



How to Make More of a Book

Choose a time when you can both relax and enjoy the activity. The last few minutes before bedtime is ideal!

Before you start to read, you can talk to your child about the book:

- Look at the cover together. Ask your child, “What do you think the story is going to be about?”
- Point to the author’s and illustrator’s name; make sure your child knows what these words mean. Discuss whether you have read books by this author before.

While you are reading the book, occasionally ask questions. You might ask:

- “What do you think will happen next?”
- “What do you think about that?” (about something which has happened in the story which might arouse emotions).

Make comments about similar situations/characters in other books you have read together.

When you have finished the book, ask your child for their opinion: “Which was your favourite part?” for example.

You will need to be aware of your child’s mood. Sometimes he/she will respond to questions. At other times it’s best to allow them to just listen.

Give your child time to ask and answer questions.

More confident readers: They will be doing more reading independently now. It is still good to ask them to read to you at times and encourage them to tell you about their reading.



Fun Reading Activities to do at Home

Show your child that reading is important. Be positive about it! It is especially good if you are a reader yourself.

Join a library and visit frequently.

Talk about reading.

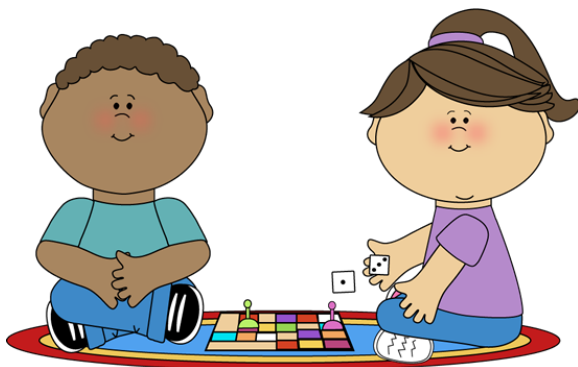
Buy your child a book as a gift.

Spend regular quality time together – 10 minutes a day sharing a book.

Write a book review on a book they have just read and publish it on sites like www.amazon.co.uk.

Play word games.

Play board games.



Types of Books

Ensure that your child is exposed to a range of books.

If English is not your family's main language, buy or borrow dual text books.

Look for books on topics you know your child is interested in, e.g. dragons, cookery, insects, sport,



Good Websites to Support Reading

<https://www.oxfordowl.co.uk/welcome-back/for-home> - Oxford Owl is packed with expert advice, top tips and activity ideas for reading.

<https://www.lovereadings4kids.co.uk/> - LoveReading4Kids is a recommendation site for children's books. They offer a variety of FREE services for parents interested in buying the best books for boys and girls of all ages. It has a kid zone (<https://www.lovereadings4kids.co.uk/#kidszone>), an area designed specifically for children, with competitions, quizzes and additional book related content. By signing up, it also gives you to access first chapters to many books and can create book recommendations based on your child's taste in books.

<https://www.carnegiegreenaway.org.uk/> - this website allows you to shadow the Kate Greenaway Medal, an award for books aimed at young children, and the Carnegie Medal, an award for books aimed at older children.

<http://cbca.org.au/> – Children's Book Council of Australia has some good recommendations under Book of the Year– Short Lists and also Winners.

<https://www.booktrust.org.uk/> – a site full of book lists under categories, e.g., authors from different cultures, graphic novels; books about themes, e.g., love, environment, books featuring characters with disabilities, books for children with autism etc.

<https://www.nationalgeographic.org/education/> - National Geographic provides access to non-fiction texts on diverse subjects from the ring of fire to icebergs in the North Atlantic. These can be accessed for free under the Education tab and by using the search bar.

<https://www.storynory.com>
Storynory features a collection of original, fairy-tale and classic children's audio stories.



Writing

To be a successful writer by the end of year 3, children need to be able to ...

spell common, high frequency words, as well as the year 3 list of words;
correctly form and join letters using consistently sized ascenders and descenders;

in narrative, develop settings, characters and plot;

in non-narrative, use key features of different genres and some organisational devices, e.g., headings and sub-headings;

ensure their writing flows and makes sense;

group related material into paragraphs;

create sentences with more than one clause using conjunctions such as when, if, because and although;

use expanded noun phrases, e.g., The blue butterfly...;

use adverbs to express time, place and manner, e.g., Firstly, next, soon, quickly;

use nouns and pronouns appropriately to avoid repetition and improve cohesion, e.g., Peter.....his....;

use prepositions, e.g., after, during, in...;

use articles correctly, e.g., An apple....A house....The tree...;

use tenses consistently, e.g., was/ were for past tense and am/is/are for present tense;

use speech marks to punctuate direct speech;

use capital letters and full stops accurately;

use question and exclamation marks;

use commas in a list;

place the possessive apostrophe, including in words with regular and irregular plurals. e.g., regular plural, e.g., girls', boys' and animals';
irregular plurals, e.g., women's and sheep's;

use apostrophes to mark where letters are missing, e.g., hasn't and can't .

Spelling List for Year 3

These are the government-set spellings that year 3 are expected to know by the end of the year. Children will be tested on these each half term as part of Becontree's Spelling Challenge.

Evidence of these spellings in children's writing also contributes to children meeting the expected standard in writing in year 3.

accident
accidentally
actual
actually
address
after
answer
appear
arrive
believe
breath
breathe
build
business
busy
calendar
caught
centre
century
certain
complete
consider
early
famous
favourite
fruit

group
guard
guide
heard
heart
history
important
learn
length
library
material
minute
natural
notice
popular
potatoes
promise
purpose
sentence
special
strange
suppose
surprise
woman
women



Fun Writing Activities to do at Home

There is an infinite list of activities which could be done at home to teach and reinforce writing skills. Here are just a few suggestions.

Have your child write instructions for taking care of the family pet.

Children love to make their own birthday cards, make place cards for the table or send emails or letters to a friend. Keep birthday cards and holiday postcards to recycle as home-made cards.

Write a letter or thank you note to a relative. Talk through what your child wants to say before the writing begins.

Make a shopping list before going shopping.

Write an online review of a book or an item you recently purchased (www.amazon.co.uk) or a recipe you tried (www.allrecipes.com).

Find a picture in the newspaper and write an article to accompany it.

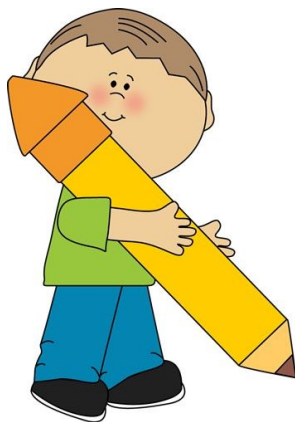
Encourage your child to keep a personal diary or a baby book for a younger sibling.

Try rhyming games starting with one word such as 'mat'. Say and write down all the words that rhyme, like 'cat', 'hat', 'fat' and 'splat'. You'll be surprised how fast your child's word list grows.

Create a word book at home and have your child add words as they learn them. Ask them to write the words they use often and talk about why.

You could write and leave notes for your child in different places, like their lunchbox. Ask them to write a reply or write something new.

Play word games like Scrabble or Pictionary.



Supporting Children who Struggle with Writing

Can your child make up a sentence, say it aloud and then write it down?

Can your child form letters correctly. (lower-case and uppercase) Class teachers can provide an example sheet if needed.

Is your child using a capital letter to start a sentence and a full stop at the end of a sentence?

Can your child identify and write all of the 40+ graphemes (letters and letter combinations)? Class teachers can provide an example sheet if needed.

Can your child use phonemes (sounds) to help with the spelling of unfamiliar words?

Does your child know how to spell the year 1 Spelling list?

a
of
I
my
or
the
are
our
you
put
was
has
here
push
your
ask
they
love
today
were
school

be
he
me
we
to
do
is
his
come
some
there
where
pull
full
one
once
said
says
friend



Does your child know how to spell the year 2 Spelling list?

because
children
father
parents
wild
climb
most
only
both
poor
even
pretty
after
plant
hour
sure
could
should
would
every
everybody

sugar
eye
who
whole
clothes
busy
people
water
again
half
money
Christmas
beautiful
door
floor
find
kind
mind
behind
many
any

old
cold
told
hold
gold
great
break
steak
fast
last
past
class
grass
pass
path
bath
move
prove
improve
Mr
Mrs



Good Websites to Support Writing

<https://play.edshed.co/login> - Spelling Shed is the scheme we follow to teach your child spelling. This link takes you to the children's zone, which provides access to games that link to your child's weekly spelling lists.

<https://www.oxfordowl.co.uk/welcome-back/for-home> - Oxford Owl is packed with expert advice, top tips and activity ideas for English.

<http://www.crickweb.co.uk/ks2literacy.html> - Crickweb offers access to free education resources and online games.

<http://learnenglishkids.britishcouncil.org/read-write> - This website offers activities for children to practice writing skills. Although it is aimed at children, who speak English as a second language, there are many useful activities that allow children to practise the skills taught at school.

<https://www.bbc.com/bitesize/topics/zhrrd2p> - The BBC website offers spelling and grammar practise and support.



Maths

By the end of year 3, children need to be able to...

Number – number and place value

Count from 0 in multiples of 4, 8, 50 and 100.

Find 10 or 100 more or less than a given number.

Recognise the place value of each digit in a three-digit number (hundreds, tens, ones).

Compare and order numbers up to 1000.

Read and write numbers up to 1000 in numerals and in words.

Solve number problems and practical problems involving these ideas.

Number – addition and subtraction

Add and subtract numbers mentally, including:

a 3 digit number and ones,

a 3 digit number and tens,

a 3 digit number and hundreds.

Add and subtract numbers with up to 3 digits, using formal written methods.

Estimate the answer to a calculation and use inverse operations to check answers.

Solve problems, including missing number problems, using number facts, place value, and more complex addition and subtraction.

Number – multiplication and division

Recall and use multiplication and division facts for:

3 x multiplication table,

4 x multiplication table,

8 x multiplication table.

Write and calculate mathematical statements for multiplication and

division using the multiplication tables I know.

Calculate mathematical statements including for 2 digit numbers times 1 digit numbers, using mental and progressing to formal written methods.



Solve problems, including missing number problems, involving multiplication and division.

Solve problems involving positive integer scaling.

Solve problems involving correspondence in which n objects are connected to m objects.

Number – fractions (including decimals and percentages)

Count up and down in tenths.

Recognise that tenths arise from dividing an object into 10 equal parts and in dividing 1 digit numbers or quantities by 10.

Recognise, find and write fractions of a set of objects: unit fractions ($\frac{1}{3}$, $\frac{1}{5}$ etc) and non-unit ($\frac{3}{5}$, $\frac{4}{6}$ etc) fractions with small denominators .

Find fractions of numbers: unit fractions and non-unit fractions with small denominators.

Recognise and show, using diagrams, equivalent fractions with small denominators.

Add and subtract fractions with the same denominator within one whole (e.g. $\frac{5}{7} + \frac{1}{7} = \frac{6}{7}$)

Compare and order unit fractions, and fractions with the same denominators.

Solve problems that involve all of the above

Measurement

Measure, compare, add and subtract lengths (m/cm/mm), mass (kg/g), and volume / capacity (l/ml).

Measure the perimeter of simple 2-D shapes.

Add and subtract amounts of money to give change, using both £ and p in practical contexts.

Tell and write the time from an analogue clock, including using Roman numerals from I to XII, and 12-hour and 24-hour clocks. Estimate and read time with increasing accuracy to the nearest minute.

Record and compare time in terms of seconds, minutes and hours.

Use vocabulary such as o'clock, am/pm, morning, afternoon, noon and midnight.

Know the number of seconds in a minute and the number of days in each month, year and leap year.

Compare durations of events (e.g. to calculate the time taken by particular events or tasks).



Geometry – properties of shapes

Draw 2-D shapes and make 3-D shapes using modelling materials.
Recognise 3-D shapes in different orientations and describe them.
Recognise angles as a property of shape or a description of a turn.
Identify right angles, recognise that 2 right angles make a half turn, three make three quarters of a turn and four a complete turn.
Identify whether angles are greater than or less than a right angle.
Identify horizontal and vertical lines and pairs of perpendicular and parallel lines.

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Identify horizontal and vertical lines and pairs of perpendicular and parallel lines.

(2014 National Curriculum for year 3)



Fun Maths Activities to do at Home

A good understanding of everyday maths will help your child with important tasks, such as making decisions and understanding information. It will also help them develop essential lifelong skills. Be positive about maths. Try not to say things like "I can't do maths" or "I hated maths at school" - your child may start to think like that themselves. Point out the maths in everyday life. Include your child in activities involving numbers and measuring, such as shopping, cooking and travelling.

There is an infinite list of activities which could be done at home to teach and reinforce maths skills. Here are just a few suggestions.

Can you tell the time?

Whenever possible, ask your child to tell you the time to the nearest 5 minutes. Use a clock with hands as well as a digital watch or clock. Also ask: What time will it be one hour from now? What time was it one hour ago? Time your child doing various tasks, e.g. getting ready for school; tidying a bedroom; saying the 5 times, 10 times or 2 times table...

Ask your child to guess in advance how long they think an activity will take. Can they beat their time when they repeat it?

Number games

Roll two dice. Make two-digit numbers, e.g. if you roll a 6 and 4, this could be 64 or 46. If you haven't got two dice, roll one dice twice. Ask your child to do one or more of the activities below. Count on or back from each number in tens. Add 19 to each number in their head. (A quick way is to add 20 then take away 1.) Subtract 9 from each number. (A quick way is to take away 10 then add back one.)

Double each number.

Cupboard maths

Ask your child to help you sort a food cupboard out, putting heavier items on the lower shelf and lighter items on an upper shelf.

Bingo!

One person has the 2x table and the other has the 5x table. Write six numbers in that table on your piece of paper, e.g. 4 8 10 16 18 20

Roll one or two dice. If you choose to roll two dice, add the numbers, e.g. roll two dice, get 3 and 4, add these to make 7.

Multiply that number by 2 or by 5 (that is, by your table number, e.g. 7×2 or 7×5).

If the answer is on your paper, cross it out. The first to cross out all six of their numbers wins.

Up and down the scales

Guess with your child the weights of people in your home. Then weigh them (if they agree!). Help your child to read the scales. Record each weight, then write all the weights in order. Repeat after two weeks. What, if any, is the difference in the weights?

Fractions

Use 12 buttons, or paper clips or dried beans etc.

Ask your child to find half of the 12 things.

Now find one quarter of the same group.

Find one third of the whole group. Repeat with other numbers.

Order, order!

Each of you should draw 6 circles in a row. Take turns. Roll two dice and make a two-digit number (see Number games). Write the number in one of your circles. Once the number is written in a circle you cannot change it or move it! The first to get all six of their circle numbers in order wins.

Pasta race

You need two dice and a pile of dried pasta. Take turns to roll the two dice. Multiply the two numbers and call out the answer. If you are right, you win a piece of pasta. The first to get 10 pieces of pasta wins.

Secret sums

Ask your child to say a number, e.g. 43. Secretly do something to it (e.g. add 30). Say the answer, e.g. 73. The child then says another number to you, e.g. 61. Do the same to that number and say the answer. The child has to guess what you are doing to the number each time! Then they can have a turn at secretly adding or subtracting something to each number that you say to them.

Digit Divide

Make digit cards 0-9 cut out and place face down on a surface. Choose 3 and make a 3 digit number. Ask your child to read aloud the number and then partition it. eg - four hundred and fifty six → four hundreds, five tens and six units.



Money

At the shops ask your child to estimate how much 3 or 4 items will cost together.

Give them small amounts of pocket money. For example, give them 50p a week and ask them what they think they can buy with it or, if they want to save for something bigger, how long will it take to reach their goal.

Talk about the items you buy. Ask them which are more expensive, which are cheaper, which are heavier, and which are lighter etc.

Explore quantities by asking them to think about how many different ways they can make £1. For example how many 10p coins do you need to make £1.

When you buy something, get your child to hand you the correct money and check the change with them afterwards.

Create a budget. Budgeting can be an extremely important kitchen skill. While this doesn't typically happen right in the kitchen, it greatly affects what goes on in the kitchen. This is an amazing way to work on money (and food choices) in a very authentic way.

Maths in the Kitchen

Work on one-to-one correspondence by having them pick out how many items to get if each person at the meal needs one of something (such as a spoon). A higher skill would be to work on needing to give two to each person and so on.

Introduce the concept of fractions by having children cut or break things into two pieces, and then label that for them as "halves." You can then work on breaking things into fourths.

Make simple recipes together, such as a fruit salad, where you can count the items added into it.

Prepare a favourite family recipe (with help).



Good Websites to Support Maths

Maths Active Learn

Maths Active Learn is connected to the Abacus maths scheme used at Becontree. Class teachers will set a range of suitable activities which children can do at home.

<https://www.activelearnprimary.co.uk/login?c=0>

Rock Stars

Times Tables Rock Stars is a carefully sequenced programme of daily times tables practice. This format can very successfully boost times tables recall speeds.

<https://ttrockstars.com/login>

Other

<https://www.bbc.co.uk/cbeebies/joinin/numberblocks-help-your-child-with-maths>

<http://www.helpmykidlearn.ie/activities/8-9>

<https://www.bbc.com/bitesize>

http://www.familylearning.org.uk/money_games.html

Improve your own maths (parents)

<https://www.nnchallenge.org.uk/home/index.html>



Topic Projects

Your child will be asked to complete a topic project linked to a subject/ learning area or to help us celebrate a whole school event every half term. For example, a sporting challenge or a maths challenge. This is a great opportunity to work together as a family and to support the learning they do in school.

