



Sherington Primary School



Homework Resource Booklet Year 3

For you to keep at home
(also available on the school's website)

Spelling Homework







It is important to bear in mind that apart from the 'common exception words', children are learning the letter string, sound or spelling rule - *not the specific word*. For example, when learning words with the -ay letter string (and they are given *day, play, say, way, stay*), we might also test to see if they can spell *may* and *bay*.

Children will be given spellings from the list to learn and tested on these regularly.

Below are some ideas that you may wish to use at home to help to learn spellings. Frequency of practice throughout the week is important; little and often is better than one long session.

Spelling Roll-A-Word

Start with the first word in your spelling list. Roll a die and complete the activity for the number you roll. Continue with the rest of your list.

	Write your word in a sentence.
	Draw a picture of your word.
	Write a synonym of your word.
	Write an antonym of your word.
	Write the definition for your word.
	Write your word three times.

As you write, sound out the letters/syllables.

Write the words out 3 times each. Look, spell, cover, write, check.

Copy the word and highlight or underline the tricky part.

Sherington Primary School Spelling Wordlist 13
Autumn 1

Regular Spellings

plain, plane

rain, rein, reign

seen, scene

weather, whether

whose, who's

here, hear

heel, heal, he'll

not, knot

male, mail

Common Exception Words

accidentally, actually, address, answer,
appear, arrive, believe, bicycle

All new words to be learnt in the half term are written in
bold.

Subsequent half-termly lists will include previous spellings with
new words written in **bold.**

Sherington Primary School Spelling Wordlist 14
Autumn 2

Regular Spellings

accept, except	plain, plane
affect, effect	rain, rein, reign
ball, bawl	seen, scene
berry, bury	weather, whether
break, brake	whose, who's
fair, fare	here, hear
great, grate	heel, heal, he'll
groan, grown	not, knot
main, mane	male, mail
meat, meet	
missed, mist	
piece, peace	

Common Exception Words

accidentally, actually, address, answer, appear,
arrive, believe, bicycle, breath, breathe, build,
busy/business, calendar, caught, centre, century,
certain

Sherington Primary School Spelling Wordlist 15
Spring 1

Regular Spellings

sadly, completely, usually, finally, comically happily, angrily gently, simply, humbly, nobly, basically, frantically, dramatically accept, except affect, effect ball, bawl berry, bury break, brake fair, fare great, grate groan, grown main, mane meat, meet missed, mist piece, peace	plain, plane rain, rein, reign seen, scene weather, whether whose, who's here, hear heel, heal, he'll not, knot male, mail
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Common exception words

accidentally, actually, address, answer, appear, arrive, believe,
bicycle, breath, breathe, build, busy/business, calendar, caught,
centre, century, certain, circle, complete, consider, continue,
decide, describe, different, difficult, disappear, early, earth,
eight/eighth

Sherington Primary School Spelling Wordlist 16

Spring 2

Regular Spellings

young, touch, double,
trouble,

country

disappoint, disagree,
disobey

misbehave, mislead,
misspell

inactive, incorrect

illegal, illegible

sadly, completely, usually,

finally, comically

happily, angrily

gently, simply, humbly,
nobly

basically, frantically,

dramatically

accept, except

affect, effect

ball, bawl

berry, bury

break, brake

fair, fare

great, grate

groan, grown

main, mane

meat, meet

missed, mist

piece, peace

plain, plane

rain, rein, reign

seen, scene

weather, whether

whose, who's

girl's, girls'

boy's, boys'

men's, babies', children's, mice's

here, hear

heel, heal, he'll

not, knot

male, mail

Common Exception Words

accidentally, actually, address, answer, appear, arrive, believe,
bicycle, breath, breathe, build, busy/business, calendar, caught,
centre, century, certain, circle, complete, consider, continue, decide,
describe, different, difficult, disappear, early, earth, eight/eighth,
enough, exercise, experience, experiment, extreme, famous,
favourite, February

Sherington Primary School Spelling Wordlist 17

Summer 1

Regular Spellings

measure, treasure, pleasure,
enclosure

creature, furniture, picture,
nature,

adventure

vein, weigh, eight, neighbour,
they,

obey

gardening, gardener, limiting,
limited, limitation

young, touch, double, trouble,
country

disappoint, disagree, disobey

misbehave, mislead, misspell

inactive, incorrect

illegal, illegible

sadly, completely, usually,

finally, comically

happily, angrily

gently, simply, humbly, nobly

basically, frantically,

dramatically

accept, except

affect, effect

ball, bawl

berry, bury

break, brake

fair, fare

great, grate

groan, grown

main, mane

meat, meet

missed, mist

piece, peace

plain, plane

rain, rein, reign

seen, scene

weather, whether

whose, who's

here, hear

heel, heal, he'll

not, knot

male, mail

Common Exception Words

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

Sherington Primary School Spelling Wordlist 18

Summer 2

Regular Spellings

forgetting, forgotten, beginning, beginner, prefer, preferred subdivide, subheading, submarine, submerge measure, treasure, pleasure, enclosure creature, furniture, picture, nature, adventure vein, weigh, eight, neighbour, they, obey gardening, gardener, limiting, limited, limitation	young, touch, double, trouble, country accept, except affect, effect disappoint, disagree, disobey misbehave, mislead, misspell inactive, incorrect illegal, illegible sadly, completely, usually, finally, comically happily, angrily gently, simply, humbly, nobly basically, frantically, dramatically ball, bawl berry, bury break, brake	fair, fare great, grate groan, grown main, mane meat, meet missed, mist piece, peace plain, plane rain, rein, reign seen, scene weather, whether whose, who's here, hear heel, heal, he'll not, knot male, mail
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Common Exception Words

accidentally, actually, address, answer, appear, arrive, believe, bicycle,
 breath, breathe, build, busy/business, calendar, caught, centre, century,
 certain, circle, complete, consider, continue, decide, describe, different, difficult,
 disappear, early, earth, eight/eighth, enough, exercise, experience, experiment,
 extreme, famous, favourite, February, forward(s), fruit, grammar, group,
 guard, guide, heard, heart, height, history, imagine, increase, important,
 interest, island, knowledge, learn, length, library, material, medicine, mention,
 minute.

First 100 High Frequency Words

Children must be able to read these 300 words on sight - not segmenting and blending.

the	that	not	look	put
and	with	then	don't	could
a	all	were	come	house
to	we	go	will	old
said	can	little	into	too
in	are	as	back	by
he	up	no	from	day
I	had	mum	children	made
of	my	one	him	time
it	her	them	Mr	I'm
was	what	do	get	if
you	there	me	just	help
they	out	down	now	Mrs
on	this	dad	came	called
she	have	big	oh	here
is	went	when	about	off
for	be	it's	got	asked
at	like	see	their	saw
his	some	looked	people	make
but	so	very	your	an

Next 200 High Frequency Words

In frequency order reading down the columns.

water	bear	find	these	live
away	can't	more	began	say
good	again	I'll	boy	soon
want	cat	round	animals	night
over	long	tree	never	narrator
how	things	magic	next	small
did	new	shouted	first	car
man	after	us	work	couldn't
going	wanted	other	lots	three
where	eat	food	need	head
would	everyone	fox	that's	king
or	our	through	baby	town
took	two	way	fish	I've
school	has	been	gave	around
think	yes	stop	mouse	every
home	play	must	something	garden
who	take	red	bed	fast
didn't	thought	door	may	only
ran	dog	right	still	many
know	well	sea	found	laughed

let's	fun	any	better	lived
much	place	under	hot	birds
suddenly	mother	hat	sun	duck
told	sat	snow	across	horse
another	boat	air	gone	rabbit
great	window	trees	hard	white
why	sleep	bad	floppy	coming
cried	feet	tea	really	he's
keep	morning	top	wind	river
room	queen	eyes	wish	liked
last	each	fell	eggs	giant
jumped	book	friends	once	looks
because	its	box	please	use
even	green	dark	thing	along
am	different	grandad	stopped	plants
before	let	there's	ever	dragon
gran	girl	looking	miss	pulled
clothes	which	end	most	we're
tell	inside	than	cold	fly
key	run	best	park	grow

In line with our new phonics teaching resource Little Wandle - a complete systematic synthetic phonics programme - please also refer to the following lists of tricky words. These words cannot be decoded and are taught progressively from the beginning of Reception to the end of Year 1.

Little Wandle - Tricky Words

Reception Words



is	her	me	pure	here
I	go	be	said	little
the	no	was	so	says
put	to	you	have	there
pull	into	they	like	when
full	she	my	some	what
as	push	by	come	one
and	he	all	love	out
has	of	are	do	today
his	we	sure	were	



Phase 2				
is	full	her	she	me
I	as	go	push	be
the	and	no	he	/22
put	has	to	of	
pull	his	into	we	

Phase 3				
was	they	by	are	pure
you	my	all	sure	/9

Phase 4				
said	some	were	there	out
so	come	here	when	today
have	love	little	what	/18
like	do	says	one	

Phase 5				
their	would	again	through	pretty
people	should	who	friend	hour
oh	our	whole	work	move
your	house	where	once	improve
Mr	mouse	two	laugh	parents
Mrs	water	school	because	shoe
Ms	want	call	eye	/42
ask	any	different	busy	
could	many	thought	beautiful	

How to encourage neat handwriting

It is important to practise spellings using your neatest handwriting and correct joins. Age related expectations in handwriting can be found in the Writing End of Year Expectations (EYE) towards the back of this booklet. The 'feel' of a word can help when learning to spell.

Getting ready to write

Seating and posture:

- A tripod grip is the most efficient way of using a pencil and should be encouraged in early writing
- Chair and table should be at a comfortable height
- Encourage children to sit up straight and not slouch
- Left hand should be used to steady the paper for right handers
- Tables free of clutter
- Room well lit
- The paper should be placed to the right, slightly tilted to the left

Left handers:

- Paper should be tilted to the right
- Right hand should be used to steady the paper

Lower case letters:

abcdefghijklmnopqrstuvwxyz

Capital letters:

A B C D E F G H I J K L M N O P Q R S T U V W X Y Z

Numbers:

1 2 3 4 5 6 7 8 9 0

Joins Y3

Revision

- Practise the break letters b p g q y j z x s
- Practise capital letters

Further practise of the four handwriting joins

- in ine
- ut ute
- ve vi
- ok oh
- sh as es (practising two ways of joining the letter s)
- ri ru ry (practising joining from the letter r)
- oa ad as (practising joining to and from the letter a)
- ee ea ed (practising joining from the letter e)
- ow ov ox (practising joining from the letter o)
- ky hy ly (practising joining to the letter y)
- ha ta fa (practising joining to the letter a)
- od oo og (practising joining from the letter o)
- er ir ur (practising joining to the letter r)
- ai al ay
- o you oi
- re oe fe (practising the horizontal join to the letter e)
- fu wu vu (practising the horizontal join to the letter u)
- ot ol ok (practising joining to ascenders)
- ai al ow ol (practising all the joins)

Example of handwriting joins and break letters (Y2 - Y6)

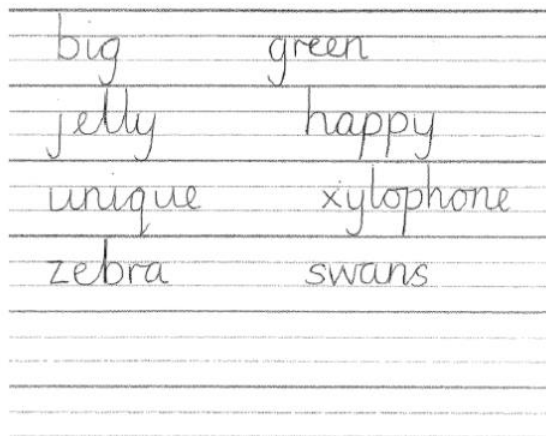
The four joins:

1. To letters without ascenders
2. To letters with ascenders
3. Horizontal joins
4. Horizontal joins to letters with ascenders

abcdefghijklmnopqrstuvwxyz

The break letters (letters that aren't joined from) are:

b g j p q x y z s



Times Tables and Passport

It is crucial that you know multiplication and division facts to 12×12 by the end of Year 4.

This helps not only with multiplication and division calculations, but enables you to work more fluently with fractions - which now comprise a large part of the maths curriculum (the bulk of fractions teaching coming in Year 3).

You must have rapid recall of multiplication and division facts for:

2s 5s and 10s by end of Year 2

3s 4s and 8s by end of Year 3

All of them up to 12×12 by end of year 4

How the Passports Work

To achieve Bronze Award:

You need to be able to recite your chosen multiplication table *rapidly*, on your own, *without error*.

You should learn it as 'one two is two, two twos are four, three twos are six' and so on.

To achieve Silver Award:

You need to be able to have *rapid recall* of any multiplication fact from the chosen table *in any order* EG 'Six twos?' 'Nine multiplied by two?'

To achieve Gold Award:

You need to be able to use multiplication facts to answer corresponding division facts for that times table EG 'How many twos are there in eight?' 'What is ten divided by two?'

As well as adults working in the classroom, members of the SLT will be available to test children wishing to go for bronze, silver or gold awards in their passport.

Your recall must be rapid and accurate to achieve the award.

Learning Times Tables

It can be difficult at the start. These suggestions will help you to learn your times tables more easily.

Practise every day

- Find a regular time to do it - perhaps walking to and from school or during the drive.
- Keep a steady rhythm - it makes learning and recall easier.
- When starting to learn times tables, it's often the starting number that is difficult - use your fingers as you recite to keep track of where you are.
- If you are secure at bronze level, the silver and gold are easy.
 - Help yourself and your friends by quizzing each other.
- *Multiplication* can be done in any order - so if you know 2×5 you also know 5×2 (see the grid on the next page and shade in the ones you can recall).
- There are lots of ICT games to help you learn them and test yourself before trying to go for bronze, silver or gold at school.
 - Use Times Tables Rock Stars as an online resource.
- Remember that everything gets easier the more you practise.
 - Persevere and don't give up. If you are finding it very challenging, let your teacher know.
 - Set yourself a challenge and go for it.

Use this grid to highlight the multiplication facts that you can recall rapidly.

x	1	2	3	4	5	6	7	8	9	10	11	12
1	1	2	3	4	5	6	7	8	9	10	11	12
2	2	4	6	8	10	12	14	16	18	20	22	24
3	3	6	9	12	15	18	21	24	27	30	33	36
4	4	8	12	16	20	24	28	32	36	40	44	48
5	5	10	15	20	25	30	35	40	45	50	55	60
6	6	12	18	24	30	36	42	48	54	60	66	72
7	7	14	21	28	35	42	49	56	63	70	77	84
8	8	16	24	32	40	48	56	64	72	80	88	96
9	9	18	27	36	45	54	63	72	81	90	99	108
10	10	20	30	40	50	60	70	80	90	100	110	120
11	11	22	33	44	55	66	77	88	99	110	121	132
12	12	24	36	48	60	72	84	96	108	120	132	144

End of Year Expectations for multiplication and division facts

Use these to help you learn them.
Parents and friends can use them for easy testing.

By end of Y2

X10	X 5	X 2
$1 \times 10 = 10$	$1 \times 5 = 5$	$1 \times 2 = 2$
$2 \times 10 = 20$	$2 \times 5 = 10$	$2 \times 2 = 4$
$3 \times 10 = 30$	$3 \times 5 = 15$	$3 \times 2 = 6$
$4 \times 10 = 40$	$4 \times 5 = 20$	$4 \times 2 = 8$
$5 \times 10 = 50$	$5 \times 5 = 25$	$5 \times 2 = 10$
$6 \times 10 = 60$	$6 \times 5 = 30$	$6 \times 2 = 12$
$7 \times 10 = 70$	$7 \times 5 = 35$	$7 \times 2 = 14$
$8 \times 10 = 80$	$8 \times 5 = 40$	$8 \times 2 = 16$
$9 \times 10 = 90$	$9 \times 5 = 45$	$9 \times 2 = 18$
$10 \times 10 = 100$	$10 \times 5 = 50$	$10 \times 2 = 20$
$11 \times 10 = 110$	$11 \times 5 = 55$	$11 \times 2 = 22$
$12 \times 10 = 120$	$12 \times 5 = 60$	$12 \times 2 = 24$

The above and these by end of Year 3

X 4	X 3	X 8
$1 \times 4 = 4$	$1 \times 3 = 3$	$1 \times 8 = 8$
$2 \times 4 = 8$	$2 \times 3 = 6$	$2 \times 8 = 16$
$3 \times 4 = 12$	$3 \times 3 = 9$	$3 \times 8 = 24$
$4 \times 4 = 16$	$4 \times 3 = 12$	$4 \times 8 = 32$
$5 \times 4 = 20$	$5 \times 3 = 15$	$5 \times 8 = 40$
$6 \times 4 = 24$	$6 \times 3 = 18$	$6 \times 8 = 48$
$7 \times 4 = 28$	$7 \times 3 = 21$	$7 \times 8 = 56$
$8 \times 4 = 32$	$8 \times 3 = 24$	$8 \times 8 = 64$
$9 \times 4 = 36$	$9 \times 3 = 27$	$9 \times 8 = 72$
$10 \times 4 = 40$	$10 \times 3 = 30$	$10 \times 8 = 80$
$11 \times 4 = 44$	$11 \times 3 = 33$	$11 \times 8 = 88$
$12 \times 4 = 48$	$12 \times 3 = 36$	$12 \times 8 = 96$

Plus these in Year 4

<p style="text-align: center;">X 9</p> $1 \times 9 = 9$ $2 \times 9 = 18$ $3 \times 9 = 27$ $4 \times 9 = 36$ $5 \times 9 = 45$ $6 \times 9 = 54$ $7 \times 9 = 63$ $8 \times 9 = 72$ $9 \times 9 = 81$ $10 \times 9 = 90$ $11 \times 9 = 99$ $12 \times 9 = 108$	<p style="text-align: center;">X 7</p> $1 \times 7 = 7$ $2 \times 7 = 14$ $3 \times 7 = 21$ $4 \times 7 = 28$ $5 \times 7 = 35$ $6 \times 7 = 42$ $7 \times 7 = 49$ $8 \times 7 = 56$ $9 \times 7 = 63$ $10 \times 7 = 70$ $11 \times 7 = 77$ $12 \times 7 = 84$	<p style="text-align: center;">X 6</p> $1 \times 6 = 6$ $2 \times 6 = 12$ $3 \times 6 = 18$ $4 \times 6 = 24$ $5 \times 6 = 30$ $6 \times 6 = 36$ $7 \times 6 = 42$ $8 \times 6 = 48$ $9 \times 6 = 54$ $10 \times 6 = 60$ $11 \times 6 = 66$ $12 \times 6 = 72$
<p style="text-align: center;">X 11</p> $1 \times 11 = 11$ $2 \times 11 = 22$ $3 \times 11 = 33$ $4 \times 11 = 44$ $5 \times 11 = 55$ $6 \times 11 = 66$ $7 \times 11 = 77$ $8 \times 11 = 88$ $9 \times 11 = 99$ $10 \times 11 = 110$ $11 \times 11 = 121$ $12 \times 11 = 132$	<p style="text-align: center;">X 12</p> $1 \times 12 = 12$ $2 \times 12 = 24$ $3 \times 12 = 36$ $4 \times 12 = 48$ $5 \times 12 = 60$ $6 \times 12 = 72$ $7 \times 12 = 84$ $8 \times 12 = 96$ $9 \times 12 = 108$ $10 \times 12 = 120$ $11 \times 12 = 132$ $12 \times 12 = 144$	

End of Year 3 Expectations

A Year 3 Reader

1. My reading age is within 6 months of my chronological age
2. I can read on sight the first 300 HFW
3. I can use a variety of strategies to work out unknown words
4. I can use a dictionary to work out the meaning of unfamiliar words
5. I can infer characters' feelings and thoughts
6. I can retrieve information from a range of fiction and non-fiction texts and record them
7. I can recognise that language choices are made for a purpose
8. I can make connections between books by the same author
9. I can perform poems, stories and plays by heart
10. I can use a range of organisational features to locate information (e.g. labels, diagrams and charts)
11. I can identify the features of different text types

Exceeding Year 3 Reader

1. My reading age is 1 year ahead of my chronological age
2. I can read any new word and make a good approximation
3. I can read with appropriate intonation to engage an audience
4. I can use scanning and skimming to quickly locate information

End of Year 3 Expectations

A Year 3 Writer

1. I can use joined handwriting consistently
2. I can use accurate sizing for letters that are the same in upper and lower case e.g Ss Ww
3. I can correctly spell 85% of words on the Year 3 list
4. I can recognise and spell homophones
5. I can use some prefixes and suffixes
6. I can use the first 2 or 3 letters of a word to check its spelling in a dictionary
7. I can use speech marks to punctuate direct speech
8. I can use pronouns
9. I can use conjunctions to open sentences
10. I can use conjunctions, adverbs and prepositions to express time, place and cause
11. I can use tenses correctly and consistently throughout
12. I am starting to use paragraphs
13. I can write stories that have a clear setting, characters and plot
14. I can use headings and sub-headings to organise my writing
15. I can proof-read to correct errors in punctuation and spelling
16. I can improve my writing after feedback
17. I can suggest improvements to my own and others' work
18. I can use intonation when reading my work aloud

Exceeding Year 3 Writing Expectations

1. I can use joined handwriting that is consistent, evenly sized and spaced
2. I can spell all words from the Y3 list and the often misspelt words
3. I can use nouns and pronouns appropriately to avoid repetition
4. I can make notes to help me plan
5. I can organise paragraphs round a theme
6. I can use sentences that have more than one clause

End of Year 3 Expectations

A Year 3 Mathematician

1. I can order numbers to 1,000
2. I recognise the value of each digit in a 3 digit number
3. I can add and subtract 1, 10 and 100 to a 3digit number, mentally
4. I can count multiples of 50 and 100
5. I can use columnar addition and subtraction
6. I can recite my 3, 4 and 8x tables
7. I can use these times tables to recall multiplication and division facts
8. I can multiply and divide a 2digit number by 2, 3, 4, 5, 8, 10
9. I can count up and down in tenths
10. I can compare fractions with the same denominator
11. I can compare unit fractions
12. I can add and subtract fractions with the same denominator
13. I can use m/cm/mm kg/g l/ml
14. I can measure the perimeter of simple 2D shapes
15. I can add and subtract money (to give change in practical contexts)
16. I can tell and write the time to the nearest minute
17. I can read Roman numerals I to XII and use 12 and 24hr analogue clock
18. I can use vocabulary such as: am, pm, noon, seconds
19. I know the number of seconds in a minute
20. I know the number of days in each month, a year and leap year
21. I can measure, calculate and compare the duration of events
22. I can draw 2D and make 3D shapes
23. I can identify and use acute, obtuse and right angles
24. I can identify horizontal, vertical, perpendicular and parallel lines
25. I can use scaled bar charts, tables and pictograms to answer 1 and 2 step problems

Exceeding Year 3 Maths Expectations

1. I know place value Th H T O
2. I can compare and order numbers past 1,000
3. I know my 6, 7, 9, 11, 12 x tables
4. I can calculate the perimeter of a rectangle
5. I know Roman numerals to 100
6. I can convert time between analogue and digital 12- and 24-hour clocks
7. I can classify triangles and quadrilaterals
8. I can identify, compare and order angles up to 180°
9. I can complete a symmetric figure using a mirror line