YEAR 3
PARENT IN INFORMATION
SESSION 2015
SESSION OUTLINE

1. Introduction of 2015 Team Members
2. Introduction of 2015 Specialist Team
3. Reading Overview
4. Writing Overview
5. Spelling Overview
6. Numeracy Overview
7. Shared Inquiry Overview
8. Homework
9. NAPLAN
10. Camps and Excursions
11. Intervention, Extension and Fluid Groupings
9. Well-being and Behaviour Management
10. Questions
YEAR 3 TEAM 2015

Robyn Law Room 19
Julie Kelly Room 20
Daniel Vuik Room 21
Stella Stamatakis Room 22
READING OVERVIEW

READING STRATEGIES

Predicting
Determining Importance
Creating Images
Connecting and Comparing
Inferring
Skimming and Scanning
Summarising and Paraphrasing
Self-questioning
READING OVERVIEW

Re-reading
Adjusting the reading rate
Sounding out
Chunking
Using analogy
Consulting a reference

Students will also participate in small reading groups, known as Guided Reading, with their classroom teacher.
Students are assigned to reading boxes, that are suited to their reading level.

Within each reading box, there are a variety of books that are easier, challenging and slightly harder.
Students have been shown how to select ‘Just Right’ books, using the ‘Five Finger Rule’ as a guide.

It is their responsibility to select suitable books every week.

0 fingers – too easy
1-3 fingers – just right
4-5 fingers - quite hard
5+ too hard for now
WRITING OVERVIEW

LEVEL THREE POWER STANDARDS

LITERACY

WRITING PROCESS - Plan, draft and publish imaginative, informative and persuasive texts demonstrating increasing control over text structures and language features.

HANDWRITING - Write using joined letters that are clearly formed and consistent in size.

EDITING & REVISING - Reread and edit texts for meaning, appropriate structure, grammatical choices and punctuation.
LEVEL THREE POWER STANDARDS

LANGUAGE

WRITING CRAFT - Understand that paragraphs are a key organisational feature of written texts.

SENTENCE STRUCTURE - A clause is a group of words that contain a verb and a subject.

GRAMMAR - Understand that verbs represent different processes (doing, thinking, saying, and relating) and that these processes are anchored in time through tense.

SPELLING - Understand how to use sound-letter relationships and knowledge of spelling rules, compound words, prefixes, suffixes and less common letter combinations, for example ‘tion’.

PUNCTUATION - Know that word contractions are a feature of informal language and that apostrophes of contractions are used to signal missing letters.
TEXT STRUCTURE - Create imaginative texts based on characters, settings and events, using a variety of language features to enhance their writing.
Daily Spelling Program

Each student will have a personalised spelling list, where the words are taken from the words they have spelt incorrectly on the Oxford Word List test.

Words are also taken from words students have spelt incorrectly in their writing.

The Daily Spelling Program involves:

Students identifying the 'Hot Spot' (tricky part) of their spelling words.

Students complete one spelling activity and a partner test every day.
Spelling

Students will also participate in at least one explicit spelling session each week.

The focus for each explicit spelling session will be taken from diagnostic spelling tests, and pre/post assessments.

These sessions will cover:

* Spelling Rules (For example, verbs ending in /y/, change the /y/ to an /i/ and add /es/).

* Compound Words (For example, playground, blackboard)

* Suffixes (/ -ed/, / -ing/, etc) and prefixes (/im-/, /un-/) 

* Less common letter patterns (For example, /tion/)
NUMERACY OVERVIEW

LEVEL THREE  POWER STANDARDS

PLACE VALUE
Justify and apply the use of place value to partition, rearrange and regroup numbers to at least 10,000 to assist calculations.

PATTERNS & ALGEBRA
Describe, continue, and create number patterns resulting from performing addition or subtraction.

ADDITION & SUBTRACTION
Model and represent a range of efficient mental and written strategies to solve addition and subtraction problems. Use fact families to recognise the connection between addition and subtraction.
MULTIPLICATION & DIVISION
Model and represent a range of efficient mental and written strategies to solve multiplication facts to two digit by one digit of 2, 3, 5 and 10 and related division facts.

FRACTIONS
Model and represent unit fractions including 1/2, 1/3, 1/4 and 1/5, and their multiples to a complete whole and make connections to real life situations.

MONEY & FINANCIAL MATHEMATICS
Represent money values in multiple ways and count the change required for simple transactions to the nearest 5c.
SHARED INQUIRY

OVERVIEW

Term ONE

Start Up Program
(Personal Learning, Interpersonal Development)

Cain’s Arcade - Cardboard Challenge
(WNPS Fete, Design, Creativity, Technology)

Heat Transfer (Physical Science)
SHARED INQUIRY
OVERVIEW

Term TWO

Celebrations, Commemorations and Symbols
(History; Civics & Citizenship)

Day and Night (Earth & Space Science)
SHARED INQUIRY
OVERVIEW

Term THREE

History of Williamstown (History)

Living and Non-Living Things (Biological Science)
SHARED INQUIRY
OVERVIEW
Term FOUR
States of Matter (Chemical Science)
Keeping Myself Healthy and Safe (Health Knowledge & Promotion)
HOMEWORK

Homework is compulsory for all Year 3 students, as outlined in the school’s Homework Policy. It is expected that students will spend 30 minutes per week completing set tasks, in addition to home reading.

- Students will be given one week to complete homework.
- Students will have the weekend in this time frame, to allow for any commitments students might have during the week.
- Parents are encouraged to check and sign their child’s homework to ensure it is completed neatly and to a high standard.

Homework is to be completed using a grey lead pencil.

Homework will be handed out on WEDNESDAY and it is due back on TUESDAY.
The National Assessment Program – Literacy and Numeracy (NAPLAN) is an annual assessment for students in Years 3, 5, 7 and 9.

NAPLAN tests the sorts of skills that are essential for every child to progress through school and life, such as reading, writing, spelling and numeracy.

NAPLAN is made up of tests in the four areas of:
- **Reading** (45 minutes)
- **Writing** (40 minutes)
- **Language Conventions** (spelling, grammar and punctuation) (40 minutes)
- **Numeracy** (45 minutes)

NAPLAN tests the skills in Literacy and Numeracy that are developed over time throughout the school curriculum.

**NAPLAN Test Period:** 12-14 May (Term 2)
CAMPS & EXCURSIONS

This year, the Year 3 camp is to **Anglesea**

**Camp dates:** 31\(^{st}\) August - 2\(^{nd}\) September (Term 3).

Students will participate in a variety of excursions and incursions related to their learning.

*Spare notes will be available for download from the school's website.* [http://www.willynthps.vic.edu.au/](http://www.willynthps.vic.edu.au/)
INTERVENTION, EXTENSION & FLUID GROUPS

- Teachers are taking a shared responsibility for the learning needs of all students in Year 3.

- Year 3 Extension and Intervention will be provided by Crissy Samaras.

- Provide further support to individual and small groups of students who require additional intervention or extension in their learning.

- Students are identified for Intervention and Extension through ongoing assessment being undertaken by teachers.

- Areas targeted for intervention and extension are driven by student learning data.
- Fluid groupings are formed through pre-testing and post-testing.

- Teachers meet regularly throughout the week to share data and assessment notes. Intervention, Extension and Fluid Groups are evaluated weekly, and change regularly.

- Parents won’t be notified if their child/ren are receiving intervention or extension. The responsibility will be on students to pass this information onto parents, as groups change regularly.
WELL BEING AND BEHAVIOUR MANAGEMENT

- Students have been active participants in co-developing classroom norms and expectations.

- Each classroom has discussed rewards for positive behaviours and consequences for students who do not follow classroom norms/expectations.

- Please encourage your child/ren to speak to their classroom teacher if they have any issues or concerns.
Giorgia Moss and Crissy Samaras are supporting the Year 3 team with any well-being or behavioural concerns.

If you have any issues or concerns about your child/ren, your first point of contact should be with the classroom teacher.
QUESTIONS