YEAR 3
PARENT
INFORMATION
SESSION
2016
WELCOME TO THE YEAR 3 INFORMATION SESSION

Tonight we are here to give you an insight into what is happening across year 3 in 2016.

PTS conferences will be held during week 6 on Monday the 2nd of March and Wednesday the 3rd of March. Each interview will be 10mins.

On conclusion of the information session there will be an opportunity for 5 minutes of questions.
SESSION OUTLINE

1. Introduction of 2016 Team Members (Jamie)
2. Introduction of 2016 Specialist Team
3. Literacy – Reading (Sue P)
4. Literacy – Writing
5. Numeracy (Wendy)
6. Shared Inquiry (Allie)
7. Intervention, Extension and Fluid Groupings (Lauren)
8. Homework (Lauren)
9. NAPLAN (Jamie)
10. Year 3 Camp (Jamie)
12. Other Information for Parents (Ashlie)
13. Questions
YEAR 3 TEAM 2016

- Jamie Peters
- Lauren McGill
- Virginia Irvine
- Allie Gripper
- Wendy Drayton
- Ashlie Gauld
SPECIALISTS

Helen Atkins
Japanese

Sarah Nobbs
Phys. Ed

Vicki Symons
Visual Arts

Dean Pearce
Performing Arts

Melissa Ziebowski
ICT

School Welfare Coordinators
Giorgia Moss & Crissy Samaras
This year students will learn:

• That different text types have identifiable structures and language features

• Strategies that will assist students to build literal and inferred meaning and develop a deeper understanding of what they are reading. These strategies include - Predicting, Visualising, Think Aloud, Summarising and Questions and Questioning

• To read with fluency and expression - note punctuation, to adjust pace and volume and to 'voice' different characters
• To Confidently use reading strategies such as monitoring, predicting, confirming, rereading, reading on and self-correcting.

• To discuss and compare opinions about characters, events and settings.

• Students will be immersed in different types of literature ranging from well known authors, aboriginal stories, folk tales and poems.

• Students will regularly participate in individual reading conferences, Guided Reading Groups and Reciprocal Teaching with their classroom teacher.
Classroom libraries are filled with reading materials designed to engage our students in fostering a love of reading for pleasure, enjoyment and learning.

Students work collaboratively to develop their classroom library.

Classroom libraries complement our Literacy Program and assists students to Develop criteria for establishing personal preferences for literature.
Students choose ‘Just Right’ Books from the Classroom Library, School Library or Local Library.

Students learn to choose these books based on interest, knowledge of an author or topic. Books are often recommended by other students.
HOME READING & THE READING LOG

The comprehension strategy being focussed on at school will be highlighted so you can follow up with this at home.

Students regularly meet with their teacher to engage in an individual conference.

Students individualised goals are recorded in their Reading Logs.

Please remember to record your child’s home reading.
LITERACY: WRITING

This year students will learn:

• To compose different text types including narratives, information reports, procedures, letters, persuasive texts, and poetry using distinguishable text structures and features

• To be able to identify and effectively use nouns, adjectives, verbs and adverbs

• Spelling - how to spell frequently used words accurately, investigate spelling rules, spelling patterns, word families compound words, prefixes, suffixes, and less common letter combinations, for example ‘tion’

• To expand their vocabulary using a variety of resources such as dictionaries or a thesaurus
• How to punctuate their writing and accurately use capital letters, full stops, commas, speech marks, exclamation marks, question marks and apostrophes for contractions.

• To use paragraphs as a key organisational feature of a text.

• Strategies for planning, composing, revising and editing their writing.

• How to reflect on their learning and set personal writing goals.

• Write legibly and with growing fluency using upper case and joined lower case letters.

• Students will be provided with many opportunities to write and create their own personal Writer's Notebooks.
LITERACY: SPEAKING AND LISTENING

• How to speak in a variety of situations and to different audiences

• The importance of eye contact and voice modulation

• To organise their ideas to make themselves understood

• Develop strategies to improve oral presentations

• To listen to information and follow instructions accordingly

• How to ask questions to clarify their understanding
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.
Numeracy

Measurement & Geometry

- Tell the time to a minute
- Describe and model the key features of 2D & 3D Shapes.
- Identify and compare angles
- Explore different units of length, mass, volume and capacity.
- Create and Interpret maps
- Investigate location, transformation and symmetry
Statistics & Probability

• Pose and respond to questions leading to data collections.
• Use a variety of graphs to organise and present data
• Use a variety of terms to describe everyday chance events
• Interpret data in context.
• Describe outcomes and familiar events using everyday language.
Numeracy

**Working Mathematically**

- Use mathematical language to describe and reflect on their learning.
- Investigate and explain solutions for open ended problems.
- Explain the relationship between numbers.
- Use calculators to check estimations and solutions to simple equations.
SHARED INQUIRY

Term One

Start Up Program
(Personal Learning, Interpersonal Development)

**Topic** - Team Work

**Topic** - Australian Symbols and Emblems/celebrations and commemorations
Term Two

Topic - Australian Symbols and Emblems/celebrations and commemorations
**Continued for the first few weeks

Topic - Day & Night
SHARED INQUIRY

Term Three

Topic - History of Williamstown

Topic - Living and Non-living

Term Four

Topic - Solids and Liquids

Topic - How Do I Look After Myself?
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.

Aim is to 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.
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.

- Homework will be given out on a Monday and it is expected to be returned on Friday of that week. Days may vary from grade to grade.

- Parents are encouraged to check and sign their child’s homework to ensure it is completed neatly and to a high standard.
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 (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: 10th - 12th May (Term 2)
YEAR 3 CAMP

Phillip Island Adventure Resort
August 29th – September 1st
BENEFITS OF SCHOOL CAMPS

- Making new friends, new experiences and lots of fun
- Development of social skills and independence
- Personal challenges
- Team building and leadership skills
- Learning to live and work together, as part of a camp community, by helping with duties. For instance, tidying up the cabins and helping around meal times including setting up, packing up, and washing up after a meal.
INFORMATION FOR PARENTS

• A 'Working With Children Check' is necessary when supporting out of school activities (please see the office for further details).

• Keep informed by reading the fortnightly e-news letter and newsletter.
PARENT HELPERS

Ethics of helping in the class:

• Work with all children in the class.
• All children are individuals, they have individual abilities which should not be compared.
• Information about all children is confidential.
• Refer to reading support information in The Independent Reading Log on how you support children.

• Be prepared to assist with all aspects of the classroom: listening to children read, photocopying, cutting etc.
INDEPENDENCE

This year students will follow protocols that create positive learning environments such as:

• Taking responsibility for their personal belongings

• Handing in notes

• Completing their homework independently

• Ensuring their home reading log has been signed

• Taking on leadership roles within the classroom
QUESTIONS...