



Welcome to Year 3

Year 3

Class teachers

3H

Miss Hall

3B

Miss Berry

Specialist Teachers

PE

Mrs Prior/sports coaches

Art/computing

Miss Dockerty

French

Mrs Henderson/Mrs Sunley

Music

Miss Marsden

Routines

- ▶ Lunch time is from 12:10pm to 1pm.
- ▶ Please ensure you inform the class teacher/ office if your child is being collected by someone else. We are unable to release your child to another adult without this communication.
- ▶ The children need a water bottle, lunch (unless having school dinner), reading book and spelling book every day.
- ▶ Prescribed medicines to be taken to the office.

- ▶ For HT1, PE will be on Monday. In weeks 2-7 children will also have swimming. 3H's swimming will be on Wednesday and Thursday. 3B's swimming will be on Wednesday and Friday. Children should wear their PE kit to school on these days.



**Excellence:
everyone, everywhere, every day**

Our school values: RESPECT

Our core values of RESPECT underpin everything we do.



Celebrating our values

- Each Monday, we celebrate children who have shown the RESPECT values from each class.
- Each week we have a different RESPECT focus
- If your child has won an award, you will be invited in (in person or via teams) to celebrate with them during this assembly

RESILIENCE
R

EMPATHY
E

SELF-AWARENESS
S

POSITIVITY
P

EXCELLENCE
E

COMMUNICATION
C

TEAMWORK
T

Ashdene

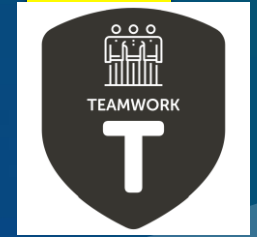
This certificate is awarded to

In recognition of

Signed

Date

Attendance



Children to enter through the doors on the KS2 playground between 8:45 and 8:55am.

If children are late, they should enter through the school office, with an adult to sign them in. If your child arrives after 9am they will receive a late mark. If your child arrives after 9:20, this will be recorded as an unauthorised absence.

Children will be dismissed at 3:30pm from the KS2 hall doors. 3B will be on your left and 3H on your right.

- Regular and punctual attendance in school is essential
- When a child misses school, this disrupts their learning
- If children are missing school due to unauthorised absences, the learning lost cannot be caught up

Attendance

All children should be aiming to achieve a minimum of 97% attendance, apart from those with chronic health issues.

Excellent attendance at school is important to allow children to fulfil their potential. Days off school soon add up and frequent late arrival impacts important learning at the start of the day. It can be hard for children to catch up on vital information missed, which can significantly impede their academic progress and overall well-being.

Every Minute Counts

Lateness = Lost Learning (Figures below are calculated over a school year)	
5 minutes late each day	3 days lost!
10 minutes late each day	6.5 days lost!
15 minutes late each day	10 days lost!
20 minutes late each day	13 days lost!
30 minutes late each day	19 days lost!

Days off school add up to lost learning

175 NON SCHOOL DAYS IN A YEAR
175 days to spend on family time, visits, holidays, shopping, household jobs and other appointments

190 DAYS FOR YOUR CHILD'S EDUCATION EACH YEAR	10 DAYS ABSENCE 180 DAYS OF EDUCATION	19 DAYS ABSENCE 171 DAYS OF EDUCATION	29 DAYS ABSENCE (A TERM MISSED) 161 DAYS OF EDUCATION	38 DAYS ABSENCE 152 DAYS OF EDUCATION	47 DAYS ABSENCE 143 DAYS OF EDUCATION
100%	95%	90%	85%	80%	75%
Good Best chance of success. Gets your child off to a flying start		Worrying Less chance of success Makes it harder to make progress		Serious Concern Not fair on your child	

Attendance percentage

2023-2024	92.7%
This time last year	92.3%

Absences

- 10 authorised absences
- 14 unauthorised absences
- 12 days missed
- 3 sessions late before register closed
- 5 periods of absence due to illness
- 9 broken weeks

Absence patterns

- Absence before or after school holiday

WRITING	Above 90% Att	Below 90% Att
% GDS	41%	14%
% EXS+	95%	71%

GPS	Above 90% Att	Below 90% Att
% HS	79%	50%
% AS	98%	66%
Av. Scaled Score	114	106

READING	Above 90% Att	Below 90% Att
% HS	63%	33%
% AS+	95%	83%
Av. Scaled Score	111	109

MATHS	Above 90% Att	Below 90% Att
% HS	54%	33%
% AS	100%	66%
Av. Scaled Score	111	107



Working together to improve school attendance

Statutory guidance for maintained
schools, academies, independent
schools and local authorities

PENALTY NOTICE FINES FOR SCHOOL ATTENDANCE ARE CHANGING !

With the introduction of the new National Framework for Penalty Notices, the following changes will come into force on 19 August 2024.

Penalty Notices will be issued for

Term time leave: Penalty Notice fines will be issued for term time leave of 5 or more consecutive days.

10 Sessions of Unauthorised absence in a rolling 10 week period: A Penalty Notices may be considered when there have been 10 sessions of unauthorised absences in a 10 week period.

However, we retain the discretion to issue a Penalty Notice before the threshold is met. For example, where parents are deliberately avoiding the national threshold by taking several term time holidays below the above thresholds.

Per Parent/Per Child

Penalty Notice fines will continue to be issued per parent per child. For example: 3 siblings absent for term time leave, would result in each parent receiving 3 separate fines.

First Offence

The first time a Penalty Notice is issued for term time leave or irregular school attendance the fine will be charged at:

£160 per parent, per child if paid within 28 days of the issue, reducing to £80 per parent, per child if paid within 21 days.

(Unpaid penalty notices may result in a parental prosecution)

Second Offence

Where it is deemed appropriate to issue a second penalty notice to the same parent for the same pupil within 3 years of the first penalty notice, for either term time leave or irregular attendance the second penalty notice will be charged at:

£160 if paid within 28 days. (Unpaid penalty notices may result in a parental prosecution)

Third Offence

On the third time that an offence is committed within 3 years of the first penalty notice for either a term time leave or irregular attendance a penalty notice will not be issued. The case may proceed to Parental Prosecution under the Single Justice Procedure. If found guilty of the offence of 'Failure to send a child to school' the Magistrates can impose a fine up to £1000 or legal proceedings under Section 444 (1a) can include a fine of up to £2500.

Uniform



- Our school uniform is now supplied by Express Uniform. The school uniform policy can be found on the school website along with a link to our online shop. This academic year, pupils can wear the royal blue or new navy blue jumpers/cardigans
- High expectations of presentation for all pupils
- Children should come to school in their PE kit on allocated PE days (and swimming HT1). This must be our new PE kit (navy)
- Please see the uniform policy for details on what is the Ashdene PE kit: **wearing own sports clothes is not acceptable.**

- If your child cannot meet uniform expectations (i.e. they have grown out of their school shoes) please inform your class teacher by email, including when this will be resolved
- If children are wearing incorrect uniform or P.E kit, parents will be contacted. Children can be sent home.
- If families are struggling with the purchase of uniform, please contact school.

Expectations, rewards and behaviour

- ▶ Expectations of pupils are the same in all classes – this is known to the children and there are reminders around classrooms
- ▶ Celebration assembly for exceptional work and/or attitudes



Expectations, rewards and behaviour

Walking in the corridors



**Silence unless
talking to an adult.**



Walk on the left.



Walk in single file.



Ready for learning



Arrive on time.



Wear the correct uniform.



Have the correct equipment.



Silence in the corridors.



Put your things away quickly.



Greet your teacher at the door.



Greet your classmates.






























Start your task.



Expectations, rewards and behaviour

- ▶ Merits awarded for demonstrations of the RESPECT values
- ▶ Merit shop at the end of each half term
- ▶ Consequences – known by the children
- ▶ Focus on reflection, restoration and resolution

 3267 Whole Class	 151 Alia	 46 Amber	 167 Amy	 145 Austin	 168 Ava G	 134 Ava H	 40 Beau	 152 Connie
 101 Elliott	 48 Emily	 139 Felix	 117 George	 95 Georgia	 80 Herbie	 150 Isabella	 126 Isla	 124 James
 143 Jasmine	 47 Jeremy	 125 Katie	 34 Leo A	 130 Leo G	 32 Lilia	 146 Max	 169 Maxim	 41 Oliver

Excellence at Ashdene



If you show the RESPECT characteristics, you will earn merits that you can spend at the merit shop each term.

W

If you are not ready, respectful or responsible, an adult will give you a warning.

C1

If you continue to not be ready, respectful and responsible, you will have a C1 consequence.

C1 = Missing 10 minutes of playtime.

C2

If you do not correct your behaviour or refuse to follow instructions, you will have a C2.

C2 = Missing 10 minutes of playtime and spending 10 minutes in another classroom.

C3

If you playfight, cause damage to property, cause unintentional harm due to poor choices, show disrespect to others or use threatening words or behaviour, you will have a C3.

C3 = Missing 30 minutes of lunchtime. Your parents will be contacted.

C4


If you cause intentional harm, deliberately damage property, swear, use racist or homophobic language, bully another person or force someone to do something they don't want to do, you will have a C4.

C4 = Missing lunchtime and working outside the headteacher office for the afternoon. Your parents will be contacted.







ZONES of regulation

- ▶ Zones of Regulation is an internationally renowned curriculum aimed to develop the children's self-regulation and emotional control
- ▶ From time to time, all of us (including adults!) find it hard to manage strong feelings such as worry, anger, restlessness and this stops us from getting on with our day effectively.
- ▶ Using the 4 zones, we will teach and support the children to develop self-regulation strategies to help them cope with these feelings so they can get back to feeling calm and ready to learn




Zones of Regulation

<h3>1. Blue Zone</h3>  <p>RUNNING SLOW</p> <p>bored sad grumpy sick tired</p>	<h3>2. Green Zone</h3>  <p>GOOD TO GO</p> <p>happy feeling ok calm ready to learn focused</p>
<h3>3. Yellow Zone</h3>  <p>CAUTION</p> <p>frustrated worried silly/wriggly unfocused loss of control</p>	<h3>3. Red Zone</h3>  <p>STOP</p> <p>mad/angry yelling refusing to work aggressive out of control</p>

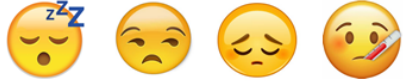



ZONES of regulation

Zones of regulation aims to:

- ▶ Increase their emotional vocabulary so they can explain how they are feeling
- ▶ Recognise when other people are in different zones, thus further developing empathy
- ▶ Understand their emotions, sensory experiences such as lack of sleep or hunger and their environment might influence which zone they are in
- ▶ Further develop problem-solving skills and resilience
- ▶ Identify a range of strategies that will support them to access both learning and wider school opportunities



Zones of Regulation

<h3>1. Blue Zone</h3>  <p>RUNNING SLOW</p> <p>sad sick bored grumpy tired</p>	<h3>2. Green Zone</h3>  <p>GOOD TO GO</p> <p>happy calm feeling ok focused ready to learn</p>
<h3>3. Yellow Zone</h3>  <p>CAUTION</p> <p>frustrated worried silly/wiggly unfocused loss of control</p>	<h3>3. Red Zone</h3>  <p>STOP</p> <p>mad/angry aggressive yelling refusing to work out of control</p>

Curriculum



Year 3 Curriculum HT1



PSHE Being me in my world	Commando Joe Mission focus: Cooperation, creativity and self confidence	Personal Development Wider Curriculum Clubs Available Yoga, choir, art, football, netball, drama, cooking, french, sewing, archery, chess, clay creators, computing, dodgeball	Trips and Visits Visit to Tatton Park - 27.9.24	No Outsiders Beegu To be welcoming
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English

Inspirational Text

Class Story

Genres for writing:
Narrative
Advert: Posters and tickets
Instructions
Recount (news report)
Non-chronological reports

Within writing, Year 3 will be focusing on:
- Ensuring narrative has a clear structure by introducing paragraphs around a theme
- Using effective word choices and there suitability to the genre
- Understanding the purpose of non-chronological reports
- Writing consistently in the past tense
- Correctly using all taught punctuation across genres
- Using conjunctions, adverbs and prepositions to express time and cause
- Proof reading and self editing

Poetry
The poem Year 3 are studying and learning to recite this half term is 'Three Limericks' by Michael Rosen

Maths

Week 1 - 3
To know and use number (Place Value):
- Recognising the place value of each digit in a three-digit number
- Estimating numbers
- Comparing and ordering numbers up to 1000
- Counting in multiples of 4, 8, 50, 100
- 100 more or less than any given number
- Reading and writing numbers up to 1000 in words and digits

Week 4-7
To add, subtract:
- Add and subtract, 3-digit numbers and hundreds
- Add and subtract, 3-digit numbers and tens
- Add and subtract, 3-digit numbers and ones
- Add and subtract 3-digit numbers using formal written methods
- Solve problems, including missing numbers and using number facts
- Estimating the answers and using the inverse method to check answers

Mental Maths
Times tables x2, x5, x10, x4

Science

The Year 3 science topic this half term is Animals including humans. Children will learn about the nutrients the body needs to survive, the skeleton along with the joints and muscles.

History

Year 3 will be looking at the changes in Britain from the Stone Age to the Iron Age. The children will be learning about the significance of each time period; the Stone Age, the Bronze Age and the Iron Age.

Computing
Year 3 will be learning about computer systems and networks in their computing lessons. Children will be using the laptops to develop their knowledge of the relationship between inputs, processes, and outputs.

Spellings

A new list will be handed out on a Monday. Spellings will be tested every week. We will expect the children to learn the spelling pattern and apply this in their writing.

Music

Miss Marsden will be teaching music to Y3 this half term. They will be learning to play the Dood.

PE

This half term Year 3 are looking at invasion games, with a particular focus on dodgeball. A swimming instructor will be teaching the Y3 children to swim.

D&T

Year 3 will be completing a textile project on Stone Age. This will link to our history topic.

French

Mrs Sunley will be teaching the Year 3 French lessons this half term. They will be learning greetings, numbers and colours.

RE

How important is it for Jewish people to do what God asks them to do?

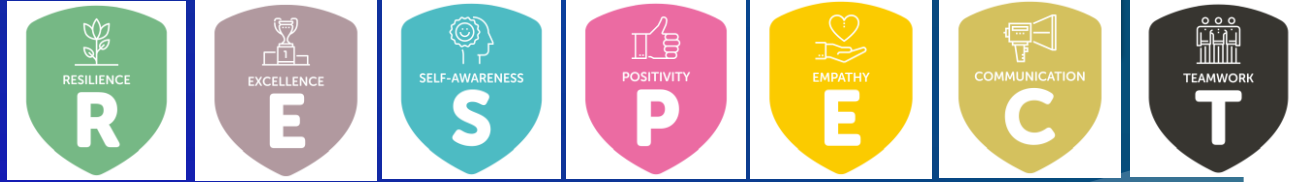
Shared with parents each half term to give you an overview of your child's learning

Knowledge Jigsaw

Year 3 History HT1

<p>What we already know</p> <ul style="list-style-type: none"> Events have happened in the past – these are known as history. Artefacts– the remains from a period of time. Archaeology- finding remains from a period of time. Evidence- the available body of facts. Primary source- an original historic object from a time period. Chronology- putting objects/events in the order they happened. 	<p>Archaeology- finding remains from a period of time. Artefacts- the remains from a period of time. Paleolithic era- a period of time when people were hunter/gatherers. Stone age- a prehistoric period when weapons and tools were made of stone or of organic materials such as bone, wood, or horn. Civilization-- a group of people with their own language and way of life. This era was 2.6 million years ago. 3300BC.</p> <p>Historians use artefacts to understand what life was like in the past.</p>	<p>Sikara Bree is in Scotland. It was built between 3000BCE and 2500BCE. They are prehistoric circular houses. Built from slabs of stone. Had one main, single room. They were Britain's first ever farmers- planting, growing and farming wheat and barley! Sikara Bree was found In 1850 after a storm blew away the earth on top of it. Neolithic era- the rise of farming and use of bronze tools.</p>
<p>Trip - Stone Age Workshop at Tatton Park The children will experience what life was like during the Stone Age through to the Iron Age. They will make wattle and daub houses which they began building in the Mesolithic Period. They will participate in campfire lighting using flint and steel from the Bronze Age. (Linked to friction and heat) They will hunt/gather berries and seeds and discuss which are safe to eat and not. They will observe and discuss artefacts from this period of time.</p>	<p>Bronze age- a prehistoric period that followed the Stone Age when weapons and tools were made of bronze rather than stone Settlement- places where people live. When people discovered new materials, they were able to develop their tools and develop civilizations.</p>	<p>Iron age- a prehistoric period that followed the Bronze Age, when weapons and tools came to be made of iron. When people discovered new materials, they were able to develop their tools and develop civilizations.</p>

Personal Development



Within the curriculum

Specific to Year 3

Year 3 Curriculum HT1

Personal Development

Wider Curriculum Clubs Available: Yoga, choir, art, football, netball, drama, cooking, French, sewing, archery, chess, city models, computing, badminton.

Trips and Visits: Visit to Tatton Park - 27.8.24

No Outsiders: To be welcoming

Maths

To know and use number (Place Value):

- Recognising the place value of each digit in a three-digit number
- Estimating numbers
- Comparing and ordering numbers up to 1000
- Counting in multiples of 4, 8, 50, 100
- 100 more or less than any given number
- Reading and writing numbers up to 1000 in words and digits

Week 4-7

To add, subtract:

- Add and subtract, 3-digit numbers and hundreds
- Add and subtract, 3-digit numbers and tens
- Add and subtract, 3-digit numbers and ones
- Add and subtract 3-digit numbers using formal written methods

Solve problems, including missing numbers and using number facts

- Estimating the answers and using the inverse method to check answers

Mental Maths Times Tables x2, x5, x10, x4

Science

The Year 3 science topic this half term is **Animals and their adaptations**. The children will learn about the adaptations that the body needs to survive, the skeletons along with the joints and muscles.

History

Year 3 will be looking at the changes in Britain from the Stone Age to the Iron Age. The children will be learning about the significance of each time period, the Stone Age, the Bronze Age and the Iron Age.

Computing

Year 3 will be learning about computer systems and networks in their computing lessons. Children will be using the laptops to develop their knowledge of the relationship between inputs, processes, and outputs.

PE

This half term Year 3 are looking at invasion games, with a particular focus on badminton. A swimming instructor will be teaching the Y3 children to swim.

Spellings

Spelling words will be tested every week. We will expect the children to learn the spelling patterns and apply this in their writing.

French

Ms Suter will be teaching the Year 3 French lessons this half term. They will be learning greetings, numbers and colours.

RE

How important is it for people to do what and why them to do?

English

Inspirational Text

Class Story

Genres for writing:

- Narrative
- Advert: Posters and tickets
- Instructions
- Recount (news report)
- Non-chronological reports

Written writing, Year 3 will be focusing on: Learning narratives has a clear structure by introducing paragraphs around a theme

- using effective word choice and their suitability to the genre
- understanding the purpose of non-chronological reports
- Writing consistently in the past tense
- Carefully using all taught punctuation across genres
- Using conjunctions, adverbs and prepositions to express time and cause
- Proof reading and self editing

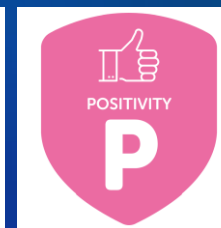
Poetry

The poem Year 3 are studying and learning to recite this half term is 'Three Limericks' by Michael Rosen

- Weekly 'Vote for schools' and 'Picture News' assemblies
- Pupil voice voting
- RESPECT sessions
- Music performance for families
- Weekly PSHE lessons
- Half-termly No Outsiders lessons

- Able to apply for a different pupil leadership roles
- Tatton Park visit (HT1)
- Christmas Pantomime (HT2)
- Forces and Magnets Workshop (HT3/4)
- Egyptian Museum (HT5)
- Road Safety (HT5)
- Whole School visit to Chester Zoo (HT6)
- Sporting events
- Parent music performances

Homework



Online homework tasks are set each Friday

Maths	English
MyMaths.com (weekly) TT Rockstars	SPaG.com (fortnightly) Practise spellings Read for at least 20 minutes each day

- Online homework (Maths and SPaG) will be checked by teachers weekly
- Teachers will regularly check in with reading progress and set targets for completion of reading books
- Spelling test each Friday
- We expect parents to support us and ensure homework is completed. If maths and SPaG homework is not completed, children will stay in during their break time to complete it. If children are not completing all their homework tasks, including spelling and reading, parents will be contacted.

Spelling



- ▶ We have updated our spelling curriculum this year and will be teaching spelling using resources from 'Spelling Shed'.
- ▶ Children can access the site to play games which will help them practise their taught spellings
- ▶ Login info will be sent home at the beginning of next week alongside some 'how to' guides
- ▶ Please bear with us as it is new! Any questions once we are started, feel free to contact us and we will do our best to resolve them

How to help at home



How to help at home documents are available on class page of school website.
Repeated practice of fundamentals (i.e. x tables) helps secure depth of understanding.

Year 3 Expectations

- Children should be able to quickly recall times table facts at speed in preparation for their MTC in Year 4.
- Read for 30 minutes each day (at least 20 at home)
- Spellings are practised regularly
- Homework is completed, with care and focus, on-time
- Children become more independent in taking responsibility for homework and personal organisation

How to help at home: Year 3

Maths

Children knowing their times table facts is very important as these are needed in order for children to be successful in many areas of the maths curriculum such as multiplication, division, fractions and area. Our aim in Year 3 is to ensure children prepare themselves for the multiplication Times Table Check (MTC), which they will sit in Year 4. We will be practicing quick recall of times tables as frequently as possible. Below are some ideas you could try at home to help your child.

<p>Tips</p> <p>Use the facts you know to work out the ones you don't. If you know the x2 table, you can double these facts so that you know the x4 table. If you know the x4 table, you can double this to know the x8 table and so on. For example, if you know 3 x 4 is 12, you know that 6 x 4 is 24.</p>	<p>Rock paper scissors</p> <p>The game rock paper scissors with a twist! After saying 'Rock, paper, scissors' each player shows between 2 and 10 fingers to their partner. You both then multiply the numbers to find the product. The first person to shout out the correct answer wins.</p>
<p>TT Rockstars</p> <p>https://play.ttrockstars.com</p> <p>The way children answer questions when playing this online game is very similar to the MTC. Regularly playing on this will be excellent preparation. The Sound Check on TT Rockstars replicates the test and we recommend that your child practices this regularly.</p>	<p>Towers</p> <p>Get some paper cups and write times table facts on the outside and the answers on the inside. Give children one minute to answer as many questions on the cups as they can. Each one they get right, they can use to build a tower. Challenge them to get a taller tower each time.</p>
<p>Other online games/websites</p> <p>https://www.topmarks.co.uk/maths-games/7-11-years/times-tables http://www.primaryhomeworkhelp.co.uk/maths/timestable/interactive.htm https://www.timestables.co.uk/</p>	<p>Practical maths</p> <p>When you're out shopping, if you're paying with cash, see if your child can work out how much change you will get. This could either be exact or an estimate based on rounding the cost of something to a whole pound.</p>
<p>Time</p> <p>Time is a tricky one for the children to get their heads around and unfortunately, we don't always have the time to teach the time! If you have an analogue clock at home, ask your child the time as often as possible and talk to them about how the hands on the clock identify the hour and the minute. This will help them get used to the clock and you will be able to address any misconceptions with them. Here are some websites with fun games the children can play to practise the time.</p> <p>https://www.topmarks.co.uk/Search.aspx?q=telling+time https://uk.splashlearn.com/time-games http://www.maths-games.org/time-games.html</p>	

Mental Fluency

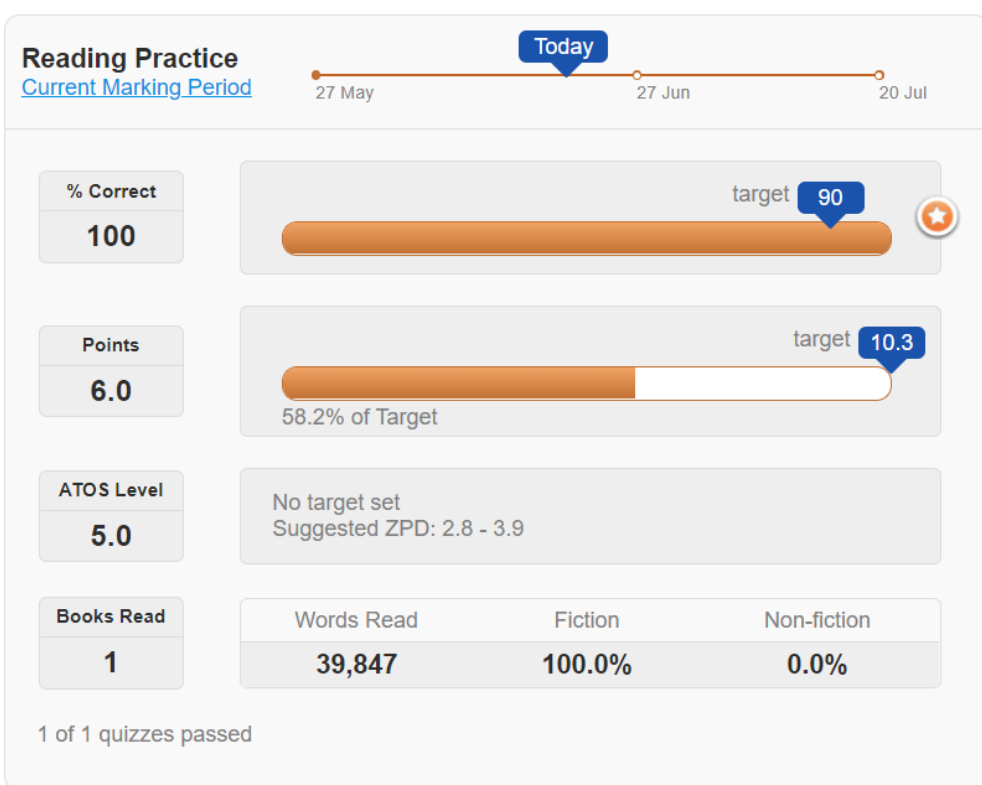
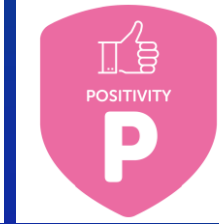
Throughout the year, your child will focus on different mental strategies in class. Although we no longer set this as formal homework, please continue to support your child by giving them different calculations and asking them which strategy they would use and why in order to solve it.

<p>MA6: Number Bonds</p> $43 + 9 + 7 + 21 = 80$	<p>MA2: Round & Adjust</p> $45 + 97 = 142$ $45 + 100 = 145$ $145 - 3 = 142$	<p>MS4: Counting On</p> $302 - 297 = 5$	<p>MM10: Jump!</p> $\begin{array}{r} \times 100 \quad 3400 \\ \times 10 \quad 340 \\ \hline 34 \end{array}$
<p>MA1: Partitioning</p> $57 + 25 = 82$	<p>MA3: Partitioning</p> $123 - 28 = 95$	<p>MA1: Manipulate Calculation</p> $45 + 97 = 142$	<p>MA2: Round & Adjust</p> $463 - 97 = 366$ $463 - 100 = 363$ $363 + 3 = 366$

Reading

- ▶ We want all children to be **fluent readers and develop a love for reading**.
- ▶ Fluency is reading with pace, expression, intonation and reading for meaning.
- ▶ Children have the opportunity to read **every day** in school.
- ▶ They should all have a reading book which they bring in each day and take home each evening.
- ▶ All children are expected to read for at least **20 minutes at home**, every day – shared and/or independently.
- ▶ All children in KS2 are able to borrow independent reading books from our extensive library. Please ensure books are returned promptly upon completion to keep the library well-stocked.

Reading



- ▶ Children are set a personal points target
- ▶ Calculated by an algorithm which calculates points based on reading ability, length of the half term and reading for 30mins each day
- ▶ **Every child should reach their personal target each half term**



Parent engagement

What	Why	When
Curriculum overviews and knowledge jigsaws shared half termly	You know what your children are learning	Half termly
Weekly school newsletter	Information about events, important information, personal development of our pupils and photos of what each year group have been up to	Weekly
Interim reports and books shared	Sent home prior to parents' evenings so you are informed about your child's academic progress An opportunity to talk through learning with your child and celebrate the pride they have in their work	Interim reports - Half termly Books – Autumn and Spring terms
Parents' evenings	An opportunity to discuss progress and personal development	Autumn and Spring terms
Parent lunches	An opportunity to join your child's year group for lunch and engage in discussion	
Parent Open Sessions	An opportunity to walk around school and see learning in action. Each session will have a different subject focus.	
Invitations to celebration assemblies	An opportunity to celebrate with your child when they receive an award	Individual invites will be sent to families of weekly winners

Year 3 Key Dates

Whole-school dates		Year group specific dates	
Swimming lessons	HT1 9th Sept – 20th Oct	Tatton Park Visit	27 th September
Parents' evenings	16 th and 17 th Oct 19 th and 20 th March	Forces and Magnets Workshop	HT3/4
Individual photos	11 th November	Egyptian Museum	HT5
KS2 Panto – Stockport Plaza	12 th December	Road Safety	HT5
Christmas performance	17 th December	Music performances	TBC
Sports Day	22 nd May (Res 9 th June)	Parent lunch	TBC
Chester Zoo	HT6		

Communication

You can communicate with your child's class teacher through the class email accounts. These are not checked whilst teaching. Please allow 48 hours for a response.

For any urgent messages, please call or email the office.

3H@ashdeneschool.net

3B@ashdeneschool.net

Our Amazing PTA



Our amazing PTA work tirelessly to both put on incredible events for our children and to raise money for the school. Without them, we wouldn't have the immersive room, the new lockers for Key Stage 2 or the ice cream van to celebrate the end of last year.

The PTA are always looking for help no matter how big or small. If you would like to offer your support let the PTA know as anything you can offer is greatly appreciated!

September - Movie Night
October - Sweetie comes
November - Disco
November - Xmas Fair
February - Movie night
March - Wonka bars in line with World Book Day
May - Summer Disco
June - Summer fair