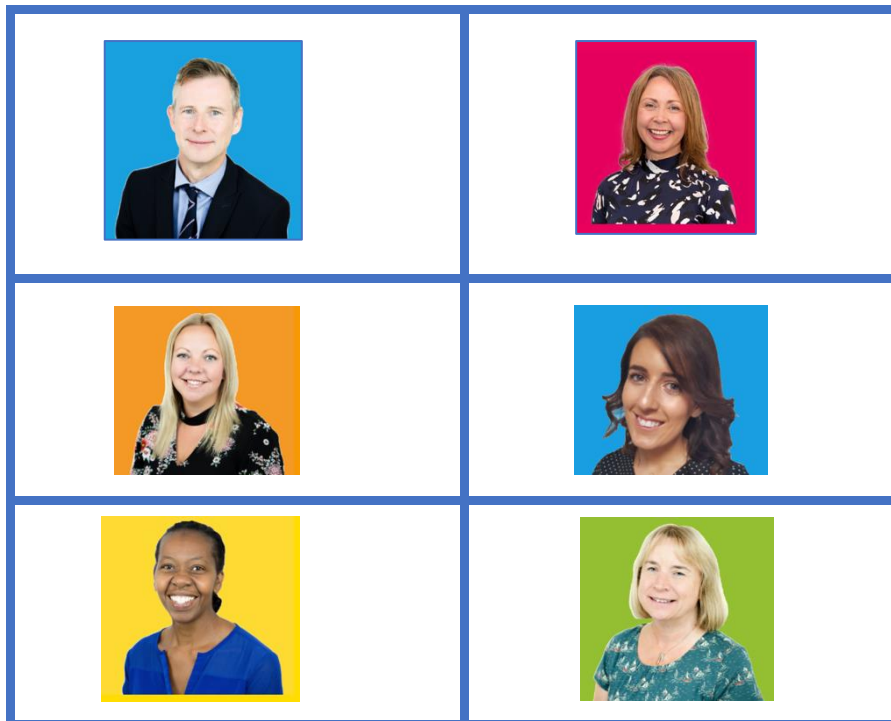


# Home Learning Support Counts

## Year 3



At **Literacy Counts**, we have put together materials to support parents and teachers to continue learning at home. We are committed to supporting and helping you in the event of longer-term closures. Look out for weekly emails and support documents with some exciting activities to support your children from Reception all the way through to Year 6.



## The **Literacy Counts** team

# **Content Counts**

## **Home Learning Timetable Counts**







**A) Sentence Activity Counts**

**B) Reading Activity Counts**

**C) Writing Activity Counts**

**D) Spelling Activity Counts**

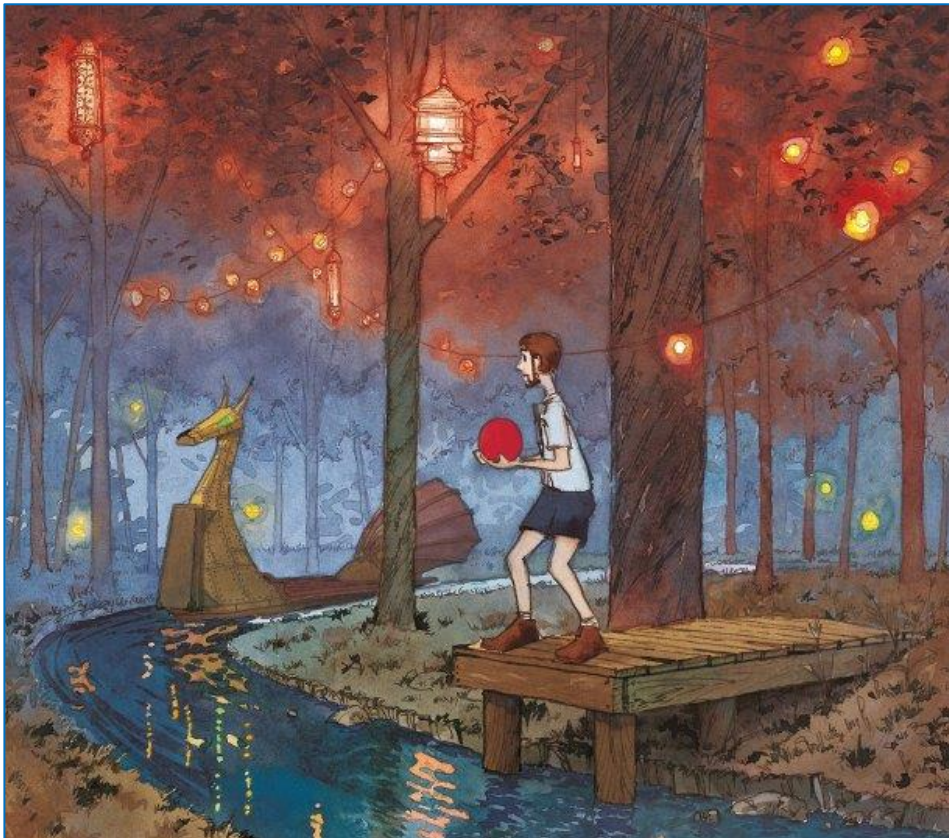
# Home Learning Timetable Counts

	Before 9am	9.00-10.00	10.00-11.00	11.00-12.00	Lunch	1.00-2.00	2.00-3.00	Bedtime
Monday	<p><b>Wake up!</b> Have a wash and get dressed, make your bed, brush your teeth and eat your breakfast.</p>	 <p><b>English time!</b> Read your reading book, use the Literacy Counts free resources to play phonics or spelling games <a href="http://www.literacycounts.co.uk">www.literacycounts.co.uk</a>, write or tell a story.</p>	 <p><b>Fresh air time!</b> Go for a walk, play in the garden, take the dog for a walk, ride your bike. Rainy day activities – yoga, orienteering around the house, treasure hunt.</p>	 <p><b>Number time!</b> Practise your number bonds, times tables, play number games. <a href="https://home.oxfordowl.co.uk/school-closure-resources/?region=uk">https://home.oxfordowl.co.uk/school-closure-resources/?region=uk</a></p>	<p><b>Lunchtime!</b> Tidy up after your lunch, clean all surfaces and wash your hands.</p>	 <p><b>Craft and creative time!</b> Build something with Lego, paint, draw, dance, bake, code, make a map, create a new game.</p>	 <p><b>Topic time!</b> Complete an activity based on your current topic, create a fact-file, research your local area.</p>	 <p><b>Story time!</b> Read your favourite bedtime story or try a new one. Keep checking our social media for our recommendations! <a href="https://facebook.com/literacycountsconsult">@literacycounts1</a> <a href="https://Instagram.com/literacycountsconsult">Instagram.com/literacycountsconsult</a></p>
Tuesday								
Wednesday								
Thursday								
Friday								

# A) Sentence Activity Counts

## Where Game

To make children's writing more exciting, it is important for children to use detail explaining where things are.



©Aaron Becker

Can you name what you can see starting with one of the words or phrases below?

<b>In the distance</b>	<b>Besides</b>	<b>Under</b>
<b>In the middle</b>	<b>On top of</b>	<b>Within</b>

e.g. *In the distance glowing red lanterns sway in the breeze.*

# Extend me game

Children in Year 3 need to demonstrate they can extend simple sentences using a range of words and phrases.

Can you think of sentences using the words and phrases below about the picture?



<b>but</b>	<b>because</b>	<b>so</b>
<b>whilst</b>	<b>when</b>	<b>and</b>
<b>if</b>	<b>or</b>	<b>that</b>

**Challenge:** Why not challenge a family member to use the word or phrase like you in a sentence? Best sentence wins and gets a point. Who can collect the best sentence?

# Sentence Starter Activity

To make children's writing more exciting, it is important for children to use different ways of starting their sentences. (These are called fronted adverbials.)



Write 10 sentences to caption this picture using a different way to start your sentence each time.

Time	Location	Feelings
Early in the morning, In the dead of night, Before dawn, After dark,	On the edge of the forest, In the long way grass, In the middle of nowhere,	Menacingly, Cautiously, Frantically, Silently, Nervously,

*e.g. On the edge of the forest, a great beast prowled searching for its next meal.*

# Personification

Personification – describing objects as if they are people.

Choose a picture from one of your books. Name as many nouns as you can. Now give each noun an adjective. Then use the personification grid below to describe the object as if it is human.

E.g.

Noun – the wind

Add an adjective – the roaring wind

Use personification – the roaring wind howled

In a sentence – The wind howled through the night.

## Personification Word Bank

smile	howl
flew	swallow
jump	flew
run	hiss
clap	lash out
dance	grumble
wake	glared
wink	argue
sing	race
chatter	scratch
dance	leap
tiptoe	lurk
knock	moan
walk	march
play	attack
wink	screech
grin	protest
breath	scream
rest	leap
relax	creep
bark	shout

Don't forget to share with Literacy Counts on  &  @LiteracyCounts1/. Prizes to be won!



# B) Reading Activity Counts

## Book Review

Reread one of your favourite books at home and then write a book review.

<b>Name of the book</b>	
<b>Author</b>	
<b>Characters</b>	<b>Setting</b>
<b>Plot</b>	
<b>Favourite part?</b>	
<b>Recommendation</b>	

# Picture Talk

Choose a picture from your favourite book. Look closely, what questions does it make you think? Who can think of the most questions?

	Is? Does?	Has? Was?	Can?	Will?	Might?
<b>What?</b>					
<b>Where?</b>					
<b>When?</b>					
<b>Which?</b>					
<b>Who?</b>					
<b>Why?</b>					
<b>How?</b>					
	©David Weisner				

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# Author Fact file

Do you have a favourite author? David Walliams, Roald Dahl, J.K. Rowling? How many of their books have you read? How much do you really know about them? Can you research your favourite author and create a fact file on them?

- How many books have they written?
- How old are they?
- Have they always been a writer?
- Have they got a family?
- Where are they from?

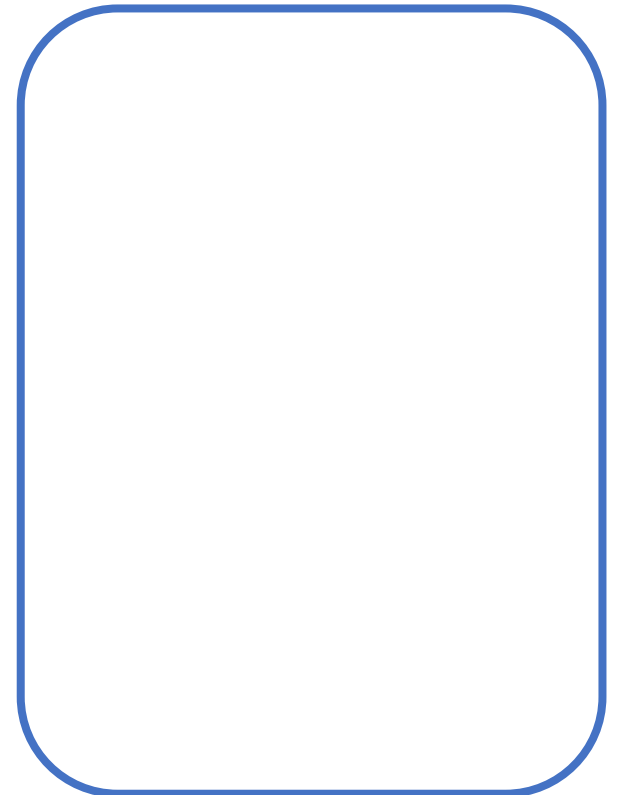
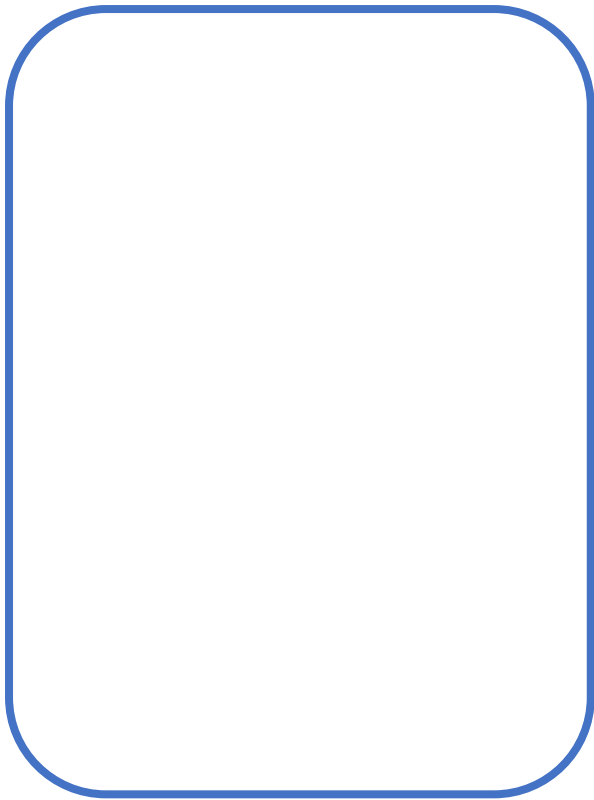
Why not present your information in a creative way?  
E.g A pop-up book, poster or a leaflet.

Don't forget to share with Literacy Counts on  &  @LiteracyCounts1/. Prizes to be won!

# Lifetime of a Character

Choose a character from a book you have recently read. Using the boxes below, draw what they look like as a baby, as they are in the book and as an older person.

What might job might they have in the future? What might have changed for them? What has happened to them to make those changes? Add as much detail as you can!



# C) Writing Activity Counts

## Dear Diary

Think of your favourite character from a story. Imagine you have been in their shoes for a day. Write a diary entry explaining the events of the day. Don't forget diaries are written using I and usually share thoughts and feelings.

e.g.

Dear Diary,

What a terrible today! Hansel woke me up so early this morning by throwing his disgusting smelly socks at me. By the time I threw them back, Father came in. He looked mad. He told us to get dressed quickly before our step mother awoke. When we were ready, we set off out into the dark forest with Father leading the way. Hansel ran on ahead looking for firewood but I stayed with Father. His face looked grey and his eyes looked sad...

Don't forget to share with Literacy Counts on  &  @LiteracyCounts1/. Prizes to be won!

# Writing Ideas

Think about a book you know well, picture book or otherwise. Amazing books give us amazing opportunities to do some fantastic writing. Consider using some of the ideas below. Don't forget to share!

Write a conversation between the two main characters.

Write from a character's point of view in the form of a diary entry.

Rewrite the opening few pages through the eyes of one of the characters (first person).

Write a newspaper article that reports on an event in the story.

Write and perform a radio broadcast for different events in the story.

Write the prequel to a story – what happened before?

A delicious recipe for a meal for a character in the story.

Write a sequel to the story you are reading.

Don't forget to share with Literacy Counts on  &  @LiteracyCounts1/. Prizes to be won!

# Instructions

Write your own set of instructions at home. Choose from one of the ideas below or think of your own.

- How to catch a dragon
- How to make a disgusting sandwich
- How to build a tree house
- How to find treasure

To write a good set of instructions children need to include the following:

**First**  
**Second**  
**Next**  
**Then**  
**After that**  
**Finally**

Remember to include an introduction and a helpful hint.

*e.g. Do you have an annoying brother who loves to steal food off your plate? If so, why not make a disgusting sandwich for them?*

*e.g. Beware: dragons breathe fire so be sure to wear fireproof clothing!*

Don't forget to share with Literacy Counts on  &  @LiteracyCounts1/. Prizes to be won!

# D) Spelling Activity Counts

The word list for Year 3/4 is statutory. The list is a mixture of words children use a lot in their writing and those which they often misspell. In this section, you will find the Year 3/4 spelling list and ideas for activities to help you learn these words.

Don't forget to share with Literacy Counts on  &  @LiteracyCounts1/. Prizes to be won!



# Year 3/4 Spelling List Counts

accident	century	experiment	interest	particular	remember
accidentally	certain	extreme	island	peculiar	sentence
actual	circle	famous	knowledge	perhaps	separate
actually	complete	favourite	learn	popular	special
address	consider	February	length	position	straight
answer	continue	forwards	library	possess	strength
appear	decide	fruit	material	possession	suppose
arrive	describe	grammar	medicine	possible	surprise
believe	different	group	mention	potatoes	therefore
bicycle	difficult	guard	minute	pressure	though
breath	disappear	guide	natural	probably	although
breathe	early	heard	naughty	promise	thought
build	earth	heart	notice	purpose	through
busy	eight	height	occasion	quarter	various
business	eighth	history	occasionally	question	weight
calendar	enough	imagine	often	recent	woman
caught	exercise	increase	opposite	regular	women
centre	experience	important	ordinary	reign	



# Look, Say, Cover, Write, Check Activity

	Look ✓	Say ✓	Cover ✓	Write	Check ✓	Corrections
accident						
accidentally						
actual						
actually						
address						
answer						
appear						
arrive						
believe						
bicycle						
breath						
breathe						

# Word search

Can you make your own word search using the common exception words you find tricky to spell? Write in 5- 10 words in the grid below, making sure you spell them correctly. Then fill in the remaining spaces with other letters. Don't forget to write a list at the bottom of words that you have used.

Why not challenge someone else to find them?


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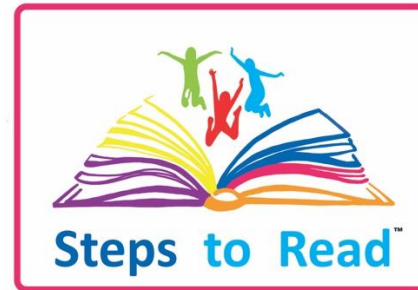
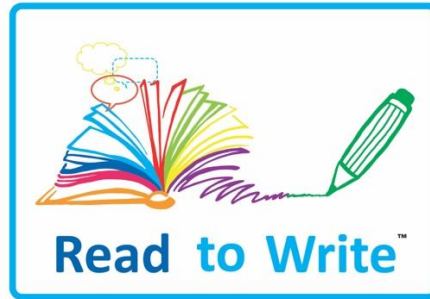
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Don't forget to share with Literacy Counts on  &  @LiteracyCounts1/. Prizes to be won!

# Look, Say, Cover, Write, Check Activity 2

	Look ✓	Say ✓	Cover ✓	Write	Check ✓	Corrections
build						
busy						
business						
calendar						
caught						
centre						
century						
certain						
circle						
complete						
consider						
continue						

Beautiful units of  
work for your  
classroom



**Read to Write** empowers teachers to provide high-quality teaching of writing through high-quality literature. These detailed units of work centre on engaging, vocabulary-rich texts, with a wealth of writing opportunities within and across the curriculum and they also signpost wider curriculum enrichments.







These units are being implemented with great success because they *also* provide:

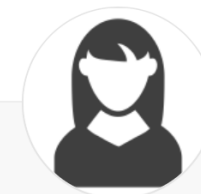
- Clear sequential Episodes of Learning
- Model Texts linked to writing outcomes within the unit
- Vocabulary learning and contextualised spelling, grammar and punctuation
- Wider reading for the wider curriculum
- Curriculum Enrichments
- A wealth of resources
- Explicit links to the national curriculum

**Read to Write** is evidence-based teaching of writing. These units have been carefully mapped out so the entire statutory curriculum for English is covered for each year group. They also enable schools to draw upon the wider curriculum, which supports schools to build rich curriculums.



## Year 3 Suggested Progressive Sequence

A	B	C	D	E	F
<b>The Iron Man</b>	<b>Fox</b>	<b>Jemmy Button</b>	<b>Return</b>	<b>Into the Forest</b>	<b>Seen and Not Heard</b>
					
Writing Outcome & Writing Purpose					
<b>Narrative:</b> Approach Threat Narrative <b>Purpose:</b> To narrate	<b>Narrative:</b> Fable Narrative <b>Purpose:</b> To narrate	<b>Narrative:</b> Return Narrative <b>Purpose:</b> To narrate	<b>Narrative:</b> Setting Narrative <b>Purpose:</b> To narrate	<b>Narrative:</b> Lost Narrative <b>Purpose:</b> To narrate	<b>Narrative:</b> Character Narrative <b>Purpose:</b> To narrate
<b>Explanation:</b> How to capture the Iron Man <b>Purpose:</b> To explain	<b>Information:</b> Fox Report <b>Purpose:</b> To inform	<b>Recount:</b> Letters <b>Purpose:</b> To recount	<b>Information:</b> Travel Report <b>Purpose:</b> To inform	<b>Recount:</b> Newspaper Report <b>Purpose:</b> To recount	<b>Instructions:</b> How to be a mischievous child <b>Purpose:</b> To instruct



**K. HANWOOD**

St Alban's RC School, Year 3 Teacher, 2020

'The impact on writing access abilities has been amazing! The ideas and model text gives children the tools to become a 'writer' – making thoughtful choices.'

Don't forget to share with Literacy Counts on  &  @LiteracyCounts1/. Prizes to be won!