

LCP Literacy Homework

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Activity contents

Literacy Framework unit		Theme	Activity title	Activity aim
Narrative, plays and scripts	Unit 1: Stories with familiar settings		When and where?	Describe a setting
			Familiar settings	Match settings to story extracts
			Present to past	Change verbs to past tense
			Adding <i>ed</i>	Practise past tense spelling patterns
	Unit 2: Myths and legends	The Vikings	The death of Baldur	Read and understand a myth
			Myth structure	Identify features common to myths
			Verb agreement	Practise subject–verb agreement
			Adding <i>ing</i>	Practise spelling patterns for <i>ing</i> verbs
	Unit 3: Adventure and mystery		A mystery	Discuss the dilemma in a comic strip
			Sympathetic or unsympathetic?	Recognise how a character can appear sympathetic or unsympathetic
			Descriptive adjectives	Recognise synonymy and choose appropriate adjectives
			Suffixes <i>er</i> and <i>est</i>	Revise regular comparatives and superlatives
	Unit 4: Authors and letters		Formal and informal letters	Read letters and compare audience, purpose and language
			Speech and writing	Use speech marks for direct speech
			Contractions	Use pronoun verb contractions and recognise their role in informal writing
			Suffixes <i>ness</i> , <i>ful</i> and <i>ly</i>	Understand how to use these suffixes
Unit 5: Dialogue and plays		Jack and Jill	Recognise structural elements in a script	
		The hold up	Complete the scene using script conventions	
		A storm on the moor	Correct the playscript	
		Plurals of <i>y</i> words	Revise how to pluralise nouns ending in <i>y</i>	
Non-fiction	Unit 1: Reports	The Vikings	Vikings	Add subheadings to a report
			Viking treasure	Underline key points of a news report
			Words the Vikings left us	Revise spellings of days and months
			Negative contractions	Practise spelling negative contractions
	Unit 2: Instructions	Pets	Guinea pigs	Find time words within instructions
			Instructions in order	Put a set of instructions in order
			Proper nouns	Capitalise proper nouns in a letter
			They, their, them	Learn the spellings and uses
	Unit 3: Information texts	Teeth	Writing a glossary	Compile a glossary
			Key points about teeth	Pick out the key point of each paragraph
Commas in lists			Use commas to punctuate lists	
There, were and where			Learn the spellings and uses	
Poetry	Unit 1: Poems to perform; Unit 3: Language play		A poem of my own	Learn and perform a poem
			Writing rhymes	Recognise and write rhymes
			Compound words	See words within words and how joining words can create new meanings
			Prefixes	Understand and use prefixes
Revision	History; shopping	Markets	Complete an encyclopaedia entry	
		Roman soldier	Use key words to label a diagram	
		Statements and questions	Understand, differentiate between and punctuate statements and questions	
		Nouns for groups	Write definitions for group nouns	

LCP Literacy Homework

Year 3

Why set literacy homework?

Homework has been an important issue and area of change in schools in recent years. The Chief Inspector of Schools noted that homework 'is important at all stages of a child's education'. The link between homework and educational achievement is tenuous, and research has not demonstrated improved educational achievement as a result of homework. However, there *is* very clear evidence of a correlation between high-achieving schools and schools spending time on home-learning activities. Successful use of homework is about more than giving children practice. It is about getting parents involved with the curriculum, setting high expectations and developing in children – and parents – a sense of achievement, responsibility, commitment and pride in their work.

This is particularly true in literacy. There is a great deal of evidence that parental participation in school literacy activities, such as reading with children and completing set tasks, improves children's overall attainment, even where parents or carers do not speak or read English. The major gain may be in improving the depth and quality of children's and parents' involvement in literacy. This is the focus for *LCP Literacy Homework* and why these homework sheets are designed to be completed *with* a parent or other adult.

Setting and marking homework effectively

Home activities should be regular and frequent. We recommend that children read on most days and do a literacy activity at least once a week. It helps parents and children if such an activity is given on the same day every week and followed up in school on the same day every week. You can give out paper copies of the homework activities provided on this CD-ROM and put them up on the school website.

Home activities should support and extend work done in school. They are not a replacement for school activities. We suggest that homework in Year 3 should be set with groups of children to follow up work done in school. It is a good idea to go through an activity sheet with the class or group when you send it home, as this allows children to get in mind what has to be done. You can also use this session to differentiate, perhaps by reading material with children before they take it home or asking some children to do a modified task.

It is important to children and to their parents and carers that you follow up activities done at home. However, it would not be a good use of teacher time to mark each child's homework individually, nor is it the best way to share children's ideas. This is especially true of comprehension activities, where most of the work is not visible. The best class follow-up is to remember and discuss thoughts and responses.

We recommend using an interactive whiteboard to review an activity sheet and discuss different responses with a group or class. By sharing their sheets on the board, children will be helped to remember what they did with their parents and will be able to talk about it.

The role of *LCP Literacy Homework*

Government advice suggests that homework is most effective when:

- it is carefully planned and structured;
- it is consistent across the school;
- there is a regular programme of activities;
- parents and children are clear about what they need to do;
- there are high expectations.

LCP Literacy Homework is designed to help teachers achieve these aims. The activities provided on this CD-ROM:

- are planned and structured to address the demands of the new Primary Framework;
- set high expectations;
- build from Year 1 through to Year 6, addressing the differing priorities of each key stage (in Year 3 this includes stories, letters, non-fiction, plays and poetry based on a range of Year 3 topics);
- are patterned and clearly structured for ease of use;
- give clear instructions and advice for parents and children (parental guidance sheets can be customised for your school);
- are easily set and marked using an interactive whiteboard;
- involve children in self-assessment, building a sense of achievement right from the start.

Using *LCP Literacy Homework*

The activity sheets on this CD-ROM are structured around the narrative, non-fiction and poetry blocks of the new literacy Framework. The content comes from common Year 3 fiction and non-fiction themes. The activities are designed to support work done across the curriculum as well as in literacy teaching.

The activities follow the main literacy priorities in Year 3 and are designed to be used flexibly. They are intended to be used *with* an adult; it would be pointless for the child to do them alone. Much of the learning is in the interaction.

Each activity sheet has a clear focus and advice to the adult as well as the child. There are four main types:

- Understanding and engaging with texts
- Shaping texts
- Sentence structure and punctuation
- Spelling

Each unit contains a mixture of the activity types.

Activities on **understanding and engaging with texts** focus on comprehension by asking children to read, with the help of an adult, and respond to the text. This may involve making notes, identifying text features, answering questions or offering an opinion or response.

The activities on **shaping texts** focus on understanding how texts work, at grammatical and structural and organisational levels, and on creating texts.

The **sentence structure and punctuation** activities address common grammatical or punctuation issues relevant to the text type.

Spelling activities address the spelling rules and patterns that children will be learning this year.

In addition, we have provided simple 'look, cover, write, check' sheets to use as a visual tool to reinforce the sight words.

Generic writing frames for reviewing a story or planning a talk, for example, have also been provided. You can adapt these to suit particular topics or children.

Each homework sheet has a section at the bottom for self-evaluation, asking children to express how much they enjoyed the activity and whether they found it difficult. This simple introduction to self-assessment encourages children to reflect on their work, making it more memorable and so easier to discuss later. It also prompts them to recognise the effort they have put in and reinforces their satisfaction in completing a task. You could encourage parents and carers to record this in a homework log.

Parental advice sheets

A key role of homework is to involve parents and carers in the curriculum and the learning of their children. For this reason, *LCP Literacy Homework* includes a number of parental advice sheets. These are designed to be distributed to parents early in each school year to remind them of the purposes and patterns of homework. We suggest distributing first the sheet entitled 'Reading with your child', and using the bookmarks to offer guidance appropriate to each book. The bookmarks can be copied onto coloured paper and cut up to put into the books of individual children. This is a quick and easy way to guide parents on books of different levels.

The parental advice sheets give brief but specific guidance about each type of activity as well as the most important activity of all – reading with the children at home. These sheets can be given out when the children take home the first activity of each type, or used at your discretion through the year, to support parents in working with their children.

Customising *LCP Homework* for your school

On the parental advice and activity sheets, the LCP logo can be replaced by your school name and/or logo if you wish.

In addition to adding the school name or logo, you may want to change or add to the information on the parental advice sheets. It is worth doing this to ensure that families get the most accurate and up-to-date information about your school policies and teaching techniques.

We also recommend that you upload these amended parental advice sheets, along with some home activity sheets, onto the school website where parents can access them.

Acknowledgements

Commissioning editor: Halina Boniszewska

Editors: Hannah Lees, Roanne Charles, Juliet Smith

Proofreader: Lynne Sykes

Design: Simon Walmesley, Antony Dickens, Dave Overton

Illustrations: Oxford Designers and Illustrators Ltd

Note for adults

Help your child to understand how authors can make readers feel good or bad about a character by using description carefully.

Sympathetic or unsympathetic?

- Look at the picture and read the two descriptions of the character.

Slim and fit, runs fast?

Shiny, floppy hair?

Playing with a friend?

Doesn't care about his clothes?



Skinny, doesn't have enough to eat?

Nasty to other children?

Greasy, uncut hair?

Scruffy - can't afford new clothes?

Tom is a fit, active boy who likes nothing better than playing outside. He prefers to play with other people rather than spending time alone. He is not interested in fashion and just likes to have comfortable clothes for his active lifestyle. Other children enjoy playing with him.

Tom is a bad-tempered, aggressive boy and just can't seem to get on with others. He's always fighting and chasing people away. He doesn't look after his appearance. He rarely washes and has dirty hair and clothes. Other children are usually afraid of him.

Name: _____

- Now look at this picture and write one sympathetic character description and one unsympathetic character description.

Well-built and powerful?
Fashionable clothes - cool?
Playing with a dog?
Helping someone?
Likes to be outside?
Not afraid to go out alone?



Greedy, fat?
Being nasty to someone's dog?
Only cares about his appearance?
Spends all his money on clothes?
Has no friends?

Sympathetic description

Unsympathetic description

Self-evaluation

How hard I worked:

