



Friday 6th December 2024

Y3 Autumn Term Parent Consultation Meeting

Dear Parents and Carers,

We are looking forward to seeing you on either **Tuesday 10th December** or **Thursday 12th December** for our **Autumn Term Parent Consultation Meetings**. I hope that you have signed up for a **face-to-face meeting in our school hall** via **School Cloud** and that you will be able to keep that appointment. This will ensure that all our teachers can share your child's progress this term and in partnership with you 'bring out the best' in your child through a discussion of targets that have been set for the end of the year.

Please find attached a copy of the **targets** for children broken into the three core subjects [reading, writing, maths] and into three **assessment** areas. Our main priority is for every child to make the maximum amount of progress from their individual starting points across the year and whilst they are at Hartford Infant and Preschool. For that to happen, children's learning is broken into smaller steps and therefore they may be currently assessed as **working below the expected standard for their age known as 'WTS'**, or children may **be working within the expected standard for their age group known as 'EXS'** or they may be **working beyond the expected standard at a Greater Depth, and this is known as 'GDS'**. Each child is unique hence the children may be working at different standards for each main area. Your child's class teacher will explain which standard your child is currently working within and how you can support at home. Teachers gather evidence of a child's ability to work independently in class to assess the standard they are working within and again this may be shared with you at the meeting.

As usual we will also share your child's **attendance percentages**. We understand that children are often poorly when they start school, but we do hope that children are not being withdrawn from school for holidays in term time.

The **consultation meetings** will take place **online** for each child. Please ensure you have booked a slot.

Following the meeting we would appreciate your feedback with [this online form](#). Thank you in advance for your engagement.

Should you wish to discuss anything further, please do not hesitate to find me on the playground in the morning.

Best wishes

Rae Lee
Headteacher

Key:

- **CEWs** – Common Exception Words - these **words are words in which the English spelling code works in an unusual or uncommon way**. They are not words for which phonics 'doesn't work', but they may be exceptions to spelling rules, or words which use a combination of letters to represent sound patterns in a rare or unique way e.g. 'said'
- **Cohesion** – ways in which words, sentences and paragraphs are linked together to connect parts of a text.
- **Fronted adverbials** – words or phrases at the beginning of the sentences that describe the action that follows.
- **Edited** – work is checked by the pupil and improved.

Hartford Junior School			
Year 3 Beech and Chestnut Class Spring Term Targets 2024			
	Reading	Writing	Maths
WTS	To begin to read Y2 CEWs with fluency. Some use and application of Y2 phonics. Beginning to read aloud using modelled patterns of fluency. Starting to read Y3 spellings. Begin to use inference to deduct information from a text with support.	Beginning to use conjunctions to join clauses e.g. but, because, and Beginning to use expanded noun phrases to add description and detail Some consistent use of full stops and capital letters Increasing use of capital letters for proper nouns Beginning to use exclamation marks Beginning to use of commas in lists Beginning to use of past and present tense Some use of ks1 CEWs Beginning to use correct a/an Some accurate Phonics from Y2	To begin to identify <i>triangles</i> and <i>quadrilaterals</i> . To begin to identify and describe a right-angle. To begin to identify that 10 tens are equal to 1 hundred and that 100 is 10 times the size of 10. To begin to recognise the place value of each digit in a 3-digit number. To begin to reason about the location of any 3-digit number on a number line. To divide 100 into 2, 4, 5 and 10 equal parts. To have some knowledge of addition and subtraction facts that bridge 10. To begin to apply place value knowledge to known additive and multiplicative facts. To begin to calculate complements to 100.
EXS	To read Y2 CEWs with fluency. To consistently use and apply Y2 phonics. Starting to read aloud with increased fluency. To be able to read <i>some</i> Y3 spellings. Begin to use inference to deduct information from a text.	To use some conjunctions to join clauses e.g. but, because, and To use some expanded noun phrases to add description and detail Mostly consistent use of full stops and capital letters To use some capital letters for proper nouns To use some exclamation marks Some use of commas in lists Some use of past and present tense Mostly consistent use of ks1 CEWs Some correct use a/an Mostly accurate Phonics from Y2	To identify <i>triangles</i> and <i>quadrilaterals</i> . To identify and describe right angles. To identify that 10 tens are equal to 1 hundred and that 100 is 10 times the size of 10. To recognise the place value of each digit in a 3 - digit number. To reason about the location of any 3-digit number on a number line. To divide 100 into 2, 4, 5 and 10 equal parts. To have good knowledge of addition and subtraction facts that bridge 10. To apply place value knowledge to known additive and multiplicative facts. To calculate complements to 100.
GDS	To read Y2 CEWs with fluency. To consistently use and apply Y2 phonics. Some reading aloud with increased fluency. To be able to read Y3 spellings. Some use of inference to deduct information from a text.	Mostly consistently use conjunctions to join clauses e.g. but, because, and Mostly consistently use expanded noun phrases to add description and detail Mostly consistent use of full stops and capital letters Mostly consistent use of capital letters for proper nouns Mostly consistently use exclamation marks Mostly consistent use of commas in lists Mostly consistent use of past and present tense Mostly consistent use of ks1 CEWs Mostly consistent correct use a/an Accurate Phonics from Y2	To apply mathematical language and knowledge to solve problems independently. To confidently identify and describe angles of turn range of shapes including <i>triangle</i> and a <i>quadrilateral</i> . To confidently identify that 10 tens are equal to 1 hundred and that 100 is 10 times the size of 10. To confidently recognise the place value of each digit in a 3-digit number. To confidently reason about the location of any 3-digit number on a number line. To divide 100 into 2, 4, 5 and 10 equal parts. To be fluent with addition and subtraction facts that bridge 10. To confidently apply place value knowledge to known additive and multiplicative facts. To confidently calculate complements to 100.