We are often asked by parents, “What does my child need to know by the end of the Year?”

Of course, everything taught is aligned to the Western Australian Curriculum, which is the Australian Curriculum put in a WA context. It is publicly available at:


This booklet provides a dual function of both complementing the curriculum and providing a less cumbersome alternative. We have also enclosed a year’s worth of activities that you can do with your child, to help us help them!

The pages within this package contain:

- The core basic skills and knowledge students are expected to achieve by the end of their current school year in English and Maths.
- Advice on how to run an effective home reading program.
- Some of the main words and spelling rules taught at this year level.
- A ‘times tables’ chart.
- A chart of the Victorian Modern Cursive font that is used for handwriting.
- Ideas and resources for when your child wants a bit of extra homework that can be done on the internet.

The list of Maths and English skills are the main core skills and do not represent everything that teachers cover in class over the year.
Core English Skills for Year 3

Speaking and Listening
- Listening and speaking behaviours—speak using variations in tone and intonation, address the needs of the audience, listen attentively, use eye contact, body language and facial expressions, ask open and closed questions,
- Prepare relevant details and use palm cards for speaking, e.g. oral presentations
- Express opinions on topics of interest and contribute actively to discussions
- Use connectors to link ideas, e.g. therefore, as well as, also

Phonological Awareness
- Play with complex, long words by removing or changing sounds, and manipulating syllables
- ‘Play’ with words, e.g. spoonerisms (sounds in words are reversed) such as pack of lies/lack of pies

Reading
- Recognise how characters, events and settings are represented in texts
- After reading a text, recall the ideas, events and actions in detail
- Know about the features of books and their functions, e.g. the contents page tells what is in the text
- Read longer, less-predictable texts, using strategies such as predicting, self-questioning, pausing, re-reading, breaking words into syllables, and reading around the word
- Know less frequently used representations of the 44 sounds in English
- Know the purpose of capital letters, full stops, question marks, commas and speech marks
- Use alphabetical order to find words in an index

Writing
- Write texts, such as book reviews, opinions, fairytales and fables, rhyming poems, jokes, explanations, procedures, reports and letters
- Plan writing by discussing ideas or using a planning framework with key words and pictures
- When writing, develop detail about experiences, events, information, ideas and characters
- Use paragraphs to logically group and sequence ideas
- Edit and revise own writing
- Write in Victorian Modern Cursive font with uniform size and spacing
- Use a computer keyboard to write texts, including using the space bar and shift key
- Acknowledge the source of ideas by including title and author of a book

Grammar and Punctuation
- Write simple, compound and complex sentences
- Punctuation—full stops, exclamation marks, question marks, commas in lists, apostrophes for contractions, and capital letters for days of the week, months of the year, special days and the first word in a title
- Adjectives, adverbs, proper nouns, past and present verb tense (e.g. threw/throw, slept/sleep)
- Use conjunctions (e.g. because) to form compound sentences that give reasons

Spelling and Sight Words
- Spell words using common and alternative representations for each of the 44 sounds in English
- Accurately spell high frequency words and words with common spelling patterns
- Spell words using sound patterns, visual patterns and dictionaries
- Suffixes—iy, er, s, ing, ed, es, est, en, less, ful, fully, ier
- Sounds—ace, air/are/ear, any, alk, ble, die, fle, gle, kle, ple, tle, zle, eer/ear, ey/ly, dge/ge, ice, igh, oar/oor/or/our, ould, qu, tch, ph
- Contractions—n’t, ’ll, ’s, ’m, ’ve, ’re
- Use ‘Look, Say, Cover, Write, Check’ to learn to spell words
- Use Have-A-Go pads and spell-check when writing
## Core Maths Skills for Year 3

### Number
- **Counting & Patterns**
  - count, read, write (in numerals and words) and say numbers to at least 10 000;
  - place numbers from zero up to four-digits on a number line;
  - count forwards and backwards in multiples of 2, 5 and 10 from any number
- **Place Value**
  - copy, continue, create and analyse repeating patterns
  - know place value of numbers to at least 10 000 (ones, tens, hundreds and thousands)
- **Fractions**
  - half, quarter, eighth, third and fifth, and their multiples up to a whole (e.g. $3/4$, $2/5$, $7/8$)
- **Addition & Subtraction**
  - add and subtract two-digit numbers
  - explain the connection between addition and subtraction
  - use knowledge of basic addition facts to twenty to mentally add and subtract small numbers to 100
  - At this level, students are still using materials, diagrams and informal paper and pencil methods.
- **Multiplication & Division**
  - know 2, 3, 5 and 10 times tables
  - solve simple division problems by sharing amounts into equal groups
  - when sometimes there are leftovers
  - represent multiplication as repeated addition, groups and arrays (rectangular grid patterns)
  - write simple number sentences for simple word problems
  - read amounts of money written with a decimal point
  - count change for simple transactions to the nearest five cents
  - subtraction and addition problems with 2-digit and 3-digit numbers

### Measurement
- **Time**
  - read time to the minute on analogue and digital clocks
  - know that there are 60 minutes in an hour and 60 seconds in a minute
- **Calendars**
  - find dates and specific information on a calendar
- **Length**
  - choose appropriate units (e.g. centimetres and metres) to estimate, measure and compare lengths
- **Mass**
  - choose appropriate units (e.g. grams and kilograms) to measure and compare mass
- **Volume & Capacity**
  - choose appropriate units (e.g. millilitres and litres) to estimate, measure and compare
- **Area & Perimeter**
  - choose appropriate units to estimate, measure and compare

### Space
- **Spatial Language**
  - use words like half, three-quarter, clockwise to describe turns
- **Maps**
  - identify key features on maps, grids and plans
  - sketch maps and give directions
- **2D Shapes**
  - describe families of 2D shapes
- **3D Shapes**
  - make models, draw pictures and describe features of 3D objects
- **Angles**
  - recognise angles in shapes, objects and turns, explore symmetry in the environment, and in shapes and patterns
- **Symmetry**
  - flips, slide, turn and rotate shapes to make patterns
- **Tessellations**
  - make tessellating patterns (with no gaps, e.g. tiles) using symmetry and/or transformation

### Chance and Data
- **Tallies**
  - use conventional grouping of five in tallies
- **Understanding Probability**
  - conduct chance experiments
- **Reading Graphs**
  - get information and compare data from graphs
- **Drawing Graphs**
  - use technology to present data in graphs and spreadsheets
  - use conventions, such as title, labelled axis, regular increments on axis
High Frequency Spelling Words

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<td>Near</td>
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<td>Began</td>
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<td>Tries</td>
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<tr>
<td>Brought</td>
<td>Know</td>
<td>Turned</td>
<td>Better</td>
<td>Sometimes</td>
<td>Also</td>
<td>Place</td>
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<tr>
<td>Change</td>
<td>Leave</td>
<td>Used</td>
<td>During</td>
<td>Still</td>
<td>Around</td>
<td>Right</td>
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<td>Coming</td>
<td>Might</td>
<td>Walk</td>
<td>Every</td>
<td>Suddenly</td>
<td>Below</td>
<td>Round</td>
</tr>
<tr>
<td>Didn’t</td>
<td>Opened</td>
<td>Walking</td>
<td>First</td>
<td>Today</td>
<td>Between</td>
<td>Such</td>
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<td>Does</td>
<td>Show</td>
<td>Watch</td>
<td>Half</td>
<td>Until</td>
<td>Both</td>
<td>Though</td>
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<td>Found</td>
<td>Started</td>
<td>Write</td>
<td>Morning</td>
<td>Upon</td>
<td>Different</td>
<td>Together</td>
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<tr>
<td>Goes</td>
<td>Stopped</td>
<td>Woke</td>
<td>Much</td>
<td>While</td>
<td>Following</td>
<td>Under</td>
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<tr>
<td>Gone</td>
<td>Think</td>
<td>Woken</td>
<td>Never</td>
<td>Year</td>
<td>High</td>
<td>Where</td>
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</table>

Additionally, your child should know:
- Days of the week.
- Months of the year.
- School name and address.
- Colour names.
- Their own address as well as your full name.

Some Spelling Rules

- Drop the final ‘e’ before adding ‘ing’ (i.e. ‘bake’ becomes ‘baking’). Also known as: *e goes away when “ing” comes to stay.*
- “q” is always followed by “u”.
- If a word ends with a short vowel followed by a consonant, double the last letter when adding “ed”, “ing” or “er” for e.g. Bat → Batted, Batting, Batter.
- When adding a suffix to words with one “l”, you double that “l” (such as travel → travelled, travelling).
- When you add the suffix “ly”, write the whole base word (late + “ly” = lately).
- Silent letters such as “k” in knife, “g” in night and “b” in bomb.

Homophones

<table>
<thead>
<tr>
<th>board/bored</th>
<th>there/their</th>
<th>bare/bear</th>
<th>tale/tail</th>
<th>for/four/fore</th>
<th>so/sew</th>
</tr>
</thead>
<tbody>
<tr>
<td>hair/hare</td>
<td>would/wood</td>
<td>cheap/cheep</td>
<td>stair/stare</td>
<td>fair/fare</td>
<td>waist/waste</td>
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<tr>
<td>grown/groan</td>
<td>which/witch</td>
<td>threw/through</td>
<td>weak/week</td>
<td>knight/night</td>
<td>creek/creak</td>
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<tr>
<td>read/red</td>
<td>poor/pour</td>
<td>thrown/throne</td>
<td>break/brake</td>
<td>heard/herd</td>
<td>steak/stake</td>
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<tr>
<td>knot/not</td>
<td>hour/our</td>
<td>knows/nose</td>
<td>saw/soar/sore</td>
<td>flower/flour</td>
<td>steel/steal</td>
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<tr>
<td>made/maid</td>
<td>pair/pear</td>
<td>knew/new</td>
<td>blew/blue</td>
<td>road/rode/rowed</td>
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How to Run a Good Home Reading Program

Reading at home is an important part of developing your child’s reading skills. It provides students with additional practice in comprehending texts they can read and want to read. There are many ways that you can help your child build their confidence and develop stronger reading skills every day.

Outlined below is an example of a quick and easy Home reading Program that you can engage in with your child. It should not take any longer than 10 minutes per night.

Each week your child selects a text of interest and one that they can read independently. This text will the same for the entire week. Research has proven that it is better to develop and consolidate skills focusing on one text a week rather than reading a different text every night of the week.

Night One:
• Predict what the text is about (refer to the before Reading Strategies below).
• Read the text aloud to your child. Allow your child to sit back and enjoy the text or join in when they want to.

Night Two:
• Take turns reading pages/parts of the text.
• Stop and discuss the events or facts in the text (refer to During Reading Strategies).

Night Three:
• Child reads the book independently with you encouraging.
• Think of two questions to ask each other.

Night Four:
• Child reads the book independently with you encouraging.
• Complete some activities from After Reading Strategies.

Tips:
Encourage your child, tell them that they are doing a great job!
Give your child time to work out difficult words.
If they make a mistake say “Are you sure about that?” and ask them to re-read the word.
Help your child sound out the word, don’t just tell them what it says.

<table>
<thead>
<tr>
<th>Before Reading</th>
<th>During Reading</th>
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<tr>
<td>Read the title and the author together and discuss.</td>
<td>Share any connections that you have with the events and topic of the text.</td>
<td>Discuss any words that they didn’t understand.</td>
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<td>Have them predict the plot and give reasons for their prediction.</td>
<td>Talk about what is happening in the pictures.</td>
<td>Discuss their favourite part and the reasons why.</td>
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<td>Read the blurb and make changes to the prediction if needed.</td>
<td>Point out key words in the text.</td>
<td>Discuss the purpose and the messages in the text.</td>
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<td>Predict five words that they think are going to be in the text.</td>
<td>Ask some “why” questions; why do you think...</td>
<td>Ask your child to retell the text to another family member.</td>
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<td>Read the author and discuss if they have read any others by the same author.</td>
<td>Predict what they think is going to happen next and give some reasons why.</td>
<td>Give the text a star rating and talk about why they gave it this rating.</td>
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<td>Ask why they chose this particular text.</td>
<td>Ask if the picture in their head is the same as on the page.</td>
<td>Draw a picture of the image they saw when reading the text.</td>
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<td>Ask them to guess some of the characters that may be in the story.</td>
<td>Discuss difficult or interesting words.</td>
<td>Conduct a word hunt. Find all the letters with... “double letters!”</td>
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<td>Ask them what the purpose of the text is.</td>
<td>Ask to retell the main event on the page.</td>
<td>Write a new ending for the text.</td>
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If your child still has trouble with the word, sound it out with them and then say the word. Praise your child if they make a mistake but then they correct it on their own.

Your child’s teacher is able to supply some books from school, however there are many great texts at home that can be used. Newspapers, magazines, comics, instruction booklets, TV guides, recipes, novels, picture books and poems are all great texts to use. By all means provide a variety!

There are generally three types of questions that can be used to test comprehension. They can be used before, during or after reading.

**Literal Questions** – Right There – The Author Wrote It
These answers can be found in the text. They are directly stated.
Examples: “What is the dog’s name?” “What happened to Tom?”

**Inferential Questions** – Read and Think – The Author Meant It
The answers are not directly stated but implied.
Example: “Why did the character run down the road?”

**Personal Questions** – Your Opinion – The Author Would Agree With You
These answers are not found in the text, they are found in your head. Often are thoughts and feelings.
Examples: “What would you do?” “How are you similar to the main character?”

Useful links: www.det.wa.edu.au/schoolsandyou/detcms/portal/
www.schoolexpress.com/funtime

**Victorian Modern Cursive**

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Extra Ideas and Resources

Visit the Department of Education website where you can find various guides to helping your child to learn. These contain practical ideas you can do as part of your everyday home routine.

www.det.wa.edu.au/schoolsandyou

The websites listed below have been used and recommended by various teachers and are only the ‘tip of the iceberg’. Using a search engine like Google will assist in finding specific games or worksheets. All websites, no matter how child friendly they appear, have the potential for students to click on banners, advertisements and so on. As such, children should always be supervised when on the Internet. Every effort has been made to ensure these websites are suitable and working. If you encounter any problems or inappropriate sites, please let me know ASAP.

http://www.dampier.wa.edu.au/ict_links.htm  http://primaryinteractive.co.uk

MATHS

http://www.woodlands-junior.kent.sch.uk/Games/educational/maths.html

LITERACY
http://www.woodlands-junior.kent.sch.uk/Games/educational/literacy.html

SCIENCE


ARTS
http://ngfl.northumberland.gov.uk/music/orchestra/default.htm
http://www.sfskids.org/templates/splash.asp