



**Park View Academy, Park View,  
Huyton, Liverpool, L36 2LL**

**Transition Booklet**  
**Information for Parents/Carers**

**Welcome to Year 3**

*Meet the Staff...*



Miss Bradley  
Teacher



Mr Austin  
Teacher



Mrs Owens  
Teaching Assistant



Ms Finnegan  
Teaching Assistant

## Transition Planning

At Park View Academy, we pride ourselves on delivering a fun and balanced curriculum for all our pupils that develops their skills and confidence in preparation for the transition in to each year group.

A smooth transition between the year groups is extremely important to us and we will do everything we can to ensure that your child feels happy and settled, ready to start the new term with their friends in their new class.

Week commencing 5<sup>th</sup> July 2021, is what we refer to as 'Transition Week'. This is where the children will spend the day in their new classes with their new teacher and teaching assistant. Staff will also meet to discuss individual needs of students and their attainment data, prior to this date.

**Wednesday 7<sup>th</sup> July 2021** is Transition Day and a timetable of activities will take place in school as follows:

Activities	Details
<b>Orientation</b>	Welcome/introduction to the staff, classroom layout, equipment, playground etc. Class timetable.
<b>Class Charter &amp; School Behaviour System</b>	PSHE and behaviour theme. Park view promises shared and discussed. Children sign and date.
<b>A Letter To My Teacher</b>	Children write a letter to their teacher introducing themselves and their interests, strengths and what they'd like to improve.
<b>Aspirations</b>	The children set themselves challenges and targets for the year ahead.
<b>PSHE Activity</b>	Children discuss any worries and concerns about the year ahead. Help each other resolve them. Decide how they will deal with them in the coming year.



## Allocation of Teaching Time

### The Teaching Week

Subject	Allocated Time per Week	No. of sessions
English	8 hours 15 minutes	15
Maths	4 hours 30 minutes	6
Science	1 hours 30 minutes	2
PE	2 hours	2
PSHE / SMSC	45minutes	1
Computing	45 minutes	1
D&T	45 minutes	1
History	45 minutes	1
Geography	45 minutes	1
Art	45 minutes	1
Music	45 minutes	1
Spanish	45 minutes	1
RE	45 minutes	1
<b>Total</b>	<b>25 hours</b>	<b>30</b>

English covers Writing, Whole-Class Reading, Grammar and Spelling lessons.

Basic Skills covers all aspects of the curriculum and is the first 15 minutes of the day.

Basic Skills incorporates Maths and English and is the first 10 minutes of the day.

Collective Worship takes place daily.

## The School Week – An Example

Yr3 Timetable –2020-2021

START: Teachers to be in classrooms for 8:30am	YR GROUP	Basic Skills 8:40-9:00	Period 1		Break 10:35-10:50	Period 3 10:50-11:35	Period 4 11:35-12:10	Lunch Infants 12:20-1:20	For the Love of Reading	Period 5 1:30-2:15	Period 6 2:15-2:50 / 3:00		2:50-3:00
			Core English								2:15	2:40	
			9:00 - 9:45	9:45-10:35									
Monday	1	Times tables	Reading	English		Maths	Computing		LOR	PSHE	Arithmetic	Assembly	Homework
Tuesday	1	Maths	Reading	English		Maths	RE		LOR	Art	Art		
Wednesday	1	Spelling	Reading	English		Maths	Science		LOR	Science	PE		
Thursday	1	Handwriting	Reading	English		Maths	MFL		LOR	Geography	Geography		
Friday	1	Maths	Reading	English		Maths	Music		LOR	PE	Wellbeing Session	Assembly	

LOR = Love of Reading Time





## Art

I can create a background using a wash.  
I can use a range of brushes to create different effects in painting.  
I can use digital images and combine with other media in my art.  
I can use IT to create art, which includes my own work and that of others.

## Music

I can play clear notes on instruments.  
I can create repeated patterns with different instruments.  
I can create accompaniments for tunes.  
I can improve my work; explaining how it has been improved.

## PSHE

I understand that families are important for growing up as they can give love, security and stability.  
I know that other families either in school or the wider world look different from my family.  
I know that caring, stable relationships, which maybe of different types, are the heart of happy families.  
I know how important friends are in making us feel happy and secure.  
I know how people choose and make friends.  
I can listen and respond carefully to a wide range of people.  
I understand how to feel confident to raise my own concerns and to recognise and care about others feelings.  
I understand strategies for keeping safe online.  
I know how to keep my personal information safe from others including passwords and addresses.  
I understand there are people who are responsible for keeping me safe and healthy.  
I understand about taking care of my body.  
I understand I have the right to protect my body from inappropriate and unwanted contact.  
I know it is not always right to keep secrets if they relate to being safe.  
I can understand what positively and negatively affects my physical health.  
I can understand what positively and negatively affects my mental health.  
I can understand what positively and negatively affects my emotional health.  
I can communicate about how those responsible for me can keep me healthy and safe.  
I can recognise when I need help and develop the skills to ask for help.  
I can recognise the how to use a mobile phone responsibly (time limits, safe use habits, turning off at night).  
I understand the importance of protecting personal information (passwords) and addresses, etc.)  
I understand the consequences of distributing images of myself and others.  
I understand the characteristics and mental and physical benefits of an active lifestyle.  
I can recognise the opportunities and develop the skills to make my own choices about food.  
I can identify commonly available drugs and substances.  
I know about dental health and the benefits of good oral hygiene and dental flossing.  
I understand school rules about health.

## Stone Age to Iron Age

### History

I can describe events and periods using the words: BC, AD and decade  
I can describe events from the past using dates when things happened  
I can set out on a timeline, within a given period, detailing special events that may have took place  
I can appreciate that the early Brits would not have communicated as we do or have eaten as we do  
I can use various sources to piece together information about a period in history  
I can, through research, identify similarities and differences between given periods in history  
I can use specific search engines on the Internet to help find information more rapidly

## Geography

I can accurately plot NSEW on a map.  
I can use the correct geographical words to describe a place including hills, mountains, coast and rivers and the events that have happened there.  
I can use 4 figure grid references on a map.  
I can identify similarities and differences between a UK region and another European country.  
I can recognise the 8 points of the compass (N, NW, W, S, SW, SE, E, and NE).  
I can see some basic Ordnance Survey map symbols and keys.

## Design Technology

I can follow a step-by-step plan, choosing the right equipment and materials.  
I can describe how food ingredients come together.  
I can select the most appropriate tools and techniques for a given task.  
I can use ideas from other people when I am designing.  
I can produce a plan and explain it.  
I can explain how I have improved my original design.

# Year 3 Autumn

## Early Reading and Phonics

At Park View we use a phonics programme called ***Read Write Inc*** to help get children quickly learn the fundamentals of reading with their phonics. Phonics teaches children to read accurately and fluently with good comprehension. They learn to form each letter, spell correctly and compose their ideas step-by-step. This approach has been shown to provide a quick and efficient way for most children to learn to read words effortlessly, so they can put all their energy into comprehending what they read. The children are assessed regularly and grouped according to their ability.

During Year 3, we will still have a few of our children taking part in phonics sessions to address any gaps and to ensure they have completed the phonics programme.

f	l	m	n	r	s	v	z	sh	th	ng		
ff	ll	mm	nn	rr	ss	ve	zz			nk		
ph	le		kn	wr	sc		se					
					ce		s					
b	c	d	g	h	j	p	qu	t	w	x	y	c
bb	ck	dd	gg		ge	pp		tt	wh			tch
a	e	i	o	u	ay	ee	igh	ow				
	ea				a-e	ea	i-e	o-e				
					a	e	i	oa				
					ai	y	y	o				
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oo	oo	ar	or	air	ir	ou	oy	ire	ear	ure		
u-e			oor	are	ur	ow	oi					
ue			ore		er							
ew			aw									
			au									

Speed Sounds

# Developing Reading

## Key Stage 2

### Every Day (25-30mins)

At Park View Academy, we have adopted a very structured approach to reading in classes from Year 1 to Year 6. Guided reading is a strategy we use to develop reading skills and extend understanding of the text the children have read.

We have implemented a whole class reading approach focusing on Reading VIPERS.

What are Reading VIPERS?

VIPERS is an acronym to aid the recall of the 6 reading domains as part of the UK's reading curriculum. They are the key areas which we feel children need to know and understand in order to improve their comprehension of texts.

**Vocabulary, Inference, Prediction, Explanation, Retrieval, Sequence or Summarise**

The 6 domains focus on the comprehension aspect of reading and not the mechanics: decoding, fluency, prosody etc. As such, VIPERS is not a reading scheme but rather a method of ensuring that teachers ask, and students are familiar with, a range of questions. They allow the teacher to track the type of questions asked and the children's responses to these which allows for targeted questioning afterwards.

Below are examples of the question stems that children will answer regularly to improve their understanding in reading sessions.

<b>Vocabulary</b> Find and explain the meaning of words in context. 	<b>Infer</b> Make and justify inferences using evidence from the text. 	<b>Predict</b> Predict what will happen based from the details given or implied. 	<b>Explain</b> Explain how context is related and contributed to the meaning as a whole. Explain how meaning is enhanced through choice of language. Explain the themes and patterns that develop across the text. Explain how information contributes to the overall experience. 	<b>Retrieve</b> Retrieve and record information and identify key details from fiction and non-fiction. 	<b>Summarise</b> Summarise the main ideas from more than one paragraph. 
<b>Example questions</b> <ul style="list-style-type: none"> <li>• What do the words .... and .... suggest about the character, setting and mood?</li> <li>• Which word tells you that...?</li> <li>• Which keyword tells you about the character/setting/mood?</li> <li>• Find one word in the text which means....</li> <li>• Find and highlight the word that is closest in meaning to....</li> <li>• Find a word or phrase which shows/suggests that....</li> </ul>	<b>Example questions</b> <ul style="list-style-type: none"> <li>• Find and copy a group of words which show that...</li> <li>• How do these words make the reader feel? How does this paragraph suggest this?</li> <li>• How do the descriptions of .... show that they are .....</li> <li>• How can you tell that.....</li> <li>• What impression of .... do you get from these paragraphs?</li> <li>• What voice might these characters use?</li> <li>• What was .... thinking when.....</li> <li>• Who is telling the story?</li> </ul>	<b>Example questions</b> <ul style="list-style-type: none"> <li>• From the cover what do you think this text is going to be about?</li> <li>• What is happening now? What happened before this? What will happen after?</li> <li>• What does this paragraph suggest will happen next? What makes you think this?</li> <li>• Do you think the choice of setting will influence how the plot develops?</li> <li>• Do you think... will happen? Yes, no or maybe? Explain your answer using evidence from the text.</li> </ul>	<b>Example questions</b> <ul style="list-style-type: none"> <li>• Why is the text arranged in this way?</li> <li>• What structures has the author used?</li> <li>• What is the purpose of this text feature?</li> <li>• Is the use of .... effective?</li> <li>• The mood of the character changes throughout the text.</li> <li>• Find and copy the phrases which show this.</li> <li>• What is the author's point of view?</li> <li>• What affect does ... have on the audience?</li> <li>• How does the author engage the reader here?</li> <li>• Which words and phrases did .... effectively?</li> <li>• Which section was the most interesting/exciting part?</li> <li>• How are these sections linked?</li> </ul>	<b>Example questions</b> <ul style="list-style-type: none"> <li>• How would you describe this story/text? What genre is it? How do you know?</li> <li>• How did...?</li> <li>• How often...?</li> <li>• Who had...? Who is...? Who did...?</li> <li>• What happened to...?</li> <li>• What does... do?</li> <li>• How ... is ...?</li> <li>• What can you learn from ... from this section?</li> <li>• Give one example of....</li> <li>• The story is told from whose perspective?</li> </ul>	<b>Example questions</b> <ul style="list-style-type: none"> <li>• Can you number these events 1-5 in the order that they happened?</li> <li>• What happened after .....</li> <li>• What was the first thing that happened in the story?</li> <li>• Can you summarise in a sentence the opening/ middle/end of the story?</li> <li>• In what order do these chapter headings come in the story?</li> </ul>

## Maths in Park View Academy

At Park View Academy we follow the White Rose Maths Schemes of Learning. Through our mathematics lessons it is our aim to develop:

- Enjoyment and enthusiasm for mathematics
- Confidence and fluency in mathematical knowledge, concepts and skills.
- An ability to use and apply mathematics across the curriculum and in real life.
- An ability to solve problems, by applying their skills to a variety of routine and non-routine problems.
- To reason, to think logically and to work systematically and accurately.
- An ability to reason mathematically and explain relationships using mathematical language.
- An understanding of mathematics through a process of enquiry and experiment.
- Initiative and an ability to work both independently and in cooperation with others.

The school uses a variety of teaching and learning styles in mathematics lessons. Our principal aim is to develop children's knowledge, skills and understanding in mathematics. We do this through a daily mathematics lesson where children are given opportunities for:

- Practical activities and mathematical games
- Problem solving
- Individual, group and whole class discussions and activities
- A range of methods of calculating e.g. mental, pencil and paper and using a calculator
- Working with computers as a mathematical tool
- Using a wide range of support resources e.g. Numicon, number squares, digit cards and number lines
- Using and applying their learning in everyday situations

	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10	Week 11	Week 12
Autumn	Number: Place Value			Number: Addition and Subtraction					Number: Multiplication and Division			
Spring	Number: Multiplication and Division			Measurement: Money	Statistics		Measurement: Length and Perimeter			Number: Fractions		Consolidation
Summer	Number: Fractions			Measurement: Time			Geometry: Properties of Shape		Measurement: Mass and Capacity			Consolidation

The consolidation week is focused on the teacher's judgement of what needs further investigations into the children's learning. Maths is also a key focus of the basic skills sessions that the children have every day to revisit topics.

### Week 1 (07.06.21-11.06.21)

- Internal moderation of Y2 and Y6 writing starts.
  - Staff transition documents are completed.
  - Pupil Progress Meetings

### Week 2 (14.06.21-18.06.21)

- EYFS transition begins.
- Welcome meetings for new starters (EYFS)

### Week 3 (21.06.21 -25.06.21)

- Year group assessments begin Y1-Y6.
- Y4 Multiplication check takes place.
- Y1 Phonics screening takes place.
- Staff transition meetings take place.

### Week 4 (28.06.21-02.07.21)

- Submit KS1 Teacher Assessment internally.
- Submit Phonics Screening Check data internally.
- Submit KS2 data internally.
- Submit EYFS data internally.
- Data collection, moderation & analysis begins.

### Week 5 (05.07.21-09.07.21)

- Transition
- Y6 / Y7 school transition meetings
- Y6 children attend Secondary (awaiting further guidance)
- Moving Up Day
- Visits to Nursery settings (EYFS)

### Week 6 (12.07.21-16.07.21)

- Pupil reports to parents
- Parents' Evening
- EYFS & Y6 Celebration Assembly

### Week 7 (19.07.21 -20.07.21)

- School Closes for summer on Tues 20<sup>th</sup> July.
- School re-opens to pupils on **Thursday 2<sup>nd</sup> Sept** for the new academic year.

## Transition Timetable

The transition for children between year groups is vital so they are prepared and ready for the next stages in their learning. Staff work collaboratively so every detail is known about the children in their class so they can start work immediately. This year it is going to be even more paramount as children will not have the time in school to see their new class and new teacher.

For your information, staff will have socially distanced meetings so discussions about all children in their new class will be in detail and in-depth. Discussions about your child's attainment and gaps in their learning that need addressing.

Below is an example of the sheets filled in by staff so as much information is known about all children as possible.


The Drive Trust  
Believe Achieve Succeed

**Transition Planning 2020**

**Staff Present:**  
\_\_\_\_\_

**Year Group:** \_\_\_\_\_

Please go through your current register and complete the following information for each pupil. You should use CPOMS, Sims and Otrack as key sources of information. You should also use the **behaviour logs/golden books**.

Key Area	Child	Information
<p><b>Special Educational Needs:</b></p> <p>What key SEND information do you need the next teacher to know? Are there any special arrangements they need to be aware of?</p> <ul style="list-style-type: none"> <li>Pupils on the SEN register? What are their main needs?</li> <li>Pupils with EHCPs? What are their main needs?</li> <li>Pupils with an IEP?</li> <li>What intervention groups / support do they have?</li> <li>What programs have they undertaken? E.g. IDL, Blast etc.</li> <li>Do they have any outside intervention? Or 1:1 support?</li> <li>Pupils with a physical difficulty?</li> </ul>		

## Assessing Learning

Deeper learning is the delivery of rich core content to children in innovative ways that allows them to learn and then apply what they have learnt. At Park View Academy we enable deeper learning by:

- Mastering the content of lessons. This is done by linking work with prior knowledge, rooting work in real life problems and linking concepts by mapping facts.
- Thinking critically and solving complex problems.
- Working collaboratively.
- Communicating effectively.
- Encouraging pupils to initiate their own learning and reflect on their own progress and turn setbacks into opportunities for growth.
- Developing persistence and resilience.

### DEEPER LEARNING – MAPPING ATTAINMENT

Emerging

Expected

Exceeding

<i>A small group of children will be classified in this section</i>				<i>The vast majority of children will be working in one of these inline bands whilst in a particular National curriculum Year of Study</i>			<i>A few children will be classified in this section as working above</i>
<b>Below</b>							
(NAME)	WT1 (NAME)	WT2 (NAME)	WT3 (NAME)	IL (NAME)	IL+	IL++	AE
%	%	%	%	%			
%		%		%			

## Assessment

Teachers formally assess children in the 2<sup>nd</sup> half of each term using the following assessment materials:

Autumn Term 2	Spring Term 2	Summer Term 2
NTS tests Phonics Screening check Mock SATs Practice Tests Y2 & Y6	NTS tests Phonics Screening check Mock SATs Practice Tests Y2 & Y6	NTS tests Phonics Screening check Mock SATs Practice Tests Y2 & Y6

Reports on pupil progress are shared with parents at the end of each term. These will give information about attendance, where your child is working at relating to curriculum expectations as well as homework, uniform, reading at home, behaviour, PE kit and engagement in lessons. There will also be a comment from the class teacher.

	Aut End	Spr End	Sum End
<b>Reading</b>			
I attempt the pronunciation of unfamiliar words drawing on my prior knowledge of similar looking words.	■	■	■
I can distinguish between statements of fact and opinion.	■	■	■
I can draw inferences such as characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence.	■		
I can predict what might happen from details stated and implied.	■		
I can provide reasoned justifications for my views on what I have read.	■		
I can recommend books that I have read to peers, giving reasons for choices.	■		
I can retrieve record and present information from non-fiction.	■		
I can summarise the main ideas drawn from more than one paragraph, identifying key details that support the main idea.	■		
I use my combined knowledge of phonemes and word derivations to pronounce words correctly, e.g. arachnophobia.	■		■
I can ask questions to improve understanding.	■	■	
I can check that the book makes sense, discussing understanding and exploring the meaning of words in context.		■	■
I can discuss and evaluate how authors use language, including figurative language, considering the impact on the reader.			■
I can explain and discuss understanding of what I have read, including through formal presentations and debates, maintaining a focus on the topic and using notes where necessary.			■
I can identify and discuss themes and conventions in and across a wide range of writing.			■
I can identify how language, structure and presentation contribute to meaning.	■	■	
I can make comparisons within and across books.			■
I can participate in discussions about books that have been read to me and books that I have read for myself building on my own and other's ideas and challenging views courteously.		■	■
I can read fluently, using punctuation to inform meaning.		■	■
I am familiar with a wide range of books, including myths, legends and traditional stories, modern fiction, fiction from our literary heritage and books from other cultures and traditions.		■	
I can apply knowledge of root words, prefixes and suffixes to read aloud and to understand the meaning of unfamiliar words.			
I can continue to read and discuss an increasing wide range of fiction, poetry, plays, non-fiction and reference books or textbooks.			
I can learn a wider range of poetry by heart.			
I can prepare poems and plays to read aloud and to perform, showing understanding through intonation, tone and volume so that the meaning is made clear to the audience.			
I can read books that are structured in different ways and can read them for a range of purposes.			

## Testing and Reporting

The children in Year 1 to Year 6 take part in Salford reading, comprehension and SWST (Single Word Spelling Test) assessments. The results from these tests provide staff with valuable information to plan for the needs of the class and individual children. These assessment tools allow staff to tailor the curriculum and develop interventions to support and challenge those children with low reading/spelling ages and low maths scores. It also allows staff to develop teaching strategies to challenge those children with high scores so they can continue to achieve a high standard.

### Autumn term Report

**Name:** \_\_\_\_\_

**Year:** \_\_\_\_\_

<b>Attendance</b>	<b>Number of Lates</b> 
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%	
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Red = 94% below      Orange = 95-96%      Green = 97%+

	Autumn Term	Spring Term	Summer Term
Reading			
Writing			
Maths			

Red = Working below   Orange = Working towards   Green = At expected   Purple = Greater Depth

	Autumn term	Spring term	Summer term
Homework			
Uniform			
Reading at home			
Behaviour			
PE kit			
Engagement in lessons			

Red = Unsatisfactory      Orange = Satisfactory      Green = Good

Comment from class teacher
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## Behaviour Policy at Park View Academy

At **Park View Academy** we aim to provide a school environment that is safe and stimulating for the children in our care. We aim to work with the whole school community to promote and encourage positive behaviour in and out of the classroom.

We have a Home School Agreement at **Park View Academy** and we ask each child, family and teacher to sign this agreement. At **Park View Academy** we recognise that the education of the children is a shared venture between the staff, parents and children themselves.

Our 'Good to Be Green' behaviour system provides an effective way to promote positive behaviour in the classroom. It gives recognition to pupils who behave appropriately, while keeping track of pupils who find it harder to meet the school's behaviour code. It is a fair and consistent approach and ensures that pupils know the rules and behaviour expected in school regardless of what classroom they are in or who is teaching them. The school's expectations of staying on 'Green' is to celebrate positive learning behaviours. All Children begin the day on 'Green'. Class Dojo reinforces positive praise.

- Particularly good work effort
- Displaying good manners
- Displaying a good attitude towards others
- Staying on task



It is very important that praise and reward should have great emphasis. Children will achieve more and show greater motivation which will then allow staff to commend and reward their successes rather than focus on their failure.

All children start the day on a Green Card. This shows they are following the Park View Values/Behaviour for Learning Promise and classroom charter. Class Dojos are awarded to children for positive reinforcement.



On the occasions children do not follow the school behaviour agreement, appropriate sanctions are put in place to assist the children to reflect on their behaviour and how they can improve their choices in the future.

## Enrichment Opportunities

Throughout the year, children at Park View have the opportunity to take part in a wide range of enrichment clubs that count towards the Children's Challenge. A system that celebrates the extra effort children put into school.

Below are just some of the clubs that were open to children in the previous academic years. The clubs are seasonal and run for 6 to 10 weeks.

Football	Computing	Mindfulness
Fitness Club	Yoga Club	Film Club
Embroidery	Writing Club	Book Club
Maths Art	Drama	Judo (at a cost)
Choir	Cricket	Board Games

## How can you help your child at home?

### Reading

- Reading with your child is vital. Research shows that it's the single most important thing you can do to help your child's education.
- Think of ways to make reading fun – you want your child to learn how pleasurable books can be. If you're both enjoying talking about the content of a particular page, linger over it for as long as you like.
- Schedule a regular time for reading – perhaps when you get home from school or just before bed.
- Look for books on topics that you know your child is interested in – maybe dragons, insects, cookery or a certain sport.
- Make sure that your children's books are easily accessible in different rooms around your house.

### Maths

- Try to make maths as much fun as possible – games, puzzles and jigsaws are a great way to start.
- It is also important to show how we use maths skills in our everyday lives and to involve your child in this.
- Point out the different shapes to be found around your home.
- Take your child shopping and talk about the quantities of anything you buy.
- Let your child handle money and work out how much things cost.
- Look together for numbers on street signs and car registration plates.
- Play Times Tables Rockstars at least 5 times a week.

### **Tips for good Homework Habits:**

- Find a quiet place at home to use as a homework area. It needs to have a flat surface, a good light source and the right equipment, e.g. pen, pencil, ruler, scissors, glue etc.
- Be aware of modern teaching methods, e.g., long division.
- Plan a homework timetable and agree on when your child will do their homework.
- Allow your child to have something nutritional to eat before starting on homework.
- Discuss any homework tasks with your child and how it connects with what they are studying at school.
- Turn off the TV – but you could have music on in the background if they find it helpful.
- Don't give your child the answer in order to get a task finished. Instead, explain how to look up information or find a word in the dictionary.
- Don't teach your child methods you used at school as this may confuse them.
- Don't let homework become a chore. Keep it fun and make it a special time that you both look forward to.

### **Home Reading**

Reading at home should be done daily and is a critical part of a child's development. Please encourage your child to read a range of books so that they can apply the skills they have learnt in school. Parents can help by questioning the children on what they have read and should encourage their children to read both fiction and non-fiction in

### Other Useful information:

*Extended Year 3 Reading List:*

***These books will assist your child in gaining a wider knowledge of our learning as well as being able to make comparisons between authors.***

<b>Book Title</b>	<b>Author</b>
Billy and the Minpins	Roald Dahl
Beowulf	Rob Lloyd Jones
Mr Penguin and the lost treasure	Alex T. Smith
Stig of the Dump	Clive King
The Iron Man	Ted Hughes
You're a bad Mr Gum!	Andy Stanton & David Tazzyman
Nothing to see Here Hotel	Steve Butler
The Boy who grew Dragons	Andy Shepherd
The Abonimables	Eva Ibbotson
Voices in the Park	Anthony Browne
Amelia Fang and the barbaric ball	Laura Ellen Anderson
Freya's funny feeling	Samia Quddus and Rahima Begum
The Pebble in My Pocket: A History of Our Earth	Meredith Hooper
The Street Beneath my feet	Charlotte Guillian and Yuval Zommer
The Story of the Frog Belly Rat Bone	Timothy Basil Ering
Romans on a Rampage	Jeremy Strong

This list is not exhaustive and does not have to be stuck to rigidly.

This is a wide range of fiction novels and picture books from a variety of authors and different genres and topics in each. It is important that children should also read non-fiction resources such as newspapers, magazines and encyclopaedias.

## Park View Academy Term Dates

*If you require any further information in relation to transition at Park View Academy, please contact school on 0151 477 8120*



### Term Dates 2021/2022

#### Autumn Term

Thursday 2 <sup>nd</sup> September 2021	Friday 22 <sup>nd</sup> October 2021	37 days
Monday 1 <sup>st</sup> November 2021	Friday 17 <sup>th</sup> December 2021	35 days

#### Spring Term

Wednesday 5 <sup>th</sup> January 2022	Friday 18 <sup>th</sup> February 2022	33 days
Monday 28 <sup>th</sup> February 2022	Thursday 7 <sup>th</sup> April 2022	29 days

#### Summer Term

Monday 25 <sup>th</sup> April 2022	Friday 27 <sup>th</sup> May 2022	24 days
Monday 6 <sup>th</sup> June 2022	Tuesday 19 <sup>th</sup> July 2022	31 days

Total: 189 days

#### Inset Days

Wednesday 1<sup>st</sup> September 2021  
Friday 8<sup>th</sup> April 2022  
Friday 24<sup>th</sup> June 2022  
2 days from Twilights

#### Bank Holidays

Monday 27<sup>th</sup> December 2021  
Tuesday 28<sup>th</sup> December 2021  
Monday 3<sup>rd</sup> January 2022  
Friday 15<sup>th</sup> April 2022 - Good Friday  
Monday 18<sup>th</sup> April 2022 - Easter Monday  
Monday 2<sup>nd</sup> May 2022 - Early May Bank Holiday  
Thursday 2<sup>nd</sup> June 2022 (Due to Queens Jubilee)  
Friday 3<sup>rd</sup> June 2022