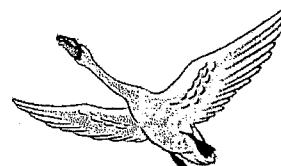


Brilliant Book List Y3

Essential reading for every Y3 classroom!



Suggested Books

- The Firework-Maker's Daughter
by Philip Pullman
- Charlie and the Chocolate Factory
by Roald Dahl
- How to Train Your Dragon
by Cressida Cowell
- Zeus on the Loose
by John Dougherty
- Winston of Churchill
by Jean Davies Okimoto
- The Great Paper Caper
by Oliver Jeffers
- Window
by Jeannie Baker
- A Children's Treasury of Milligan
by Spike Milligan
- Stig of the Dump
by Clive King
- Ratburger
by David Walliams
- How to Skin a Bear
by Twinkl Originals
- Mr Stink
by David Walliams
- Esio Trot
by Roald Dahl
- Our Teachers Are Superheroes
by Twinkl Originals
- Bill's New Frock
by Anne Fine
- Fantastic Mr Fox
by Roald Dahl
- The Story of Easter
by Twinkl Originals
- Fly, Eagle, Fly: An African Tale
by Christopher Gregorowski
- George's Marvellous Medicine
by Roald Dahl
- Hodgeheg
by Dick King-Smith
- The Twits
by Roald Dahl
- The Worst Witch
by Jill Murphy
- Twist the Text
by Twinkl Originals

Continued

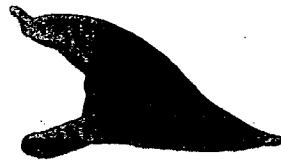
- Alice's Adventures in Wonderland
by Lewis Carroll
- The Iron Man
by Ted Hughes
- Raider's Peril
by Twinkl Originals
- Flat Stanley
by Jeff Brown
- Five Children and It
by E. Nesbit
- Voices in the Park
by Anthony Browne
- The Sheep-Pig
by Dick King-Smith
- Code-Cracking for Beginners
by Twinkl Originals
- The Tale of Peter Rabbit
by Beatrix Potter
- The Fib and Other Stories
by George Layton
- The 13-Storey Treehouse
by Andy Griffiths
- "That's so Gay!"
by Twinkl Originals
- James and the Giant Peach
by Roald Dahl
- Monster and Chips
by David O'Connell
- Oliver and the Seawigs
by Phillip Reeve
- The Great Kapok Tree
by Lynne Cherry
- The Dual World of Anders Arnfield
by Twinkl Originals
- Stone Age Bone Age
by Mick Manning
- The Animals of Farthing Wood
by Colin Dann
- The BFG
by Roald Dahl
- History Hackers: Roman Rescue
by Twinkl Originals
- The Hundred-Mile-An-Hour Dog
by Jeremy Strong
- The Lion and the Unicorn
by Shirley Hughes

Please note: these books are not endorsed by Twinkl, they are simply a list of books that could be used when teaching on this theme.
NB: Some books may appear in more than one year group list.



Brilliant Book List Y3

Essential reading for every Y3 classroom



Suggested Books

The Vanishing Rainforest

by Richard Platt

The Wyrmstooth Crown

by Twinkl Originals

Wendell the World's Worst Wizard

by J.C Spencer

You Wait Till I'm Older Than You (Puffin Poetry)

by Michael Rosen

The Curse of Cogston House

by Twinkl Originals

The Turbulent Term of Tyke Tyler

by Gene Kemp

The Magic Finger

by Roald Dahl

Under the Lights

by Twinkl Originals

Beaver Towers

by Nigel Hinton

Krindlekrax

by Philip Ridley

Scribbleboy

by Philip Ridley

Away in a Spaceship

by Twinkl Originals

The Tunnel

by Anthony Browne

Gorilla

by Anthony Browne

The Diary of a Killer Cat

by Anne Fine

The One and Only Ivan

by Katherine Applegate

The Sandman and the Turtles

by Michael Morpurgo

The Stone Mouse

by Jenny Nimmo

by Richard Platt

by Michael Rosen

by Twinkl Originals

by Roald Dahl

by Gene Kemp

by Twinkl Originals

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QUESTION STAND FOR READING A NOVEL

Characters

- Compare two characters in this book. What are their similarities and differences?
- Compare the main character in this book with the main character in another book you have read. What are the similarities and differences?
- Choose a part of the story and focus on the main character. Say what their thoughts and feelings are at this point and give evidence for your choices.



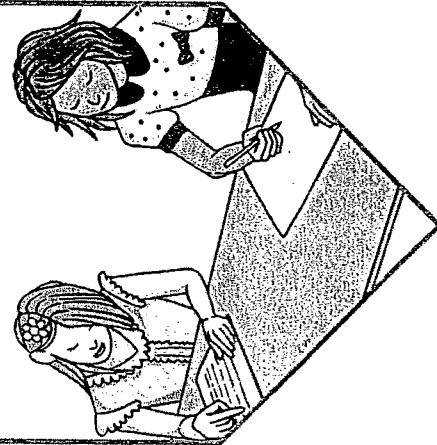
Language

- Find an example of figurative language used by the author and give reasons why they have used this language.
- Find a word of which you weren't sure of the meaning but worked it out. How did you use context to work it out? Talk me through your strategy.



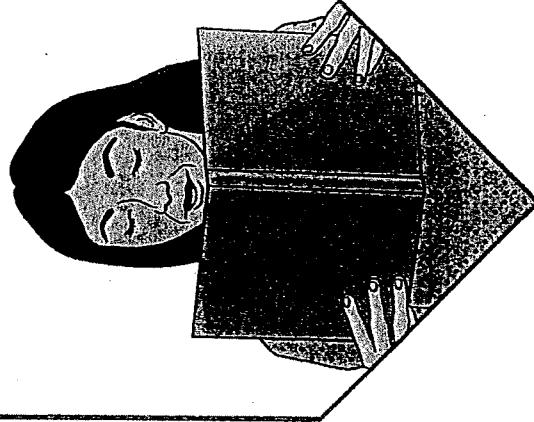
Reaction

- Tell me about a book you have enjoyed and give reasons for your opinion.
- Ask a question to help you understand the text better.
- Can you say anything to disagree with the author in a sensible and thoughtful way?
- What would you say politely to someone who disagreed with you about enjoying this text?



Content

- Find 3 examples of facts in the text.
- Find three examples of opinion in the text.
- What might happen next? Give reasons and evidence for your thoughts.
- Give a brief summary of the whole book.
- Give a brief summary of this page.
- Give a brief summary of this chapter/section.

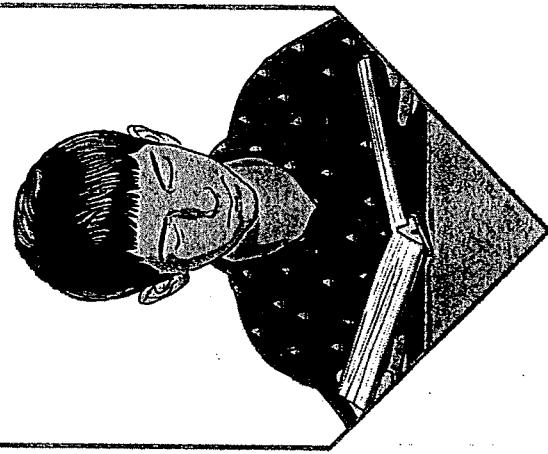
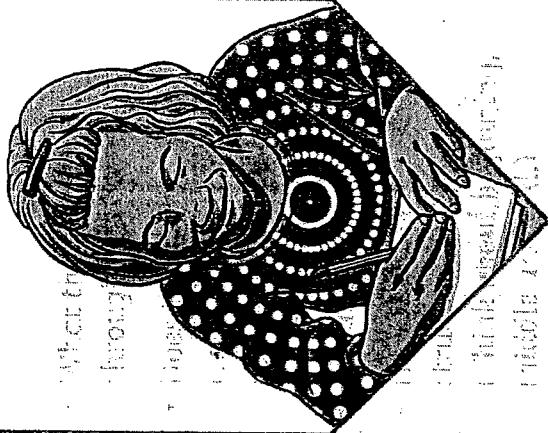


Style

- What themes run through this book?
- Does the author have a style of writing? If so, can you identify some characteristics of this style?
- How is the text structured? Why?
(Think about beginning, middle and end.)

Performance

- Which parts of the performance poetry or text will you say louder and why?
- Where will you use different tones of voice and why?
- Which parts of the text might be less clear to the audience and what are you doing to make them clearer?
- What tones of voice will you use for which parts and why?



Original drawing by Savitri
Koay and Siva

Year 3 and 4 Statutory Spellings

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

200 High Frequency Words

across	birds	each	fun	how	looks	next	river	tell	want
after	boat	eat	garden	I'll	lots	night	room	than	wanted
again	book	eggs	gave	I've	magic	one	round	that's	water
air	box	end	giant	inside	man	only	run	there's	way
along	boy	even	girl	its	many	or	sat	these	well
am	can't	ever	going	jumped	may	other	say	thing	we're
animals	car	every	gone	keep	miss	our	school	things	where
another	cat	everyone	good	key	more	over	sea	think	which
any	clothes	eyes	gran	king	morning	park	shouted	thought	white
around	cold	fast	grandad	know	most	place	sleep	three	who
away	coming	feet	great	last	mother	park	shouted	through	why
baby	couldn't	fell	green	laughed	mouse	place	sleep	told	white
bad	cried	find	grow	let	much	plants	small	told	who
bear	dark	first	hard	mouse	play	snow	small	through	why
because	did	fish	has	play	please	snow	small	told	white
bed	didn't	floppy	hat	please	pulled	small	small	through	white
been	different	fly	he's	pulled	soon	small	small	told	white
before	dog	food	head	rabbit	still	small	small	through	white
began	door	found	home	queen	stop	small	small	told	white
best	dragon	fox	horse	rabbit	stopped	small	small	through	white
better	duck	friends	hot	ran	suddenly	small	small	told	white
				long	new	really	sun	two	yes
				looking	new	red	take	under	us
					right	right	tea		use

Common Spelling Rules

Silent letters help the reader tell homophones apart (e.g. to, too, two).

Common words with silent letters include: knife, know, whole, wrong, write, often, listen, lamb.

When a noun ends in 'f' or 'fe' we change the 'f' or 'fe' to 'v' and add 'es' to form the plural (life/lives, knife/knives, wolf/wolves, thief/thieves).

Silent letters can change the pronunciation of a word (e.g. sin/sign)

But you add 'es' to make a plural for nouns ending in 'ch', 'sh', 'z', 'x', 's', 'o' (churches, watches, foxes, echoes).

Exceptions include radios, solos, pianos, kangaroos, photos.

A consonant is doubled in words when adding the suffix 'ed', 'er', 'est', 'ing' or 'y' when a short vowel sound precedes the consonant (plan/planner, begin/beginning, stop/stopped).

For most plural nouns we just add 's' (dogs, cats, cups).

The letters 'c' and 'k' go together following a short vowel sound in a single syllable word (duck, clock, stick, back, neck, kick).

WATCH OUT!

Practice using these words correctly in sentences.

they/these/them/their

has/had/have/having

if/so/but/also

even/after/while/during

next/so/because/then

Common misspelled words include:

very, school, because, goes, stopped, through, didn't, doesn't, money, every, come, came

But 'k' is used on its own when the short vowel sound is followed by a consonant (think, sank, milk, monkey).

Number Facts: Year 3

Number and place value

- Pupils should be taught to:
 - count from 0 in multiples of 4, 8, 50 and 100
 - find 10 or 100 more or less than a given number up to 1000

Addition and subtraction

Pupils should be taught to:

- derive complements to 100
- add and subtract numbers mentally, including:
 - a three-digit number and ones
 - a three-digit number and tens
 - a three-digit number and hundreds

Multiplication and division

Pupils should be taught to:

- recall and use multiplication and division facts for the 3, 4 and 8 multiplication tables
- write and calculate mathematical statements for multiplication and division using the multiplication tables that they know, including for two-digit numbers times one-digit numbers, using mental and progressing to formal written methods

Fractions

Pupils should be taught to:

- count up and down in tenths; recognise that tenths arise from dividing an object into 10 equal parts and in dividing one-digit numbers or quantities by 10
- recognise and show, using diagrams, equivalent fractions with small denominators
- add and subtract fractions with the same denominator within one whole (e.g. $\frac{5}{7} + \frac{1}{7} = \frac{6}{7}$)
- know the number of seconds in a minute and the number of days in each month, year, and leap year

Number Facts: Number and place value

- Know the sequence of counting in 50's.
- Know the sequence of counting in 100's

Number Facts: Fractions

- $\frac{1}{2} = \frac{2}{4} = \frac{3}{6} = \frac{4}{8} = \frac{5}{10}$
- $\frac{1}{5} + \frac{1}{5} + \frac{1}{5} + \frac{1}{5} = \frac{5}{5} = 1$ whole

- $\frac{1}{6} + \frac{1}{6} + \frac{1}{6} + \frac{1}{6} + \frac{1}{6} = \frac{6}{6} = 1$ whole
- $\frac{1}{7} + \frac{1}{7} + \frac{1}{7} + \frac{1}{7} + \frac{1}{7} = \frac{7}{7} = 1$ whole

- $\frac{1}{8} + \frac{1}{8} + \frac{1}{8} + \frac{1}{8} + \frac{1}{8} + \frac{1}{8} = \frac{8}{8} = 1$ whole
- $\frac{1}{9} + \frac{1}{9} + \frac{1}{9} + \frac{1}{9} + \frac{1}{9} + \frac{1}{9} + \frac{1}{9} = \frac{9}{9} = 1$ whole

Number facts: Addition and subtraction

- count up and down in tenths; recognise that tenths arise from dividing an object into 10 equal parts and in dividing one-digit numbers or quantities by 10
- recognise and show, using diagrams, equivalent fractions with small denominators
- add and subtract fractions with the same denominator within one whole (e.g. $\frac{5}{7} + \frac{1}{7} = \frac{6}{7}$)
- know pairs of multiples of 100 that total 1000
- $1 + 9 = 10$ (Year 1)
 $10 + 90 = 100$ (Year 2)
 $100 + 900 = 1000$ (Year 3)
- Know or derive all the complements to 100
 $x + y = 100$; $x = ?$ and $y = ?$
- Add and subtract numbers with up to 3 digits (e.g. $253 + 75 = 328$)

Number facts: Multiplication and division

- Find complements to 60.
- 60 seconds = 1 minute
- How many days in each month / year / leap year.
- Find complements to 60.
- $50p \times 2 = £1.00$
 $£50 \times 2 = £100$
- $25p \times 4 = £1.00$
 $£25 \times 4 = £100$
- $20p \times 5 = £1.00$
 $£20 \times 5 = £100$
- $1000g = 1\text{kg}$
 $1000\text{ml} = 1\text{l}$
- $1000 \div 2 = 500$
 $1000 \div 4 = 250$
- $\frac{1}{2}\text{kg}/\text{km} = 500$
 $\frac{1}{4}\text{kg}/\text{km} = 250$
 $\frac{3}{4}\text{kg}/\text{km} = 750$
- Understand fraction facts related to whole number facts

- $1 + 5 = 6$ (Year 1) linked to $\frac{1}{6} + \frac{5}{6} = \frac{6}{6}$ (Year 3)
- $50 \times 2 = 100$; $25 \times 4 = 100$; $20 \times 5 = 100$
- Know the 3x, 4x and 8x table and the related division facts
- Understand that doubling means $\times 2$
- Understand that halving means $\div 2$
- Know that...

Number Facts: Year 2

Number and place value

Pupils should be taught to:

- count in steps of 2, 3, and 5 from 0, and in tens from any number, forward or backward
- recall and use addition and subtraction facts to 20 fluently, and derive and use related facts up to 100
- recognise and use the inverse relationship between addition and subtraction and use this to check calculations and missing number problems.

Addition and subtraction

Pupils should be taught to:

- recognise, find, and name a half as one of two equal parts of an object, shape, or quantity
- recognise, find, and name a quarter as one of four equal parts of an object, shape, or quantity

Multiplication and division

- Pupils should be taught to:
 - recognise, find, and name a half as one of two equal parts of an object, shape, or quantity
 - recognise, find, and name a quarter as one of four equal parts of an object, shape, or quantity

Fractions

- Pupils should be taught to:
 - recognise, find, name and write fractions $\frac{1}{3}$, $\frac{2}{4}$ and $\frac{3}{4}$ of a length, shape, set of objects or quantity
 - write simple fractions e.g. $\frac{1}{2}$ of 6 = 3 and recognise the equivalence of $\frac{2}{4}$ and $\frac{1}{2}$

Measurement

- Pupils should be taught to:
 - compare and sequence intervals of time.
 - know the number of minutes in an hour and the number of hours in a day

Number Facts: Number and place value

- Know the sequence of counting in multiples of 3.
- Count in steps of 10 from any number.

Number Facts: Addition and subtraction

- Know number bonds and related subtraction facts to 20
- Derive number bonds to 100 using multiples of 10, relating this to known number bonds to 10 (from Y1)
- Add and subtract numbers to 100 using informal methods, manipulative resources and visual representations,

Number facts: Multiplication and division

- Know the 2x, 5x and 10x times table and the related division facts.
- Recognise odd and even numbers.

Number Facts: Fractions

- $100p = £1$ $50p + 50p = £1$
- $100 \text{ cm} = 1 \text{ metre}$
- One hour = 60 minutes
- $\frac{1}{2} \text{ an hour} = 30 \text{ minutes}$
- $\frac{1}{4} \text{ of an hour} = 15 \text{ minutes}$
- $\frac{3}{4} \text{ of an hour} = 45 \text{ minutes}$
- There are 24 hours in a day
- Recite the months of the year in the correct order

Number Facts: Fractions

- $\frac{1}{3} + \frac{1}{3} + \frac{1}{3} = 1 \text{ whole}$
- $\frac{1}{4} + \frac{1}{4} + \frac{1}{4} + \frac{1}{4} = \frac{3}{4}$
- $1 \text{ whole} - \frac{1}{4} = \frac{3}{4}$
- $\frac{2}{4} = \frac{1}{2}$
- Halve all even numbers to 20

Number Facts: Measure

Week 1 catch-up test

The Ultimate Times Table Practice Sheet - Mixture

Fill in the four boxes below and the sheet will do the rest. For only the 4 times table, enter "first number between 4 and 4"

Type the numbers required into the boxes.

Highlight whole sheet to reveal answers

Press F9 to generate a new set of numbers

First number between: & Second number between: &

Name: _____	Name: _____	Name: _____
Date: _____	Date: _____	Date: _____
$3 \times 3 =$ _____	$5 \times 3 =$ _____	$2 \times 4 =$ _____
$9 \times$ _____ = 36	$0 \times$ _____ = 0	$2 \times$ _____ = 10
$21 \div 3 =$ _____	$5 \div 5 =$ _____	$60 \div 5 =$ _____
_____ $\times 2 =$ 12	_____ $\times 2 =$ 12	_____ $\times 2 =$ 16
$36 \div 4 =$ _____	$20 \div 2 =$ _____	$24 \div 2 =$ _____
$3 \times 2 =$ _____	$11 \times 3 =$ _____	$0 \times 4 =$ _____
$36 \div 4 =$ _____	$36 \div 4 =$ _____	$20 \div 5 =$ _____
$10 \times$ _____ = 30	$8 \times$ _____ = 40	$8 \times$ _____ = 32
$2 \times 2 =$ _____	$1 \times 5 =$ _____	$2 \times 4 =$ _____
$50 \div 5 =$ _____	$9 \div 3 =$ _____	$2 \div 2 =$ _____
_____ $\times 3 =$ 24	_____ $\times 5 =$ 0	_____ $\times 5 =$ 10
$24 \div$ _____ = 8	$15 \div$ _____ = 5	$33 \div$ _____ = 11
$0 \div 5 =$ _____	$35 \div 5 =$ _____	$4 \div 4 =$ _____
$7 \times 3 =$ _____	$7 \times 3 =$ _____	$9 \times 2 =$ _____
_____ $\div 2 =$ 3	_____ $\div 4 =$ 10	_____ $\div 4 =$ 4
$8 \times 2 =$ _____	$3 \times 4 =$ _____	$5 \times 2 =$ _____
$4 \times 2 =$ _____	$2 \times 2 =$ _____	$4 \times 5 =$ _____
$30 \div 5 =$ _____	$33 \div 3 =$ _____	$36 \div 4 =$ _____
_____ $\div 2 =$ 1	_____ $\div 5 =$ 9	_____ $\div 3 =$ 1
$45 \div$ _____ = 9	$36 \div$ _____ = 12	$55 \div$ _____ = 11
Time Taken: _____	Time Taken: _____	Time Taken: _____
Score: _____ / 20	Score: _____ / 20	Score: _____ / 20