



Be . Build . Become

'Encourage one another and build each other up.' Thessalonians 5:11

Fluency Home Learning Y3 – Emperors and Empires

Name: _____

PARENT GUIDANCE – Year 3 Reading & Writing Fluency

Reading and writing fluency develop steadily in Year 3, and this booklet is designed to strengthen your child's confidence, accuracy and understanding. Each task links to the class topic *Emperors and Empires*, helping children practise key skills while building their historical knowledge.

These activities are **not marked** and should be enjoyable, low-pressure opportunities for your child to rehearse what they know and express their ideas in simple, accurate sentences.

Below is guidance on how to support your child as they work through the booklet.

★ How to Support Your Child

1. Read the passage together

Your child can read the passage aloud, or you may read some sections together. Encourage them to:

- Notice unfamiliar vocabulary.
- Discuss new words using the glossary prompt.
- Re-read sentences to build confidence and fluency.

2. Focus on sentence fluency, not length

Children in Year 3 are developing:

- Clear, joined-up ideas
- Accurate punctuation
- Growing confidence with vocabulary

A **short, accurate sentence** is more valuable than a long, unclear one.

3. Use the sentence stem to support writing

Each task includes a sentence starter. This helps children:

- Structure their sentence
- Use key words from the passage
- Stay focused on one idea

They only need to complete **one sentence**, unless they choose to extend.

4. Discuss the Parent Question

The question at the end of each task helps deepen understanding.

Talking together is more important than writing a long answer.

You might:

- Ask your child to explain their ideas
- Compare thoughts
- Look at images or short clips if helpful

This develops speaking and listening skills as well as comprehension.

5. Mini Challenges are optional

These tasks are designed to build curiosity and independence.

6. No marking – celebrate effort

These fluency tasks are **not marked**

Please celebrate any effort your child makes. A few minutes of focused, positive practice makes a huge difference.

**This space is for you to create your
glossary**

Task 1: Founding of Rome

Reading Passage:

There are two stories about how Rome began. One story says the city was started by Romulus, the son of Mars. Another story says small groups on hills near the River Tiber joined together to make a city. Over time, Rome grew into a powerful place.

Word Bank:

Romulus • Mars • River Tiber • city • Rome

Sentence Stem:

Rome began when...

Your Task:

Write one clear sentence explaining how Rome began.

Mini Challenge:

Add a second sentence comparing the mythical and historical versions.

Glossary Task:

Define myth or historical in your own words.

Parent Question:

Why might a civilisation have both a mythical and historical story about its beginning?

Task 2: Everyday Life in Ancient Rome

Reading Passage:

Ancient Rome was a busy city with over a million people. Visitors could go to shops, markets and public baths. People watched gladiator fights at the Colosseum and met in the forum to trade and hear news.

Word Bank:

forum • Colosseum • baths • market • Rome

Sentence Stem:

In Rome, people could...

Your Task:

Write one sentence describing an activity in ancient Rome.

Mini Challenge:

Explain why public spaces were important to Romans.

Glossary Task:

Choose forum or Colosseum and explain it.

Parent Question:

Which Roman place would you most want to visit, and why?

Activity	Date Completed
TASK 1	
TASK 2	
TASK 3	
TASK 4	
TASK 5	
TASK 6	
TASK 7	
TASK 8	
TASK 9	
TASK 10	

Well done for completing all your tasks

Task 10: Romanisation in the Local Area

Reading Passage:

Roman remains can still be seen today, such as roads, walls, mosaics and coins. These show how the Romans changed Britain. Many towns and place names still come from Roman ideas.

Word Bank:

mosaic • coins • roads • remains • Roman

Sentence Stem:

Roman evidence shows...

Your Task:

Write one sentence describing Roman impact still visible today.

Mini Challenge:

Describe a Roman feature you have seen or learned about at school.

Glossary Task:

Explain what Roman evidence means.

Parent Question:

Why is it important to study evidence from the past?

Task 3: Roman Emperors

Reading Passage:

An emperor ruled the Roman Empire. Emperors had absolute power. Some emperors, like Trajan, made wise decisions, while others, like Commodus, were selfish or unkind.

Word Bank:

emperor • empire • Trajan • Commodus • power

Sentence Stem:

An emperor...

Your Task:

Write a sentence explaining the role of an emperor.

Mini Challenge:

Write two qualities a good emperor should have.

Glossary Task:

Explain absolute power.

Parent Question:

Why do you think some emperors were remembered positively while others were not?

Task 4: Roman Hierarchy

Reading Passage:

Ancient Rome had a strict hierarchy. At the top were the emperor and wealthy patricians. Below them were equites, plebeians and freed people. At the bottom were slaves, who had no rights and were owned by others.

Word Bank:

hierarchy • patrician • plebeian • slave • rights

Sentence Stem:

In Roman society...

Your Task:

Write one sentence describing a group in the hierarchy.

Mini Challenge:

Explain why the hierarchy made life unfair for some people.

Glossary Task:

Define hierarchy using your own words.

Parent Question:

Which group would have had the hardest life, and why?

Task 9: Emperors of the Empire

Reading Passage:

The empire grew under strong emperors who improved roads, buildings and laws. Some emperors expanded the empire; others focused on peace, like during the Pax Romana.

Word Bank:

emperor • expand • laws • Pax Romana • peace

Sentence Stem:

A good emperor...

Your Task:

Write a sentence about something a good emperor might do.

Mini Challenge:

Explain why peace can be just as important as expansion.

Glossary Task:

Choose the word **peace** or **laws** from the word bank and explain what it means.

Parent Question:

What qualities make a leader successful?

Task 8: Romano-British Culture

Reading Passage:

Romans and Britons mixed their traditions to create Romano-British culture. People used Roman roads and baths but also kept some Celtic beliefs. This mix of ideas changed Britain for centuries.

Word Bank:

culture • Roman • Celtic • beliefs • mix

Sentence Stem:

Romano-British culture...

Your Task:

Write a sentence describing what Romano-British culture was.

Mini Challenge:

Give one Roman and one Celtic feature that blended together.

Glossary Task:

Define culture.

Parent Question:

Why do cultures sometimes blend when two groups meet?

Task 5: First Invasions of Britain

Reading Passage:

Julius Caesar invaded Britain in 55 and 54 BC, but both attempts failed. Later, Emperor Claudius launched a successful invasion in AD 43, and Britannia became part of the Roman Empire.

Word Bank:

invasion • Julius Caesar • Claudius • Britannia • empire

Sentence Stem:

The Romans invaded because...

Your Task:

Write a sentence explaining why the Romans tried to invade Britain.

Mini Challenge:

Add a sentence describing the difference between Caesar's and Claudius's attempts.

Glossary Task:

Explain the word invasion.

Parent Question:

Why do you think the Romans wanted to control new lands?

Task 6: Roman Conquest

Reading Passage:

After the Romans invaded Britain, they fought many battles and slowly took control. Roman soldiers were trained, disciplined and well organised. Their equipment and tactics helped them conquer large areas.

Word Bank:

conquest • soldier • tactics • disciplined • control

Sentence Stem:

The Roman army was strong because...

Your Task:

Write one sentence describing a strength of the Roman army.

Mini Challenge:

Explain how organisation helped the Romans win battles.

Glossary Task:

Define the term conquest.

Parent Question:

How might discipline help an army succeed?

Task 7: Roman Towns in Britain

Reading Passage:

The Romans built towns in Britain with temples, baths, roads and forums. These towns were designed like towns across the empire and changed how people lived. Many Britons began to adopt Roman ways.

Word Bank:

temple • baths • roads • forum • adopt

Sentence Stem:

A Roman town had...

Your Task:

Write a sentence describing something found in a Roman town.

Mini Challenge:

Explain why Roman towns were different from Celtic settlements.

Glossary Task:

Choose the word **settlement** or **temple** and explain what it means.

Parent Question:

How do you think life changed for Britons living in Roman towns?