

By Year 3, pupils should be able to read books at an age-appropriate interest level. They should be able to read them accurately and at a speed that allows them to focus on understanding what they have read, rather than on decoding individual words. They should be able to decode most new words outside of their spoken vocabulary, making a good attempt at the word's pronunciation. As their decoding skills become more secure, efforts should be made to introduce children to new words which will increase their vocabulary. This can be done through discussion and by reading a wide range of texts including stories, poems, play and non-fiction pieces on a wide range of subjects. They should be able to read these texts independently, fluently and enthusiastically, and should be learning to read silently to themselves.

#### **What This Means for Parents**

- Give your child access to lots of books on many different topics and by a wide range of authors who write in different styles, e.g. Roald Dahl, David Walliams, Anne Fine
- Encourage your child to attempt to pronounce new words they see in the environment around them. Discuss tricky parts and model the correct way.
- Broaden the vocabulary you use when speaking to your child and be prepared to clarify the meaning of a wider range of words.
- Encourage your child to read silently to themselves but check their understanding of what they have read after doing so.
- Remember reading must not only be confined to stories. Many children love reading comics, magazines, newspapers, e-readers, information books and poetry. All of these reading activities should be encouraged.

# Reading with Your Year 3 Child Parent Advice Booklet



Learning to read is one of the most essential skills we learn and impacts on all areas of learning. This is where parental support can make a huge difference to your child's progress and confidence. Regular reading at home will support all areas of learning at school. We expect children to be reading a **minimum of three times per week for 15 minutes at a time**. Children are issued with a reading record which should be sent into school each day with their reading books. These are a great way for the teacher to monitor your child's reading habits, and can be used as a method of communication between home and school.

### How to help with your child's reading in Year 3

- **Before you start**, check that there are no distractions, e.g. television, music, etc
- Make sure that your child is comfortable and that you can interact with him/her.
- Discuss the cover and appearance of the book: What is the book's title? What is the story about? Do you like this book?
- If the child has already started the book, ask about the main events of the story so far.
- **During reading**, remind your child of the different ways they can work out words on which they are stuck:
  - Phonetic: sounding out each phoneme.
  - Contextual: reading on in order to find a word that makes sense.
  - Pictorial: clues can sometimes be found in the pictures if there are any.
- Interact with your child rather than simply hear them read. They will be more responsive to your questioning if they know that you are interested.
- Give plenty of praise for your child's achievements.
- Stop at appropriate places in the text to ask questions about the plot and characters. Ask your child to make predictions about what might happen next.
- Ask questions using the question stems from the next page.
- If your child stumbles over a word or mispronounces one then allow them some time to self-correct.
- Remember that reading is not just about decoding words but also about fluency and expression.
- **After reading**, discuss what has just been read using the question stems from the next page.
- Ask your child to read a few words from the text, out of context.
- Check understanding of vocabulary, particularly new words in the text

### **Supporting more confident readers**

Parents often wonder how they can help to develop the reading skills of children who are already fluent readers. The best way is to continue to share books with your child, regularly listening to them read, sometimes reading to or with them, but also discussing books read in increasing depth.

## Questions ...

In Year 3 we use Reading Dogs to help us remember the different types of questions we can ask and answer in order to gain a deeper understanding of what we are reading. Why not try asking a question from each character after each page/chapter after you have listened to your child read? As they become more fluent, they can read more often to themselves, but ensure that you still listen frequently, and discuss what they have read using these question stems.

### Vocabulary Questions with Victor

- What does this word/phrase/sentence tell you about the character/setting/mood?
- By writing in this way, what effect has the author created?
- What other words/phrases could the author have used here?
- How has the author made you feel by writing...?



### Inference Questions with Iggy

- What do you think.... means? Why do you think that?
- Why do you think...?
- How do you think...?
- Can you explain why...?
- What do these words mean and why do you think that the author chose them?



### Retrieval Questions with Rex

- Who are the characters in this text?
- When / where is this story set? How do you know?
- Which part of the story best describes the setting?
- What do you think is happening here?
- What might this mean?



### Prediction Questions with Pip

- Can you think of another story with a similar theme?
- Which stories have openings like this? Do you think that this story will develop the same way?
- Why did the author choose this setting? Will that influence the story?



### Summarising Questions with Sheba

- What is the main point in this paragraph?
- Sum up what has happened so far in X words or less.
- Which is the most important point in these paragraphs?
- Do any sections/paragraphs deal with the same themes?



### Compare, Contrast and Comment with Cassie

- What is similar/different about two characters?
- Explain why... did that.
- Describe different characters' reactions to the same event.
- Is this as good as...?
- Which... is better and why?

