

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,. Have a look at Year 3's Reading Quest for ideas.
- 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 and Carer 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.

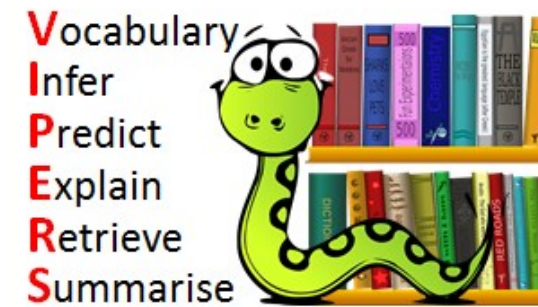
How to help with your child's reading in Year 3

- **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 to use their phonics to sound out each phoneme if they come across a word they don't know. To think about what it might mean, they can use other clues such as:
 - 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 the acronym VIPERS to help us remember the different types of reading questions. 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

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



Inference Questions

- What do you think... means? Why do you think that? Could it be anything else?
- I think...; do you agree? Why/why not?
- Why do you think the author decided to...?
- Can you explain why...?
- What do these words mean and why do you think the author chose them?



Prediction Questions

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



Explanation Questions

- What is similar/different about two characters? Did the author intend that?
- Explain why...did that.
- Describe different characters' reactions to the same event.
- Does this story have a moral?
- Which... is better and why?



Retrieval Questions

- Find the... in this text. Is it anywhere else?
- When/where is this story set? Find evidence in the text.
- Find the part of the story that best describes the setting.
- What do you think is happening here? Why?
- Who is telling the story?



Summarising Questions

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

