

Supporting your child with reading—Year 3

At Berewood Primary School, we recognise that learning to read is one of the most important skills your child will learn. We also understand that learning to read is hard work. To ensure that reading doesn't become a battle with your child, share a book every day for 5-10 minutes. This is more effective than spending 30 minutes once a week. If your child is getting tired, then work together to finish the book. You could take it in turns to read a page each or your child could read the first half and you read the second half. Remember to alternate this, so your child has the chance to read both the beginning and the ending of a book.

National Curriculum Expectations

By year 3, children should be able to read books written 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 introducing children to a wide range of texts, including stories, poems, plays 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:

- Allow your child to experience lots of books on many different topics. This goes beyond the home reading book your child is given by school.
- Encourage your child to attempt to pronounce new words they see on signs or within their environment 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 discuss what they have read and check their understanding after doing so.
- Encourage children to use expression when reading aloud, especially voices for different characters.
- Discuss punctuation on the page, for example, exclamation marks. Ask what are these for? What should you do when you see an exclamation mark?
- You do not always have to read the entire book every night. Focus on a few pages or a chapter and talk about the characters, setting, and plot in a lot of detail. You might want to take it in turns to read so your child can hear how your expression and intonation.
- Read difficult texts to your child and allow them the chance to listen, ask questions and be introduced to new authors.



In school, the children are introduced to the joy of reading. Children listen to stories and are encouraged to talk about the stories they have read at home. In every class, they have specially selected class novels that the whole class share each afternoon to develop their enjoyment and to widen their knowledge of different authors and styles of writing.

Each classroom has an inviting book corner with a range of texts that they can choose from and the children are given regular opportunities to visit the school library. In addition, to these books, the children are also given a carefully matched book band book to support their current level of reading development.



During the school day, the children are often encouraged to share a book with a friend, read individually to an adult and take part in guided reading sessions to develop their fluency at reading and their understanding of the text. During these sessions the children are taught different strategies:

Inference	Summarising/Sequencing	Prediction	Questioning understanding	Questioning meaning
Make inferences from the text. Explain and justify inferences with evidence from the text.	Summarise the main ideas from more than one paragraph. Identify and explain the sequence of events in texts.	Predict what might happen from details stated and implied.	Asking questions to improve their understanding. Retrieve and record information/identify key details from fiction and non-fiction.	Identify/explain how meaning is enhanced through choice of words and phrases. Identify/explain how information/content is related and contributes to meaning.

Questions to support inference:

- Explain why _____?
- Explain how _____?
- Why did _____?
- Why is _____?
- How does/is _____?
- Why do you think _____?
Explain using the text.

Questions to support summarising:

- What is the main message of the text?
- What happened after?
- What happened before?
- What's the main point in this paragraph?
- Can you sum up what happens in _____?

Questions to support predicting:

- What do you think will happen next?
- What do you think would happen if _____?
- What do you think will happen to _____? Why do you think this?
- Where do you think _____?
- How is this character like someone you know in real life? Will they act the same way?

Questions to support understanding:

- Where/when does _____ take place?
- What did _____ look like?
- How did _____ feel? Why?
- Who was _____?
- Where did _____ live?
- Which character _____?

Questions to support meaning making:

- What caused the characters to change their actions?
- What does the word... tell you about...?
- By writing in this way, what effects has the author created?
- Why is _____ important in the story?
- Does this story have a moral or a message?

Can they use **PE** to help explain their ideas clearly?

Point: Make a point

Evidence: Find evidence from the text to back up your point

What can you do at home to help children to develop a love of reading?

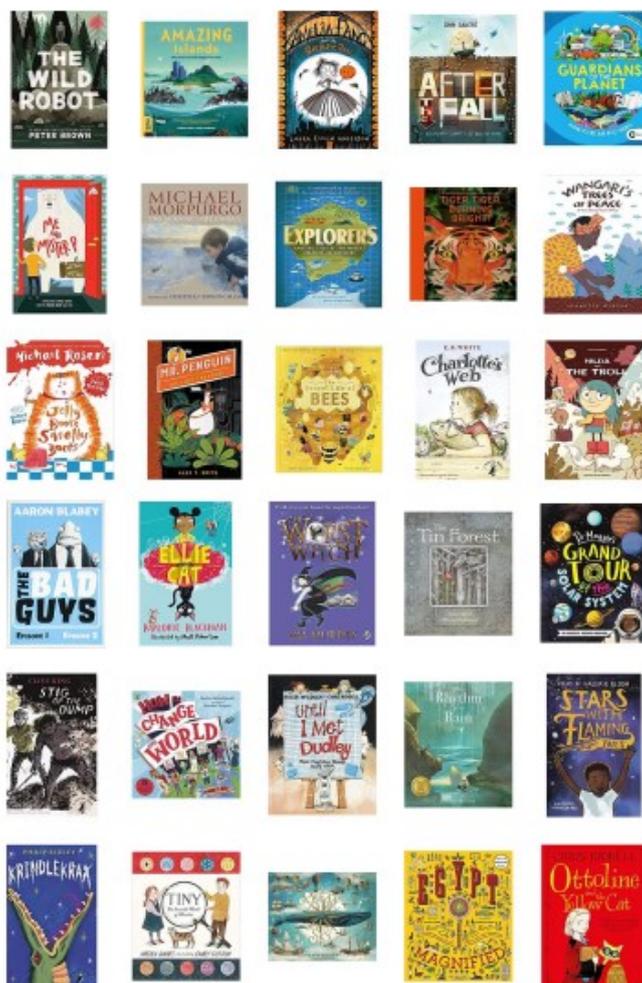
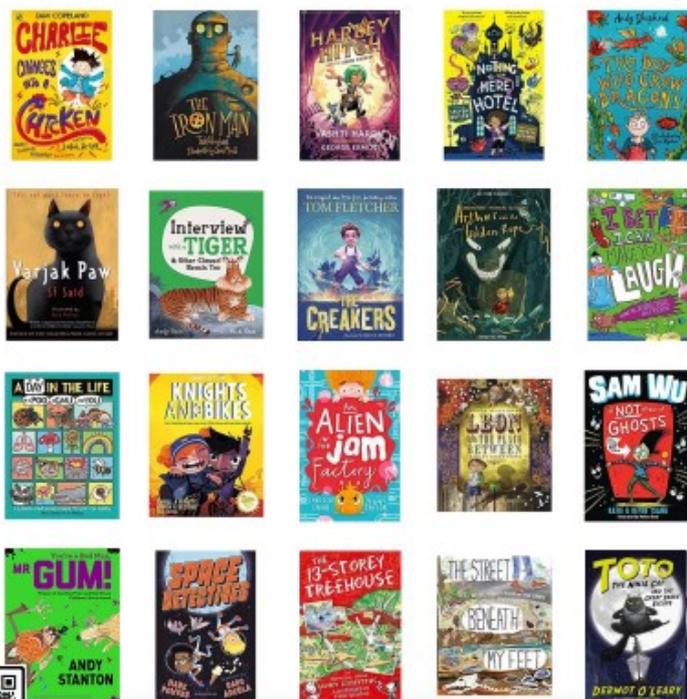
- Make sure that your child sees you reading. Children like to copy what their parents do, if they see you reading then they are more likely to want to read too.
- Read with your child everyday or encourage them to read independently—Remember to sign their home school reading log.
- Make up stories together.
- Remember, bed time stories are an important time together.
- Visit the library so that your child regularly gets to see new books.
- Remember, not all reading is done from a book



What might help if the 'Don't want to read!'

- Make sure the book isn't too hard or too easy.
- Let them have choice,. Not just of book title but also what they read e.g. magazine, comic, iPad, kindle etc.
- Are they interested in the book?
- Are they scared of getting it wrong?
- What is the point? Boys especially like to know the purpose of something as soon as they learn it; so give them a reason to read e.g. help read shopping lists, create a set of instructions, look at construction manuals and non-fiction texts

50 Recommended Reads for... Year 3 (ages 7-8)



SCAN ME