



Reading at home with your Year 3 child

Children need to develop pleasure in reading, motivation to read, an increased vocabulary and an improved level of understanding. They should be able to read texts 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. By reading together, children can also be shown some of the processes for finding out information within a book (e.g. retrieving information from a text).

Tips for developing reading skills at home



What is happening? Talk about what is happening in the pictures **before** you read the text. *What can you see?*



Discuss alternative words. *Which word could the author have used that's a bit more exciting than **big**?*
Use a thesaurus together.



Make predictions. *What do you think will happen next? What makes you think that?* If your child's prediction is way off the mark, model your own and give your reasons.



Start in the middle of a book. *What do you think has happened before this point? What makes you think that?*



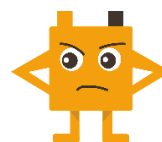
Play 'I Spy' games. *Can you find something beginning with...? How many... words can you see?*



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.



Ask your child about how they think the characters in the book are feeling and **why**.

These are the reading toolkit symbols we use in school:

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|  <p>Use background knowledge</p> |  <p>Predict and ask questions</p> |  <p>Visualise</p> |  <p>Think like a detective</p> |  <p>Notice breakdown</p> |  <p>Key vocabulary</p> |  <p>Put together</p> |  <p>What did you think?</p> |
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| Year 3 children are expected to: | To support this, you could say: |
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| <ul style="list-style-type: none"> Apply their growing knowledge of root words, prefixes and suffixes, both to read aloud and to understand the meaning of new words they meet. | <p>Can you find a word which begins with the prefix dis-?</p> <p>What does anti- mean? So, what might this new word mean?</p> |
| <ul style="list-style-type: none"> Develop positive attitudes to reading and an understanding of what they have read. | <p>What kind of text would you like to read next?</p> <p>I like... (factual books)... what do you like?</p> <p>What happened in your story?</p> |
| <ul style="list-style-type: none"> Listen to and discuss a wide range of fiction, poetry, plays, non-fiction and reference books. | <p>What did you think about...?</p> <p>Shall we go and watch a play about...?</p> |
| <ul style="list-style-type: none"> Use dictionaries to check the meaning of words they have read. | <p>If you're not sure what a word means, what could you do?</p> <p>Why don't we look it up in the dictionary/online?</p> |
| <ul style="list-style-type: none"> Increase their familiarity with a wide range of books, including fairy stories, myths and legends, and retell some of these orally. | <p>What book is next? Shall we try something different?</p> <p>Can you tell me the story of...?</p> |
| <ul style="list-style-type: none"> Identify themes and conventions within texts. | <p>What message do you think this story is trying to tell us? What is the moral of this story?</p> |
| <ul style="list-style-type: none"> Prepare poems and playscripts to read aloud and to perform, showing understanding through intonation, tone, volume and action. | <p>This part of the script is a troll speaking; how might they say it? Why don't you find a poem you like and practise reading it out loud?</p> |
| <ul style="list-style-type: none"> Discuss words and phrases that capture the reader's interest and imagination. | <p>What an interesting use of words; why do you think the author chose those?</p> |

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| <ul style="list-style-type: none"> • <i>Recognise some forms of poetry, e.g. free verse, narrative poetry.</i> | <p>Do you know what kind of poem this is? Why don't we find out together?</p> |
| <ul style="list-style-type: none"> • <i>Check that the text makes sense to them. Discuss their understanding of the text.</i> | <p>I don't know what that means/ I didn't understand what happened there. Can you explain it to me? Did you understand that? What do you think that means?</p> |
| <ul style="list-style-type: none"> • <i>Explain the meaning of new words in context.</i> | <p>What does... mean? I've never heard of that before.</p> |
| <ul style="list-style-type: none"> • <i>Ask questions to improve their understanding of the text.</i> | <p>Is there anything there you're not sure about?</p> |
| <ul style="list-style-type: none"> • <i>Draw inferences such as inferring character's feelings, thoughts and motives.</i> | <p>How do you think... is feeling? What makes you think that? Why did he make that choice?</p> |
| <ul style="list-style-type: none"> • <i>Predict what might happen from the details stated and implied.</i> | <p>If they just..., what might they do next? Who could it be? What makes you think that?</p> |
| <ul style="list-style-type: none"> • <i>Identify the main ideas drawn from more than one paragraph and summarise these.</i> | <p>So, what has this part of the story been about? Have you spotted a theme in the story?</p> |
| <ul style="list-style-type: none"> • <i>Identify how language, structure and presentation contribute to meaning?</i> | <p>Why do you think the author has used... in the text? I think they've used... because... What do you think?</p> |
| <ul style="list-style-type: none"> • <i>Retrieve and record information from non-fiction texts.</i> | <p>What did...? Which part tells you about...? Where does it tell us...?</p> |
| <ul style="list-style-type: none"> • <i>Participate in discussion about both books that are read to them and those they can read themselves, taking turns and listening to what others say.</i> | <p>Would you like me to read this page? What did you think of...? Do you think... would like this book? What makes you think that?</p> |