

Reading with your Year 3 child



Parent Information

This booklet is designed to help you support your child with their reading journey in Year 3

Introduction

First and foremost, we want to promote the love of reading. There is strong evidence linking reading for pleasure and educational outcomes. We all know that academic attainment is important, but the benefits of reading for pleasure go beyond this and stretch throughout a person's life. Research has found that reading for pleasure can result in increased empathy, improved relationships with others, reductions in the symptoms of stress and depression, and improved well-being. In addition to the health benefits, reading for pleasure has social benefits and can improve our sense of connectedness to the wider community. Reading increases our understanding of our own identity, helps us understand and share our feelings, and gives us an insight into the world view of others.

So how do you get your child to switch off the TV or put down the games console remote and pick up a book instead?

This information leaflet provides you with advice on what reading is; benefits of reading for children; national curriculum expectations and how parents can support reading for pleasure at home.

What is Reading?

Reading is the ability to make meaning from print. The process of reading includes:

- **Word recognition:** Ability to identify the written symbols/text in print.
- **Comprehension:** To understand the printed words and grasp the knowledge of the information.
- **Fluency:** Synchronising word recognition and comprehension to make reading accurate and automatic.

Benefits of Reading for Children

1. Improves the functioning of the brain - Reading is the workout to keep your brain healthy.
2. Improves vocabulary - Reading books enriches word power, with knowledge of different ways of expression.
3. Improves theory of mind - Reading books helps to boost empathy in individuals toward others.
4. Improves knowledge - Reading books helps to increase knowledge about different subjects.
5. Sharpens memory - Reading activates the hippocampus area of the brain which is responsible for memory and for the learning abilities of an individual.

National Curriculum Expectations

By year 3, pupils 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 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 themselves.

What This Means for Parents

Open University research suggests there are three important ways to support readers and a love of reading.

Read Aloud

Reading aloud to your children shows them reading is a pleasure, not a chore. Older children can read to younger ones too.



Family Reading Time

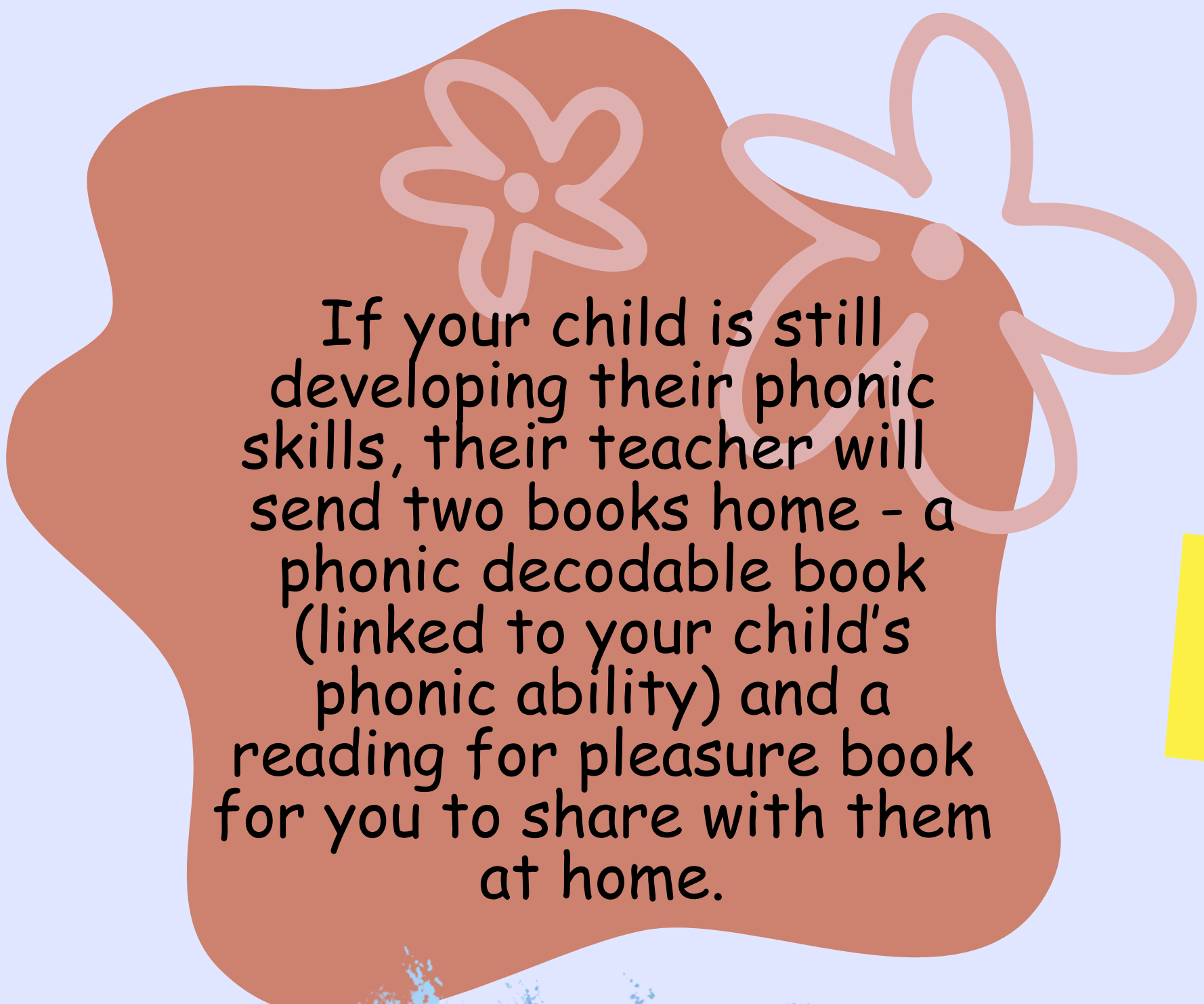
Making time to read alongside one another helps develop children's reading stamina and interest. Let them choose what to read and relax together.



Book Chat

Book Chats encourage readers. Invite them to make connections and share their views. Join in with your thoughts too!

I wonder if...why...
what... who...



If your child is still developing their phonic skills, their teacher will send two books home - a phonic decodable book (linked to your child's phonic ability) and a reading for pleasure book for you to share with them at home.



Read every day for at least 20 minutes



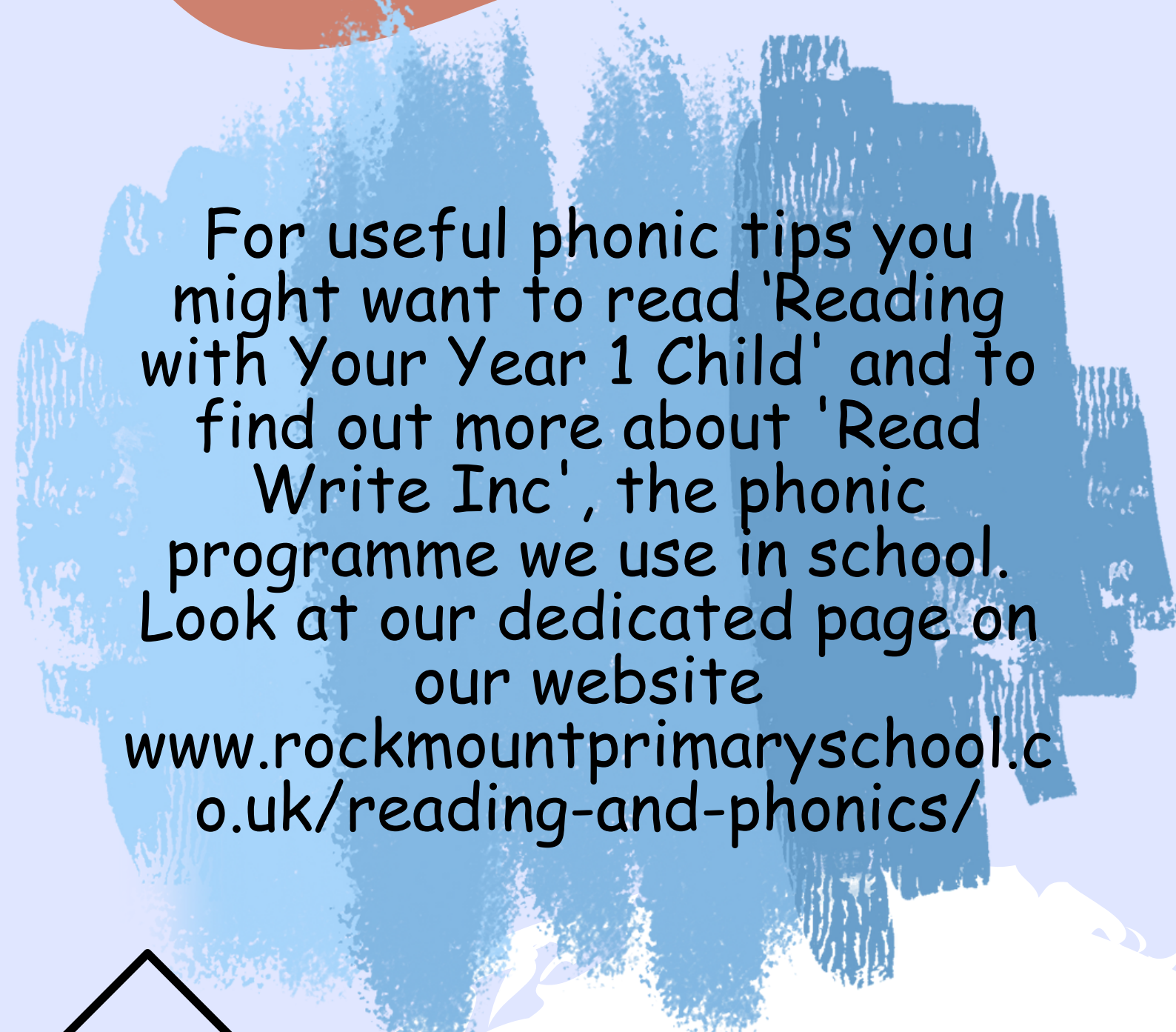
Read books on different topics



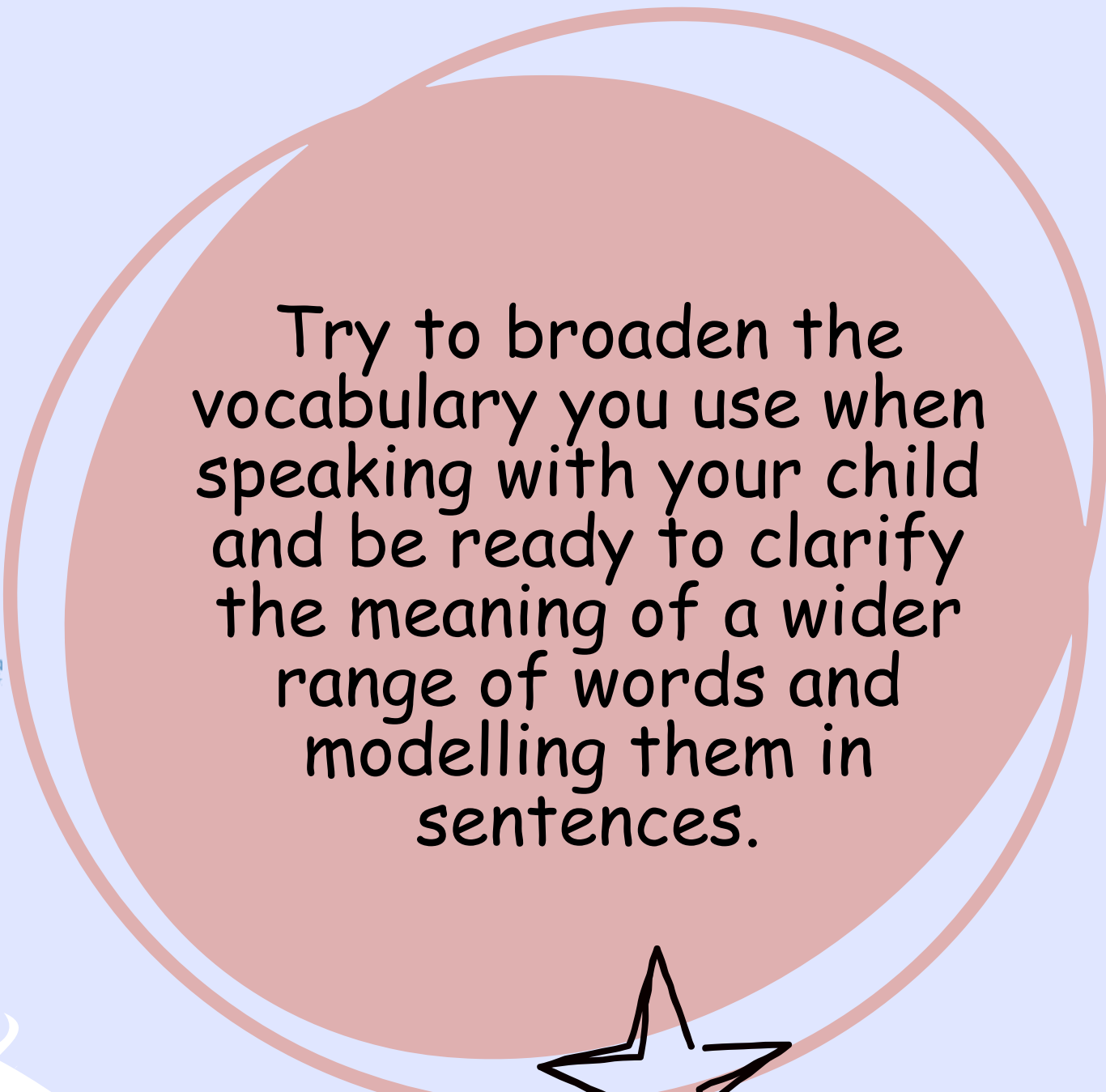
Encourage your child to read with expression



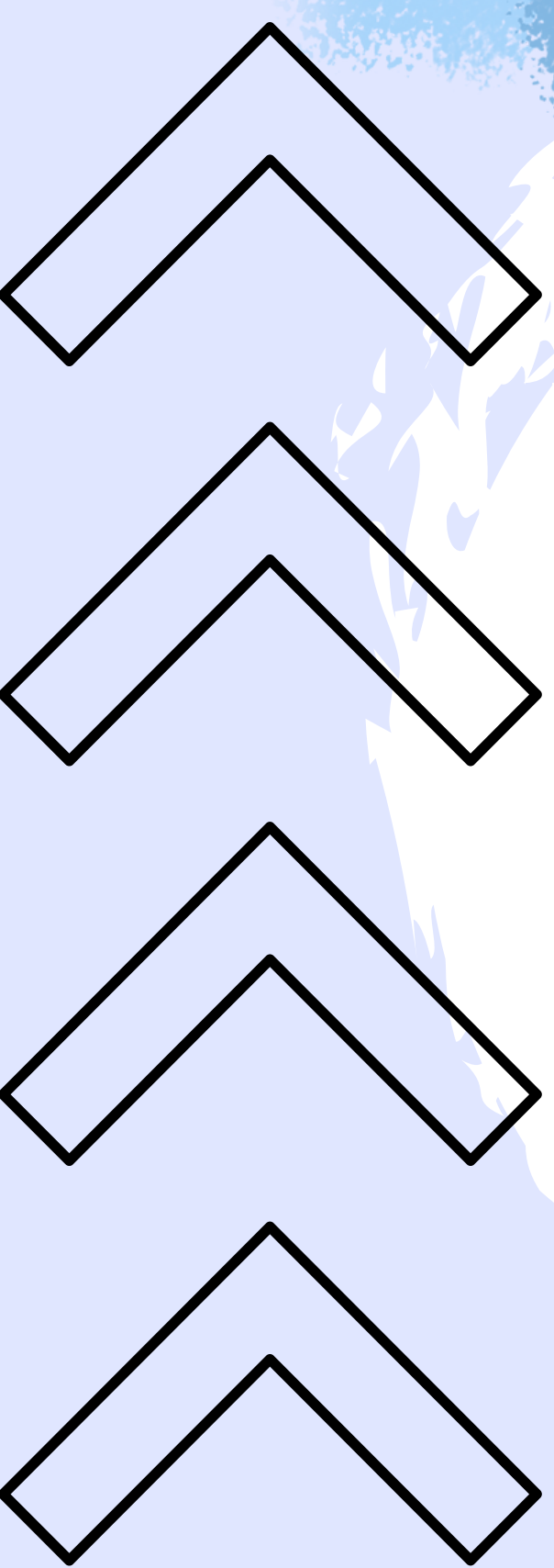
Encourage them to keep going




For useful phonic tips you might want to read 'Reading with Your Year 1 Child' and to find out more about 'Read Write Inc', the phonic programme we use in school. Look at our dedicated page on our website www.rockmountprimaryschool.co.uk/reading-and-phonics/



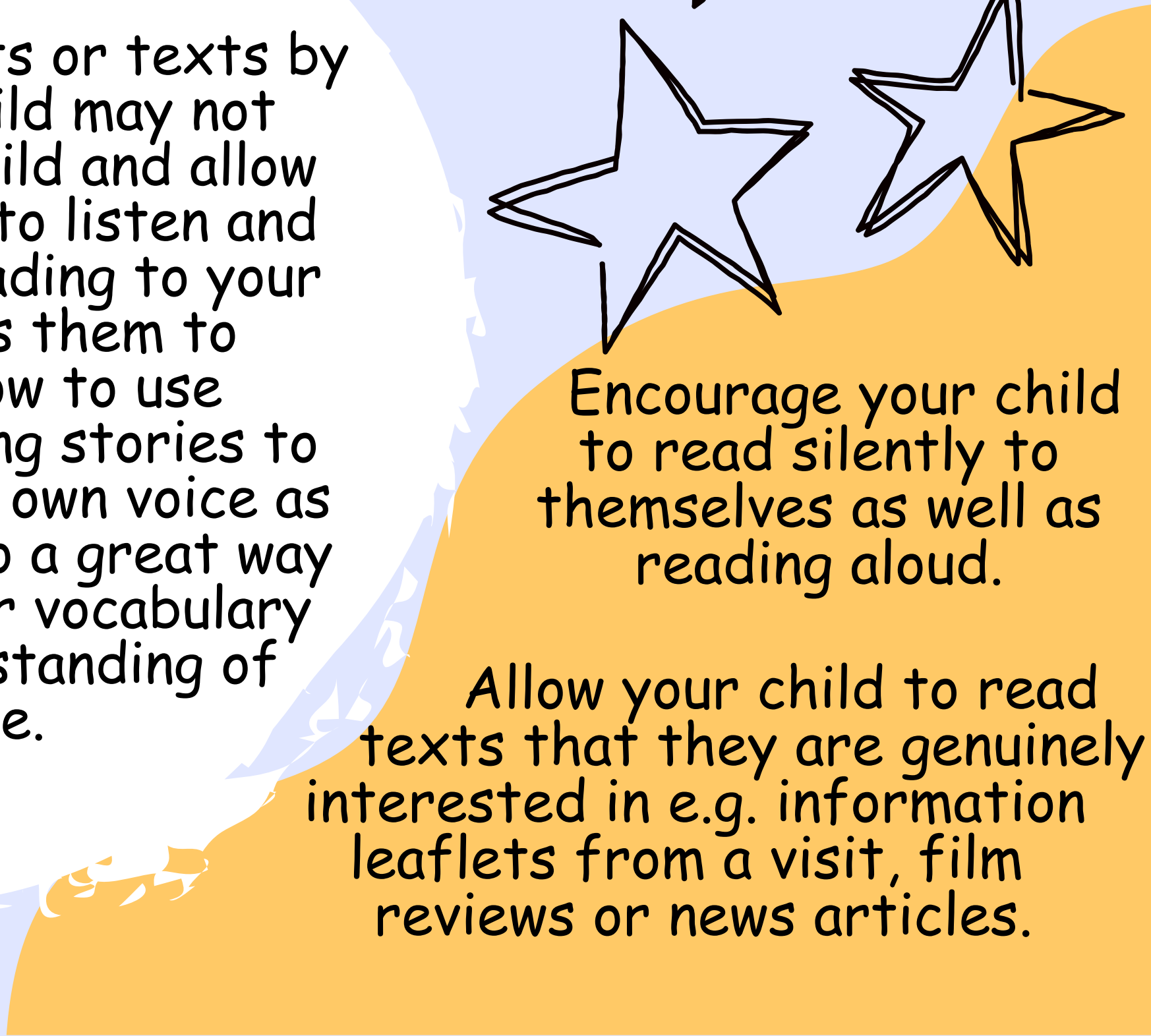
Try to broaden the vocabulary you use when speaking with your child and be ready to clarify the meaning of a wider range of words and modelling them in sentences.



Read difficult texts or texts by authors your child may not choose to your child and allow them the chance to listen and ask questions. Reading to your child also helps them to understand how to use expression to bring stories to life, develop their own voice as readers and is also a great way of improving their vocabulary and their understanding of language.



Encourage your child to read silently to themselves as well as reading aloud.



Allow your child to read texts that they are genuinely interested in e.g. information leaflets from a visit, film reviews or news articles.

The table below provides suggestions on things you could say to support your child's understanding while they are reading:

Yr 3 children are expected to:

To support this, you could say/ask:

Apply their knowledge of root words, prefixes and suffixes, both to read aloud and to understand the meaning of new words they meet

Can you find a word which begins with the prefix dis-? What does the prefix anti- mean? So what could this new word mean?

Develop positive attitudes to reading and an understanding of what they have read

What happened in your story?
What kind of text would you like to read next?

Listen to and discuss a wide range of fiction, poetry, plays, non-fiction and reference books

What did you think about...?

Use dictionaries to check the meaning of words they have read

If you are not sure what a word means, what could you use?

Increase their familiarity with a wide range of books, including fairy stories, myths and legends, and retell some of these orally

What genre is this text?
What happens in the story of...?
Do you know any myths?

Identify themes and conventions within texts

What message do you think this story is trying to tell us?

Prepare poems and play-scripts to read aloud and to perform, showing understanding through intonation, tone, volume and action

Would you like to read a poem to us after dinner? This part of the script is a troll speaking: how might they say it?

Discuss words and phrases that capture the reader's imagination

What an interesting use of words: why do you think the author chose those?

Recognise some forms of poetry, e.g. free verse, haikus, narrative poetry e.g. The Owl and the Pussycat

Do you know what kind of poem this is?

Check that the text makes sense to them

Did you understand that?

Discuss their understanding of the text

What do you think that means?

Yr 3 children are expected to:

To support this, you could say/ask:

Decide how useful a non-fiction text is for a particular purpose

Which part of the text tells me about...? Can you find..?

Explain the meaning of new words in context

What does... mean? I've never heard of that before.

Ask questions to improve their understanding of the text

Is there anything you want to ask that you're not sure about?

Draw inferences, such as inferring characters' feelings, thoughts and motives

How do you think... is feeling?
What makes you think that?
Why did he make that choice

Predict what might happen from the details stated and implied

If they... what might they do next? Who could it be? What makes you think that?

Identify the main ideas drawn from more than one paragraph and summarise these

What has this part of the story been about? Have you spotted a theme in the story?

Identify how language, structure and presentation contribute to meaning

Why do you think the author has used... in the text?

Retrieve and record information from non-fiction texts

What did? What part tells you about...?

Participate in discussions about both books that are read to them and those they can read themselves, taking turns and listening to what others say

Would you like me to read this page?
What did you think of...?
I thought that...

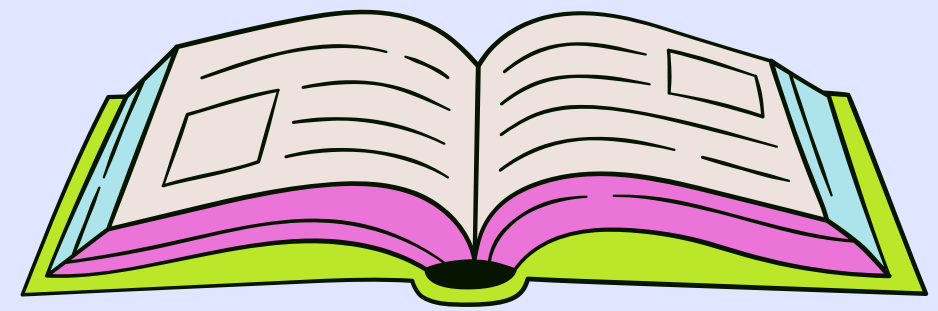


TOP

TIPS



HELPING YOUR CHILD READ



Ask Questions

Ask questions about the story as you read it e.g. What is the story about? Why do you think they made that choice? Was it a good choice? Why did that happen? What do you think will happen next? What was your favourite part of the story? Why?

Use pictures

Talk about what can be inferred from the pictures before you read the text. What can you see? What are the characters' expressions showing?



Make Predictions

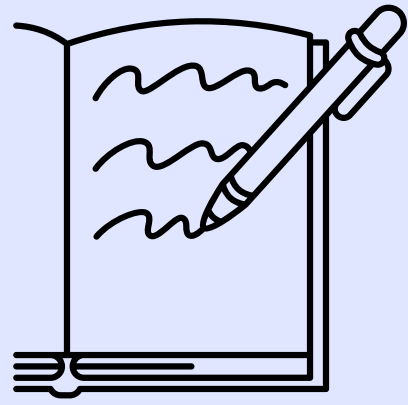
Make predictions and be able to justify them. What do you think will happen next? What makes you think that? If their prediction is way off the mark, model your own and give your reasons.

Setting Descriptions

Discuss the setting of the story. Have you read another book with the same setting? What about in a similar time period? Is it set in the past, present or future? How do you know?



What to record in the Reading Record



Your child should write the name of the book and how many pages they have read. They should be aiming to read for at least 20 minutes a day. This doesn't include any books you are reading to them.

	Name of book and page number	Comments	Parent Carer initials
Monday	You have to stop this Pages 1-30	My favourite thing about this book is that it is a mystery.	HC
Tuesday	You have to stop this Pages 31-44	I predict that Max's speech won't go well.	HC
Wednesday	You have got to stop this Pages 45-57	I looked up the word anthropology - it means the study of human beings	HC

Here, your child needs to write a few sentences describing their book and what they have read. They can tell us about their favourite part and why? Something about a key character, setting or an event within the story. They could write 3 facts that they have discovered from the text (Non-Fiction books)

The most important thing is to make reading fun