



Reading in Class 3
Tuesday 11th February

What does the National Curriculum say about reading?

- By Year 3 and 4, teaching comprehension should be taking precedence over word reading. Any focus on word reading should support the development of vocabulary.
- Comprehension skills develop through pupils' experience of high-quality discussion with teachers and adults alike, as well as from reading and discussing a range of stories, poems and non-fiction texts.
- All pupils must be encouraged to read widely across both fiction and non-fiction to develop their knowledge of themselves and the world in which they live, to establish an appreciation and love of reading, and to gain knowledge across the curriculum

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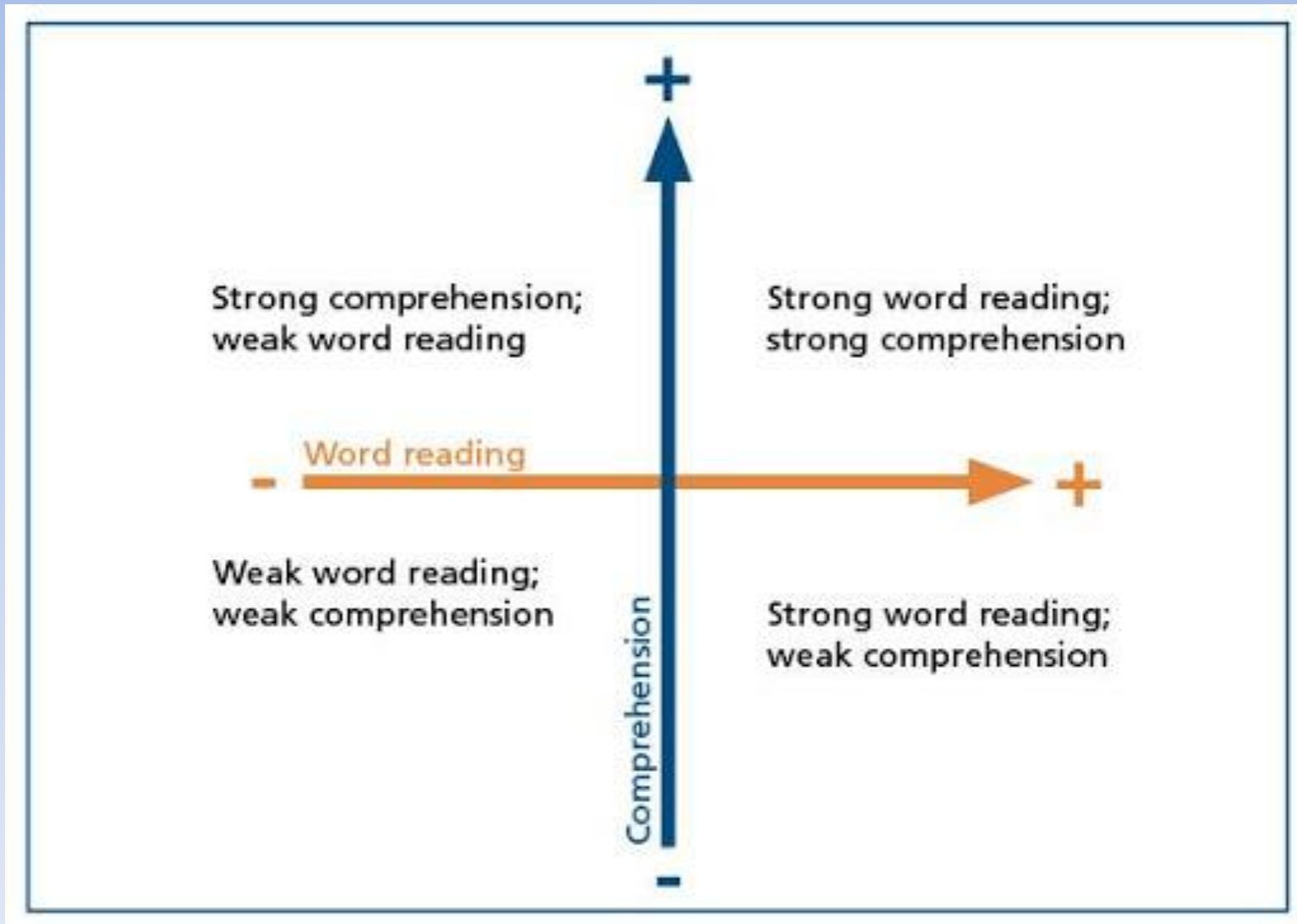
- The knowledge and skills that pupils need in order to comprehend are very similar at different ages. This is why the programmes of study for comprehension in Years 3 and 4 and Years 5 and 6 are similar: the complexity of the texts increases the level of challenge.
- Pupils should continue to have opportunities to listen frequently to stories, poems, non-fiction and other writing, including whole books and not just extracts, so that they build on what was taught previously.

What the curriculum says about reading in KS2



- Decode the meaning of words in context (2A)
- Retrieve and record information / identify key details from fiction/non-fiction (2B)
- Summarise main ideas from more than one paragraph (2C)
- Make inferences from the text / explain and justify inferences with evidence from the text (2D)
- Predict what might happen from details stated and implied (2E)
- Identify / explain how information / narrative content is related and contributes to meaning as a whole (2F)
- Explain how meaning is enhanced through choice of words and phrases (2G)
- Make comparisons within and across texts (2H)

What makes a good reader?



How does reading impact writing?

- Reading widely increases pupils' vocabulary because they encounter words they would rarely hear or use in everyday speech.
- Pupils are taught the technical terms needed for discussing what they hear and read, such as a metaphor, simile, personification and style and effect.
- Reading models effective use of a wide range of punctuation for effect in own writing



How do we approach reading in Years 3 and 4?



- Reading comprehension lessons
- Reading of the class text as a vehicle for writing
- Reading for pleasure during registration time
- Listening to adults modelling good reading
- Provision of the Year 3 and 4 'essential reads'
- Provision of the Year 3 and 4 'recommended reads'
- School policy of reading at home to/with an adult

How can I help my child become a better reader?

- Give your child access to lots of books on many different topics and by a wide range of authors who write in different styles
- Read difficult texts to your child and allow them the chance to listen and ask questions.
- Encourage your child to read silently to themselves but check their understanding of what they have read after doing so.
- Broaden the vocabulary you use when speaking to your child and be prepared to clarify the meaning of a wider range of words, modelling them within sentences.
- Use the site <https://schoolreadinglist.co.uk> to find age appropriate novels for your child

Strategies to help with decoding

- 'Blending' or 'sounding out' whole words
- Recognising common endings (-ing, -ed, -er, tion, -able) and prefixes (un-, dis-, in-)
- Finding the root word within more complex words (discovery, subway, incoming, discontentment)
- Using syllables to break down words into more manageable chunks (mis-con-duct, en-count-er-ing, ex-tra-or-din-a-ry)
- Recognising words at sight
- Using the context of the word or picture clues.

What kinds of questions do I ask my child when reading?

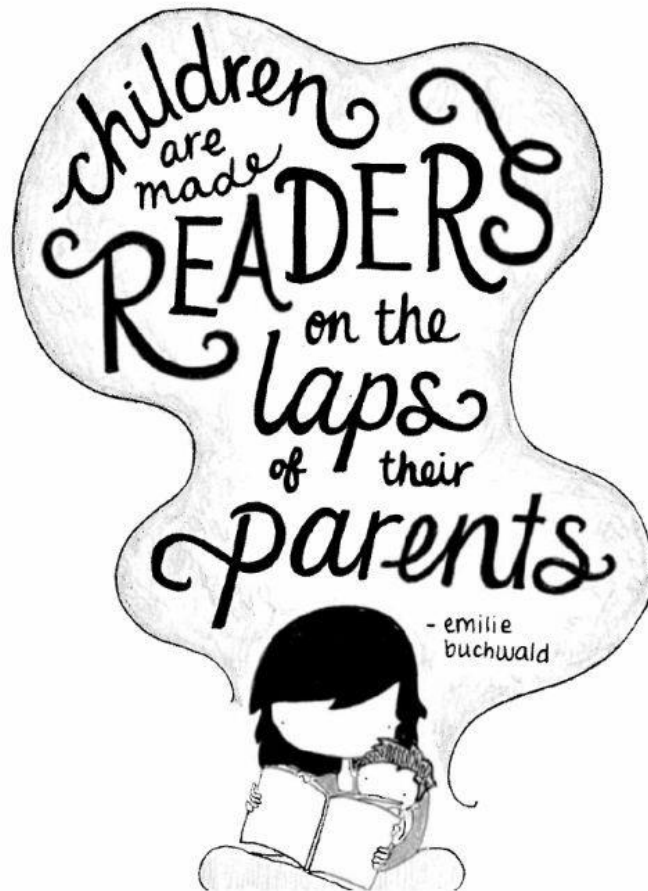
- Question vocabulary. Do you know what that word means? How did you figure it out? Why has the author used this word? Can you think of other words that mean the same thing?
- Encourage predictions for the next chapter, backed with evidence from the text. What do you think will happen next? Why do you think that?
- Is this author's work similar to books you've read by other authors? What other story does this remind you of? Why do you think it is similar? • Can you relate to the character?
- What is the dilemma or problem in this story (structure based questions) and how has the author built tension or suspense?
- What information has the author revealed about the character so far?

Useful website

- lovereading4kids.co.uk
- booktrust.org.uk
- literacytrust.org.uk
- booksforkeeps.com.uk
- schoolreadinglist.co.uk

**You're never too old,
too wacky, too wild,
to pick up a book
and read to a child.**

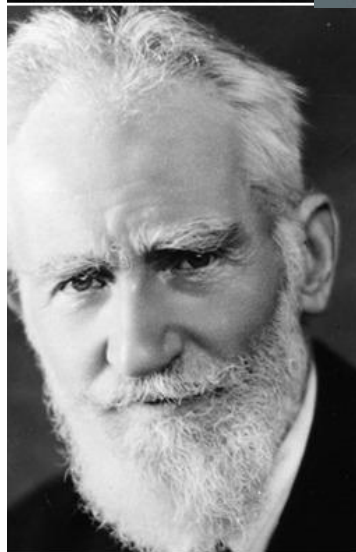
-Dr. Seuss



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**Make it a rule never to give a child a
book you would not read yourself.**

— George Bernard Shaw —

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