



Reading with your child

Year 3 or Year 4 child

A person who won't read has no advantage over one who can't read. —Mark Twain



National Curriculum expectations

Year 3

and 4

Pupils should be able to read books written at an age appropriate interest level. They should read these books with confidence and at a speed that allows them to focus on understanding what they have read, rather than on decoding individual words. They should have the ability to decode most new words that they come across and make an accurate attempt at pronouncing new words.

This can be done through discussion and by introducing children to a wide range of texts, including stories, poems, plays and non-fiction texts.

Visit

How you can help at home.

the library as often as possible - take out CDs and DVDs as well as books.

Schedule a regular time for reading - perhaps when you get home from school or just before bed.

Buy dual-language books if English isn't your family's first language - you can talk about books and stories, and develop a love for them, in any language.

Look for books on topics that you know your child is interested in - maybe dragons, insects, cookery or a certain sport.

Make sure that children's books are easily accessible in different rooms around your house.

Let children have time to attempt words that they are unsure before you give them the word. Help them to get the initial sound or try breaking the word into smaller sections. successfully .

I Opened a Book

By Julia Donaldson

I opened a book and in I strode.

Now nobody can find me.

I've left my chair, my house, my road,

My town and my world behind me.

I'm wearing the cloak, I've slipped on the ring,

I've swallowed the magic potion.

I've fought with a dragon, dined with a king

And dived in a bottomless ocean.

I opened a book and made some friends.

I shared their tears and laughter

And followed their road with its bumps and bends

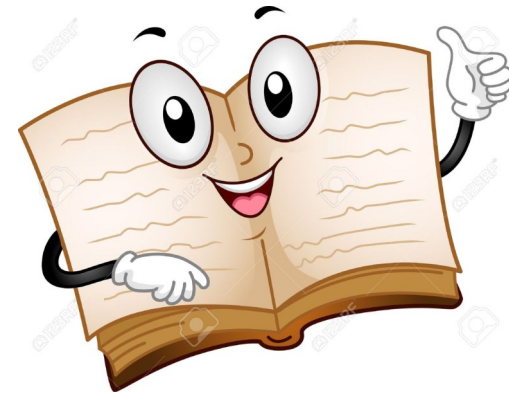
To the happily ever after.

I finished my book and out I came.

The cloak can no longer hide me.

My chair and my house are just the same,

But I have a book inside me.



2e: Predict what might happen from details stated and implied:

- Can you think of another story, which has a similar theme; e.g. good over evil; weak over strong; wise over foolish? Do you think this story will go the same way?
- Which stories have openings like this? Do you think this story will develop in the same way?
- Why did the author choose this setting? Will that influence how the story develops?
- How is character X like someone you know? Do you think they will react in the same way?

2f: Identify/explain how information/narrative content is related and contributes to meaning as a whole. Explain why a character did something:

- Explain a character's different/changing feelings throughout a story. How do you know?
- What are the clues that a character is liked/disliked/envied/feared/loved/hated etc...?
- What is similar/different about two characters?
- Why is 'x' (character/setting/event) important in the story?
- What is the story (theme) underneath the story? Does this story have a moral or a message?
- Why do you think the author chose to use a... question/bullet/subheading/table etc to present the information?
- How does the title/layout encourage you to read on/find information?
- Why has the writer written/organised the text in this

Children in Year 3 and 4 are expected to be able to:

To encourage and support them you could say:

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

A suffix comes at the end of a word - walking, walked, careful...

A prefix comes at the beginning of the word- unused, illegal...

Can you find a word which begins with the suffix -ing?

What does the prefix -anti mean? So what could -anti social mean?

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

What is your favourite story? Why do you like it?

Can you explain what happened in the story to me?

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

I wonder if there is a poem about....

How could we find out all about hot air balloons...

Let's go to the local theatre and watch a play

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

What do you think about...?

Let's take turns reading

Who would you recommend this book to? Why?

Ask questions to improve their understanding of a text	How do you know that What does ... mean? Do you need me to explain anything to you?
Check that the text makes sense to them	Can you explain what is happening on this page/paragraph/sentence to me?
Discuss words and phrases that capture the reader's interest	Why do you think the author choose this word? What impact does it have on events in the story?
Use a dictionary or thesaurus to check the meaning of words that they have read	I wonder what that word means, shall we look it up in the dictionary. What words do think mean the same as shall we have a look in the thesaurus for some synonyms?
Draw inferences, such as inferring characters' feelings, thoughts and motives	Why did that character make that choice? Why do think he did that? How do you think ... is feeling? Why are they feeling like this?
Predict what might happen from details stated and implied	The character has ... what do you think he/she will do next? Why do you think this? How do you think the story will end? Why do think that?

2c: Summarise main ideas from more than one paragraph.

- Can you sum up what happens in these three/four/five... paragraphs?
- What's the main point in this paragraph?
- You've got 'x' words; sum up these paragraphs.
- Sort the information in these paragraphs. Do any of them deal with the same information?
- Make a table/chart to show the information in these paragraphs.
- Which is the most important point in these paragraphs? How many times is it mentioned?

2d: Make inferences from the text/explain and justify inferences with evidence from the text:

- What makes you think that?
- Which words give you that impression?
- How do you feel about...?
- Can you explain why...?
- I wonder what the writer intended?
- I wonder why the writer decided to...?
- What do these words mean and why do you think the author chose them?

2a: Give/explain the meaning of words in context :

- What does this... word/phrase/sentence... tell you about... character/setting/mood etc?
- Highlight a key phrase or line. By writing a line in this way what effect has the author created?
- In the story, 'x' is mentioned a lot. Why?
- The writer uses words like ... to describe What does this tell you about a character or setting?
- What other words/phrases could the author have used?
- The writer uses ...words/phrases...to describe ... How does this make you feel?
- How has the writer made you and/or character feel ... happy /sad/angry/ frustrated/lonely/bitter etc?

2b: Retrieve and record information/identify key details from fiction and non-fiction:

- Where does the story take place?
- When did the story take place?
- What did s/he/it look like?
- Who was s/he/it?
- Where did s/he/it live?
- Who are the characters in the book?
- Where in the book would you find...?
- What do you think is happening here?
- What happened in the story?
- What might this mean?
- Through whose eyes is the story told?

Reading content domains are the broad headings under reading skills which have been grouped for assessment purposes. Your child will be assessed using these domains in their termly reading assessments.

	Content domain reference
2a	give / explain the meaning of words in context
2b	retrieve and record information / identify key details from fiction and non-fiction
2c	summarise main ideas from more than one paragraph
2d	make inferences from the text / explain and justify inferences with evidence from the text
2e	predict what might happen from details stated and implied
2f	identify / explain how information / narrative content is related and contributes to meaning as a whole
2g	identify / explain how meaning is enhanced through choice of words and phrases
2h	make comparisons within the text