



## Reading in Year 3

### **Guided Reading**

When children start Hove Juniors in year 3 the class teachers already know a lot about the children's reading strengths and areas for development. The infant school share relevant information with us so that we are ready to support your child's reading development straight away. In line with the provision at West Hove Infant School, children in year 3 will start every day with guided reading time. During the week, the children will take part in a series of reading activities and will have the opportunity to read with an adult at least once per week. They will complete reading comprehension activities and develop reading skills such as: predicting, comparing, inferring and vocabulary development to enable them to confidently comprehend books on their own and with adult support. Books are chosen to meet the needs of the children and activities are carefully personalised to maximise pupil progress.

### **D.E.A.R Time**

Every week your child will have opportunities to 'Drop Everything and Read' independently and sometimes in pairs. They will have the opportunity to practise the reading skills learned in lessons, develop a love of reading, build reading stamina and recommend books to others. We know how important it is for every child to develop a love of reading and we want to encourage this regularly.

### **Reading into Writing**

Hove Juniors uses a reading into writing approach in all year groups. Through our inspiring English curriculum, we want your children to become confident and enthusiastic readers who can comprehend at an age related level or greater and have a love for reading across the curriculum in a range of different genres. Reading skills are taught using the whole class text as a stimulus. Children are taught to understand authorial intent and to unpick this as a reader and apply it to their own writing. High quality challenging texts are chosen for whole class English lessons. Often these books are one of a series of books that children can go on to read after reading the first as a class. Vocabulary rich texts are at the heart of our curriculum planning and inspire our learning journeys.

### **How to help at home**

Please read regularly with your child at home to support their reading development. Below you will find the year 3 and 4 word list to help your child to read, spell and understand. When reading with your child, please explain new words to them, help them to work out their meaning in the context of the sentence and look words up in the dictionary. Ask them questions to deepen their understanding of the text such as 'How Do we know...?' 'What evidence is there that...?' 'What impression do you get of the character?' 'How does the character feel? How do we know this?' 'Why did the author use that word or phrase?' 'What do you think will happen next? Why?' and encourage them to sequence the story.

Your child would also benefit from visiting the library regularly, reading magazines, reading child friendly newspapers and reading and using recipes.

## **How to Help at Home Continued**

### **The 'feel good' factor**

- Make the session short, relaxed, positive and fun!
- Think about the best time and place to do it
- Feel you are sharing an interesting book, not just hearing your child read

### **Different Ways to Read a Book**

- You read to your child as they look at/point to words
- You read but miss out occasional words for them to supply
- Take turns to read a page
- Try 'paired reading'
- Your child reads to you as you look at/point to words

### **'Warming up' a Text**

- Talk about the cover, title blurb on the back
- Make predictions
- Look through and talk about the pictures
- Introduce any key vocabulary, names of characters, tricky words

### **Reading Strategies**

- Look at the word – try sounding it. Does that sound right?
- Does it look right?
- Look at the picture – can you see anything beginning with the first sound?
- Look at the other words in the sentence – before and after the tricky words
- Always ask "What would make sense?"

### **It is Helpful to ....**

- Who were the characters?
- Where were they?
- When did the story happen?
- What happened?
- How did it end?
- What was your favourite bit?

## Re-Reading Builds up Confidence

- Suggest your child shows how well he can read by reading the book to another adult, child or favourite toy or pet
- Suggest he records his reading: Dictaphone, mobile phone, computer. He will love listening to it!
- What could you try?
- Do you know a word like that?
- What do you think it could be?
- Do you know a word that starts with those letters?
- What do you know that might help you?
- Use the punctuation.
- If the word was ..... what would you expect to see at the beginning/end/middle
- What can you hear at the beginning / end / middle? [The adult may need to articulate the word]
- Blend the sounds together.
- What else could you do?
- Can you separate the word into chunks/syllables?
- If the pupil needs support with one to one correspondence:
- Read it with your finger.
- Did the words match?
- Were there enough words?
- Did you run out of words?
- Use a pointer and make them match.
- Point to each word.
- I like the way you did that. Where was the hard part?



### **Asking questions to encourage reflection and discussion**

#### **Before reading**

- What do you know about.....?
- What do you think about.....?

#### **During or after reading**

- What do you think .....might do now? [prediction]
- How do you think this chapter might end? [Prediction]
- Why do you think the boy said that? [Explanation]
- Can you explain how the engine works? Tell me why a lot of people use their cars in the countryside? [Explanation]
- What happens after.....? [Recapping]
- Give me a summary of the last paragraph. What did you find out about.....?
- What do you think might have happened if.....? [Reflection]
- What are the benefits of this idea? [Evaluation]
- How do you know.....show me in the text? [Locating information in the text]
- What have you learnt.....?

## Word list – years 3 and 4

accident(ally)	early	knowledge	purpose
actual(ly)	earth	learn	quarter
address	eight/eighth	length	question
answer	enough	library	recent
appear	exercise	material	regular
arrive	experience	medicine	reign
believe	experiment	mention	remember
bicycle	extreme	minute	sentence
breath	famous	natural	separate
breathe	favourite	naughty	special
build	February	notice	straight
busy/business	forward(s)	occasion(ally)	strange
calendar	fruit	often	strength
caught	grammar	opposite	suppose
centre	group	ordinary	surprise
century	guard	particular	therefore
certain	guide	peculiar	though/although
circle	heard	perhaps	thought
complete	heart	popular	through
consider	height	position	various
continue	history	possess(ion)	weight
decide	imagine	possible	woman/women
describe	increase	potatoes	
different	important	pressure	
difficult	interest	probably	
disappear	island	promise	