

Reading in Year 3



"You can find magic wherever
you look. Sit back and relax all
you need is a book!"

— Dr. Seuss

Our aim



Confident readers

Children read accurately, fluently and with increasing expression.

Thoughtful readers

Children understand what they read, talk about it and use evidence from the text.

Enthusiastic readers

Children discover books, authors and subjects that they genuinely enjoy.

We want children not simply to be able to read, but to see themselves as readers.

What changes in Year 3?



- Children are moving from learning to read towards reading to learn.
- Texts become longer and vocabulary becomes more challenging.
- We develop fluency so children can focus on meaning.
- We place a greater emphasis on comprehension, vocabulary and inference.
- Phonics remains important for children who still need support.

Reading in school



Read

Regular opportunities to read aloud, independently and with an adult.

Talk

Discuss characters, vocabulary, ideas, predictions and evidence.

Think

Explain, infer, compare, retrieve and justify answers.

Reading is part of everyday learning across the curriculum — not just English.

Guided Reading daily



Monday Week 1	Book introduction (prediction)				
Tuesday Week 1	Read the group book	Read the group book	Reading for pleasure	Read the group book	Class teacher hear read
Wednesday Week 1	Comprehension (group book)	Reading for pleasure	Read the group book	Class teacher hear read	Phonics and vocabulary sheet
Thursday Week 1	Reading for pleasure	Comprehension (group book)	Class teacher hear read	Read the group book	Reading for pleasure
Friday Week 1	Vocabulary Challenge	Class teacher hear read	Comprehension (group book)	Reading for pleasure	Book review

Reading for Pleasure

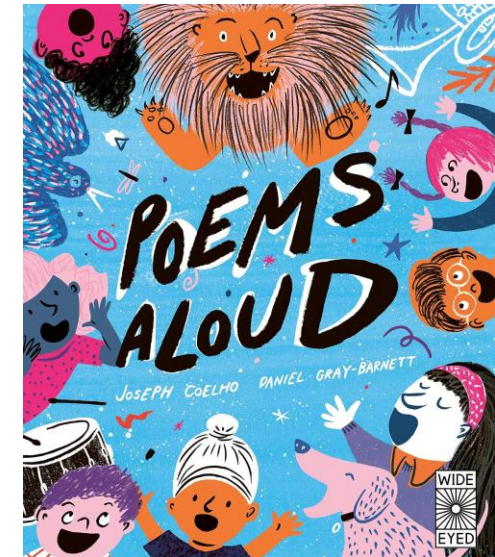
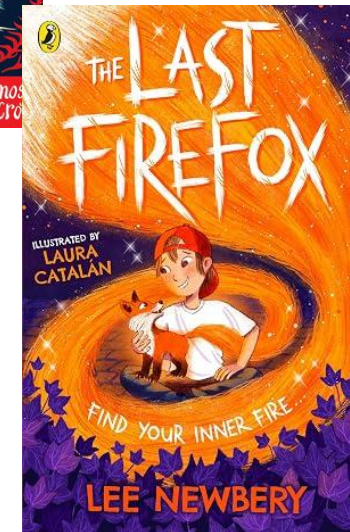
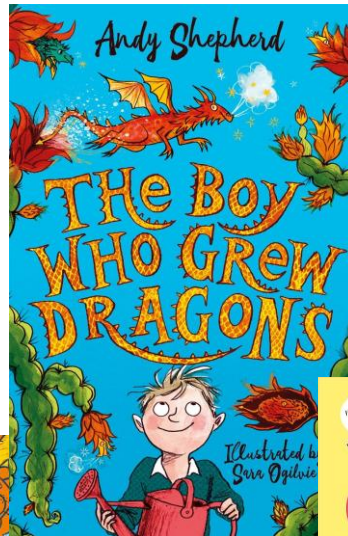
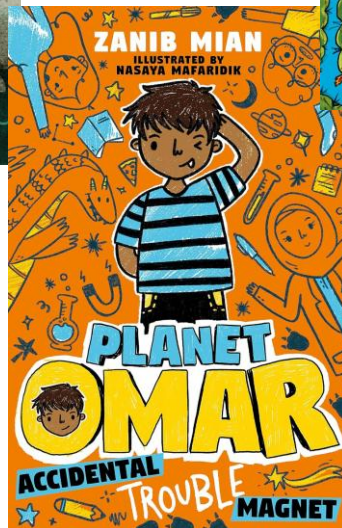
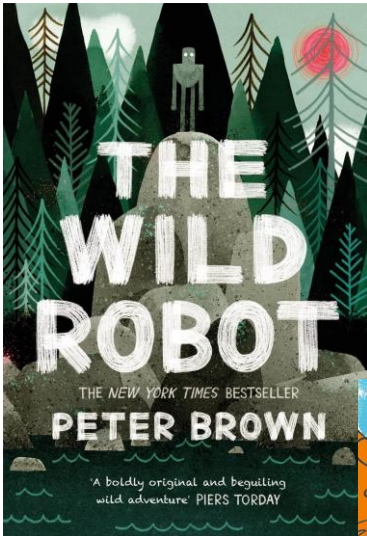
Inviting book corners



Reading cafes

Our Class Readers

Story time at the end of every day



Our colour book bands

Every child will bring home a colour-banded book matched to their current reading level.



Free Reader

Lime

White

Gold

Purple

Why do we use colour bands?

Free Reader

Lime
White
Gold
Purple



- They help us match children with books at an appropriate level of challenge.
- The aim is to build confidence while still moving reading forward.
- A colour is not a label or a measure of a child's intelligence.
- Children may move through bands at different rates — this is completely normal.
- We continually assess reading and adjust the level of book when appropriate.

Please keep the reading book in your child's bag every day



- Your child may read it with an adult in school.
- They may read independently or practise fluency.
- It means their current reading book is always available when needed.

What about phonics in Year 3?



Phonics is still important for children who need further support.

Some children will need more support

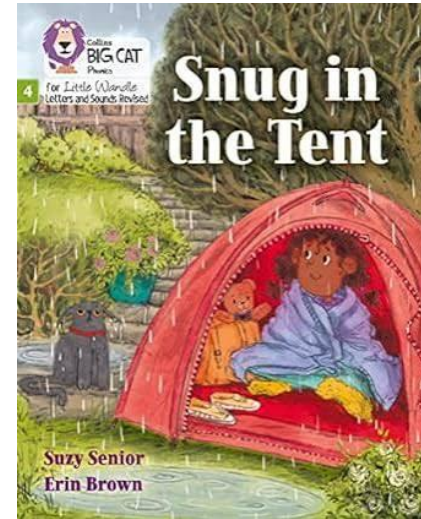
A small number of children will still need to secure parts of their phonics knowledge.

Little Wandle catch-up

These children will take part in a targeted Little Wandle phonics catch-up programme to help close gaps and build confidence.



Phonics catch-up programme



These children will be sent home with a reading pack including a reading record.

Please record when you read with your child.

You will also get access to the Collins Ebook app – more information to follow...

Reading fluently



Fluency means children can read accurately and smoothly enough that they can concentrate on understanding the text.

Accurate

Reads words correctly.

Smooth

Doesn't stop at every word.

Expressive

Uses appropriate phrasing and expression.

Understanding

Can focus on meaning rather than decoding every word.

Comprehension: reading is more than saying the words



- Retrieve information from the text.
- Explain what words and phrases mean in context.
- Make predictions and explain them.
- Infer how a character might be feeling or why something happened.
- Use evidence from the text to justify an answer.
- Make connections and discuss ideas.



Vocabulary matters



Year 3 texts introduce children to increasingly rich and unfamiliar vocabulary.

- Pause when you meet an unfamiliar word.
- Ask: What do you think it means?
- Look at the words around it for clues.
- Discuss synonyms and alternative words.
- Encourage children to use new vocabulary themselves.

Reading at home



Listen

Listen to your child read and praise their effort and progress.

Read

Read to your child too. Hearing fluent reading helps develop language and enjoyment.

Talk

Talk about the story, vocabulary, characters and ideas.

Reading for pleasure



Children don't have to read only the books we send home.

- Fiction and non-fiction
- Comics and graphic novels
- Poetry and joke books
- Magazines and information books
- Favourite books and re-reading
- Audiobooks and books shared together

If they enjoy it, it counts as reading!

10 simple ways to support reading at home



1. Read regularly.
2. Let your child choose books.
3. Talk about what you've read.
4. Discuss unfamiliar vocabulary.
5. Ask questions.
6. Make predictions.
7. Read to your child.
8. Let your child see you reading.
9. Visit the library.
10. Keep reading enjoyable!

Working together



School

- Match books to reading level
- Monitor progress
- Develop fluency and comprehension
- Provide phonics catch-up where needed
- Promote reading for pleasure

Home

- Read regularly
- Keep the school reading book in the bag every day
- Listen and talk about books
- Encourage reading for pleasure
- Tell us if you have concerns

Together, we can help every child become a confident reader.



Any questions?