



## Reading with Your Year 3 Child

### Parent Advice Booklet

Allow your child to experience many books about different topics. This goes beyond the home reading book your child is given by school.

Encourage your child to attempt to pronounce new words they see on signs or within their environment and model the correct way.

Broaden the vocabulary you use when speaking to your child and be prepared to clarify.

#### **Crossways recommends:**

Making inferences from the text/explain and justify these with evidence from the text e.g. How does the character feel and how do you know that from the text?

Predicting what might happen from details stated and implied e.g. Ask why they think the author chose the setting and how this might influence the development of the story?

Making comparisons within the text e.g. Explain how a character's feelings change throughout the story and how do you know?

Giving or explaining the meaning of words in context e.g. How has the author made the reader feel happy, sad, excited etc?

Identifying key details from fiction and non-fiction by retrieving specific information e.g. Summarise what has happened in sections of the text. Summarise the main ideas from a paragraph.



### Year 3 expectations with supporting questions

Year 3 children are expected to:	To support this, you could say:
apply their growing 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 might 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...? Shall we go and watch a play about...?
use dictionaries to check the meaning of words they have read	If you're not sure what a word means, what could you do?
Identify themes and conventions	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 interest and imagination	What an interesting use of words; why do you think the author chose those?
recognise some forms of poetry, e.g. free verse, narrative poetry	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?

Year 3 children are expected to:	To support this, you could say:
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	<p>How do you think... is feeling?</p> <p>What makes you think that?</p> <p>Why did he make that choice?</p>
predict what might happen from the details stated and implied	<p>If they just..., what might they do next?</p> <p>Who could it be? What makes you think that?</p>
identify the main ideas drawn from more than one paragraph and summarise these	<p>So, what has this part of the story been about?</p> <p>Have you spotted a theme in the story?</p>
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	<p>What did...?</p> <p>Which part tells you about...?</p>
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	<p>Would you like me to read this page?</p> <p>What did you think of...?</p> <p>I thought that...</p> <p>Do you think... would like this book?</p> <p>What makes you think that?</p>

## Reading Scheme Books at Crossways

### Parent Information Guide

Reading underpins the whole curriculum throughout the Early Years and the Primary Phase, therefore reading fluently with good comprehension is essential as all curriculum subjects rely on this.

Children learn to read by using their knowledge of challenge words, sight vocabulary and phonics. Children need to know all taught phonemes to access words in particular book bands. After these skills are learnt, children begin to pick up fluency, new vocabulary and apply comprehension to increase their reading ability. Fluency is the ability to read aloud with natural rhythm and expression, recognising or decoding words accurately whilst constructing meaning.

Book banding allows children to select texts from a gradient of challenge. At Crossways through the use of the PM benchmarking assessment, teachers have thoroughly assessed your child's reading accuracy which is matched to their retelling and comprehension skills.

The questions are progressive and go from literal comprehension, inferential comprehension, applied knowledge questioning and vocabulary questions.

LILAC
PINK
RED
YELLOW
BLUE
GREEN
ORANGE
TURQUOISE
PURPLE
GOLD
WHITE
LIME
BROWN
GREY
DARK BLUE
RUBY / DARK RED
BLACK
BLACK with WHITE plus