



Developing Confident and Fluent Readers at Acresfield

Year 3

Our Approach to Reading

This booklet is designed to give parents an overview of expectations in Year 3 linked to the English reading curriculum.

It outlines the following:
Curriculum expectations in reading for children in Year 3
Approaches to learning used by staff at Acresfield
Ways you can support your child at home

In Year 3, children should be ...

- reading a range of different texts including stories, poems, and non-fiction
 - be fluent in their reading and use a range of strategies to read unfamiliar words
- develop their comprehension.

Word Reading

The strategies the children have developed from Year 2 will continue to be applied until they can read fluently.

To support the children when they reach an unfamiliar word they can use one of the following strategies:

- Continue to read to the end of the sentence to see if they can work out the unfamiliar word
- See if the unfamiliar word looks like other words they know and see if it has a similar meaning.
- Read accurately by segmenting (sounding out) words and then blend the sounds in words to read it as a whole
E.g. black = bl—a—ck
 - Use syllables to support reading unknown words
E.g. Invincible = in-vin-ci-ble
- Look at the pictures to support them in reading the unfamiliar word

Once a child can read fluently the focus moves to developing comprehension skills and reading a wide variety of texts independently.



Comprehension

The children will begin to develop the following:

Pupils should develop positive attitudes to reading and understanding of what they read by:

- listening to and discussing a wide range of fiction, poetry, plays, non-fiction and reference books or textbooks
- reading books that are structured in different ways and reading for a range of purposes
- using dictionaries to check the meaning of words that they have read
- increasing their familiarity with a wide range of books, including fairy stories, myths and legends, and retelling some of these orally
- identifying themes and conventions in a wide range of books
- preparing poems and play scripts to read aloud and to perform, showing understanding through intonation, tone, volume and action
- discussing words and phrases that capture the reader's interest and imagination
- recognising some different forms of poetry [for example, free verse, narrative poetry]

Understand what they read independently, by:

- checking that the text makes sense to them, discussing their understanding and explaining the meaning of words in context
- asking questions to improve their understanding of a text
- drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying their explanations with evidence
- predicting what might happen from details stated and implied
- identifying the main ideas drawn from more than one paragraph and summarising these
- begin to identify how language, structure, and presentation contribute to meaning
- retrieve and record information from non-fiction
- participate in discussion about books that are read to them and those they can read for themselves, taking turns and listening to what others say.



How Can I Help My Child?

- ~ Build reading into everyday life
- ~ Support the methods used in school
- ~ Reinforce reading in everyday situations

In Year 3, the children will have a guided reading book which they read with their teacher once a week. They will then be asked to read some more of this book at home ready for their next session with the teacher. For the rest of the week in guided reading the children take part in a range of reading activities including a follow up task set by the teacher about the reading the previous day, an independent reading session, and using the role play.

The children also have a free choice book which can be chosen from the books in the classroom or school library. The children can change this when they need to. Equally, the school is open from 8:40am everyday for you to read with your child and change their book in the classroom or library, if you would like to.

Parents can support comprehension by asking the following types of questions to support their child in becoming a reading detective —

Why do you think the character did that?

What do you think might happen next?

How do you think the character might have felt when x happened?

Why do you think the author used that word to describe how she moved?

Which words tell you that it is early in the morning?

Can you find any clues that tell you what the weather was like?

Reading should be enjoyable for both you and your child. Read a little everyday and make the time special and fun. Comment in your child's reading diary each time you read with them, these can include books from home, not just books from school.

If you have any questions relating to your child's reading, please speak to the class teacher.

