

Reading with Year 3



By Year 3, children should be able to read books written at an age appropriate level. They should be able to read them accurately and at speed that allows them to focus on and understand what they have read, rather than decoding individual words. They should be able to decode most new words making a good attempt to pronounce them correctly. It is essential they are introduced to new words through discussions and by studying a wide range of texts on a wide range of subjects. They should be able to read these independently, fluently and enthusiastically. They should be learning to read silently to themselves.

Ensure your child experiences lots of books on different topics, as well as their school reading book.



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 the meaning of a wider range of words



Year 3 children are expected to:	To support this, you could say:
<ul style="list-style-type: none"> • apply their growing knowledge of root words, prefixes and suffixes, both to read aloud and to understand the meaning of new words they meet 	<p>Can you find a word which begins with the prefix dis-?</p> <p>What does the prefix anti- mean? So what might this new word mean?</p>
<ul style="list-style-type: none"> • develop positive attitudes to reading and an understanding of what they have read 	<p>What happened in your story?</p> <p>What kind of text would you like to read next?</p>
<ul style="list-style-type: none"> • listen to and discuss a wide range of fiction, poetry, plays, non-fiction and reference books 	<p>What did you think about...?</p> <p>Shall we go and watch a play about...?</p>
<ul style="list-style-type: none"> • use dictionaries to check the meaning of words they have read 	<p>If you're not sure what a word means, what could you do?</p>
<ul style="list-style-type: none"> • increase their familiarity with a wide range of books, including fairy stories, myths and legends, and retell some of these orally 	<p>What genre is this text?</p> <p>Can you tell me the story of...?</p> <p>Do you know any myths?</p>

Year 3 children are expected to:	To support this, you could say:
<ul style="list-style-type: none"> • identify themes and conventions within texts 	<p>What message do you think this story is trying to tell us?</p>
<ul style="list-style-type: none"> • prepare poems and playscripts to read aloud and to perform, showing understanding through intonation, tone, volume and action 	<p>Would you like to read a poem to us after dinner?</p> <p>This part of the script is a troll speaking; how might they say it?</p>
<ul style="list-style-type: none"> • discuss words and phrases that capture the reader's interest and imagination 	<p>What an interesting use of words; why do you think the author chose those?</p>
<ul style="list-style-type: none"> • recognise some forms of poetry, e.g. free verse, narrative poetry 	<p>Do you know what kind of poem this is?</p>
<ul style="list-style-type: none"> • check that the text makes sense to them 	<p>Did you understand that?</p>
<ul style="list-style-type: none"> • discuss their understanding of the text 	<p>What do you think that means?</p>
<ul style="list-style-type: none"> • explain the meaning of new words in context 	<p>What does... mean? I've never heard of that before.</p>
<ul style="list-style-type: none"> • ask questions to improve their understanding of the text 	<p>Is there anything you want to ask that you're not sure about?</p>
<ul style="list-style-type: none"> • draw inferences such as inferring characters' feelings, thoughts and motives 	<p>How do you think... is feeling? What makes you think that?</p> <p>Why did he make that choice?</p>

Year 3 children are expected to:	To support this, you could say:
<ul style="list-style-type: none"> • predict what might happen from the details stated and implied 	<p>If they just..., what might they do next? Who could it be? What makes you think that?</p>
<ul style="list-style-type: none"> • identify the main ideas drawn from more than one paragraph and summarise these 	<p>So, what has this part of the story been about? Have you spotted a theme in the story?</p>
<ul style="list-style-type: none"> • identify how language, structure and presentation contribute to meaning 	<p>Why do you think the author has used... in the text?</p>
<ul style="list-style-type: none"> • retrieve and record information from non-fiction texts 	<p>What did...? Which part tells you about...?</p>
<ul style="list-style-type: none"> • 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? What did you think of...? I thought that... Do you think... would like this book? What makes you think that?</p>

At the end of Key Stage 2, your child's understanding of reading is tested through six different strands known as 'content domains'. These are set out below with questions related to each domain.

1a Vocabulary

Give explain the meaning of words in context

What does this word/phrase/sentence tells you about the character/mood/setting?

By writing this way what effect has the author created?

How has the author made you feel happy/sad/angry/frustrated?

1b Retrieval

Retrieve and record information/ Identify key details from fiction or non-fiction

Where/when does the story take place?

Where in the text would you find...?

What part of the story best describes...?

2c Sequencing

Summarise main ideas from more than one paragraph

What is the main point in this section of the text?

Recap what has happened so far in 20 words or less.

Which is the most important point in this paragraph?

1d Inference

Make inferences from the text/ explain and justify these with evidence from the text

What do these words mean and why might the author have chosen them?

Can you explain why?

Which words give you the impression that...?

2e Predict

Predict what might happen from details stated or implied

Can you think of another story with a similar theme/opening/ending?

Why did the author choose this setting? Will it influence how the story develops?

How is this character like someone you know in real life?

Will they act in the same way?

2f/h Commentate

Identify/ explain how information/ narrative content is related and contributes to meaning as a whole. Make comparisons within a text

Explain how a character's feelings change throughout the story. How do we know?

What is similar /different about these two characters?

How could this part of the text be improved?

2g Choice

Identify/ explain how meaning is enhanced through choice of words and phrases

What does this word... tell you about...?

By writing this way, what effect has the author created?

Which words do you think are most important? Why?

