

Beaufort Primary School - Supporting your Y3/4 child with Reading

National Curriculum Expectations:

By Year 3, pupils should be able to read books written at an age-appropriate interest level. By Year 4, pupils should be able to independently, fluently and enthusiastically read books written at an age-appropriate interest level. Year 3 and 4 children should be able to read them accurately and at a speed that allows them to focus on understanding what they have read, rather than on decoding individual words. They should be able to decode most new words outside of their spoken vocabulary, making a good attempt at the word's pronunciation. As their decoding skills become secure, efforts should be made to introduce children to new words which will increase their vocabulary. This should be done through discussion and by introducing children to a wide range of texts, including stories, poems, plays and non-fiction pieces on a wide range of subjects. Children in Year 3 should be able to read these texts independently, fluently and enthusiastically, and should be learning to read silently to themselves. Children in Year 4 should be securing the skill of reading silently to themselves.

Tips to help you support your child:

- Encourage your child to attempt to pronounce new words they see in the environment around them. Discuss tricky parts 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.
- Encourage your child to read silently to themselves but check their understanding of what they have read after doing so.

Year 3 and 4 are expected to:	To support this, you could say/ask:
apply their 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 <i>dis</i> ? What does the prefix <i>anti-</i> mean? So what could 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? Who are the characters in the story? What part of the story did you like best? Through whose eyes is the story told? Is there anything you want to ask me about what you have read?
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...? Have you ever read a ... poem?
use dictionaries to check the meaning of words they have read	I'm not quite sure what it means either – shall we use a dictionary? Shall we look at an online dictionary? Is there a glossary in this text?
increase their familiarity with a wide range of books, including fairy stories, myths and legends, and retell some of these orally	What genre is this text? What happens in the story of...? Do you know any myths? Could you tell me a bedtime story?
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? What does this phrase mean? Can you tell me a different word with the same

	<p>meaning?</p> <p>What other words or phrases could the author have you used?</p> <p>How does this make you feel?</p> <p>Which words do you like best?</p>
recognise some forms of poetry, e.g. free verse, narrative poetry	<p>Do you know what kind of poem this is?</p> <p>What can you see?</p>
check that the text makes sense to them	<p>What do you think that is saying?</p>
explain the meaning of new words in context	<p>What does... mean? I'm not quite sure. I thought it meant...</p> <p>Give the meaning of the word... in this sentence.</p>
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> <p>What makes you think that?</p> <p>Can you explain why?</p>
predict what might happen from the details stated and implied	<p>If they..., what might they do next?</p> <p>Who could it be? What makes you think that?</p> <p>What could happen in the story? Why do you think that will happen?</p>
identify how language, structure and presentation contribute to meaning	<p>Why do you think the author has used... in the text?</p> <p>What are the clues that the character is... liked/disliked, loved/hated etc...?</p> <p>In what ways do the illustrations support the instructions?</p>
retrieve and record information from non-fiction texts	<p>Can you find the part where...?</p> <p>Which part tells you about...?</p> <p>What have you learnt?</p> <p>Has it changed your opinion? Can you give reasons?</p>
join in discussions 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? What makes you think that?</p>