# Reading with your Y3 child



# Parent Information Booklet

**Introduction**

First and foremost, we want to promote the **love of reading**. There is strong evidence linking reading for pleasure and educational outcomes. We all know that academic attainment is important, but the benefits of reading for pleasure go beyond this and stretch throughout a person's life.

Research has found that reading for pleasure can result in increased empathy, improved relationships with others, reductions in the symptoms of stress and depression, and improved well-being. In addition to the health benefits, reading for pleasure has social benefits and can improve our sense of connectedness to the wider community. Reading increases our understanding of our own identity, helps us understand and share our feelings, and gives us an insight into the world view of others. So how do you get your child to switch off the TV or put down the games console remote and pick up a book instead? This information leaflet provides you with advice on what reading is; benefits of reading for children; national curriculum expectations; and how parents can support **reading for pleasure** at home.

**What is Reading?**

Reading is the ability to make meaning from print.

The process of reading includes:

- Word recognition: Ability to identify the written symbols/text in print.
- Comprehension: To understand the printed words and grasp the knowledge of the information.
- Fluency: Synchronising word recognition and comprehension to make reading accurate and automatic.

**Benefits of Reading for Children**

1. Improves functioning of the brain - Reading is the workout to keep your brain healthy.
2. Improves vocabulary - Reading books enriches word power, with knowledge of different ways of expression.
3. Improves theory of mind - Reading books help in boosting empathy in individuals toward others.
4. Improves knowledge - Reading books help increasing knowledge about different subjects.
5. Sharpens memory - Reading activates hippocampus area of the brain which is responsible for memory and learning abilities of an individual.

*Research shows that young people who enjoy reading very much are three times more likely to read above the level expected for their age than young people who do not enjoy reading at all.*

Source: National Literacy Trust

**National Curriculum Expectations**

By year 3, pupils should be able to read books written at an age-appropriate interest level. They should be able to read them accurately and at a speed that allows them to focus on understanding what they have read, rather than 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 more secure, efforts should be made to introduce children to new words which will increase their vocabulary. This can 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. They should be able to read these texts independently,
fluently and enthusiastically, and should be learning to read silently themselves.

**What This Means for Parents**

* Read every day for at least 20 minutes. You do not need to read an entire book every night. You might want to focus on just a few pages and talk about the characters, setting and plot in a lot of detail.
* Try to give your child access to lots of books on many different topics and by a wide range of authors who write in different styles e.g. Roald Dahl, Michael Morpurgo, to Julia Donaldson. Your local library is a great place to borrow books.
* Encourage your child to attempt to pronounce new words they see in the environment around them. Discuss tricky parts and model the correct way.
* Don't insist on 100% accuracy when reading aloud or correct errors immediately as this can stop the flow or enjoyment of the text. (KS2 Reading Knowledge Organiser has useful strategies for Word Reading e.g. looking for smaller words inside words.
* Try to broaden the vocabulary you use when speaking with your child and be ready to clarify the meaning of a wider range of words and modelling them in sentences. https://www.yourdictionary.com/ is an excellent website for definitions, synonyms and seeing words in a sentence.
* Discuss alternative words. For example, small - ask your child to think of other words that mean the same.
* Encourage your child to read silently to themselves as well as reading aloud. Reading aloud allows the child to practice fluency, expression and intonation. If your child needs to work on fluency you may find it helpful to read along with your child to demonstrate this.
* Discuss the punctuation on the page, for example, exclamation marks. Ask: What are these used for? What should you do when you see an exclamation mark?
* Fact or fiction? Is this book a story book or a non-fiction book? How do you know?
* Allow your child to read texts they are genuinely interested in e.g. information leaflets before visiting a museum
* Read difficult texts or texts by authors they might not choose themselves to your child and allow them the chance to listen and ask questions. Reading

to your child also helps them to understand how to use expression to bring stories to life and develop their own voice as readers. Use audio books available from the library or Amazon Audible.

* Check their understanding of what they have read. Ask them some of the questions from the grid below.

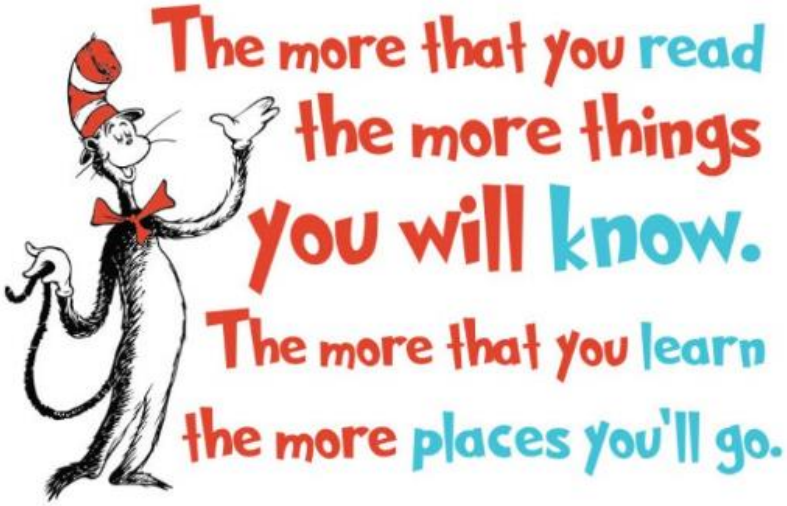
| **Y3 children are expected to:** | **To support this, you could say/ask:** |
|---|---|
| apply their knowledge of root words, prefixes and suffixes, both to read aloud and to understand the meaning of new words they meet | Can you find a word which begins with the prefix dis-?<br><br>What does the prefix anti- 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?<br><br>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…? |
| use dictionaries to check the meaning of words they have read | If you are not sure what a word means, what could you use? |
| increase their familiarity with a wide range of books,<br>including fairy stories, myths and legends, and retell some of these orally | What genre is this text?<br><br>What happens in the story of…?<br><br>Do you know any myths? |
| identify themes and conventions within texts | What message do you think this story is trying to tell us? |

| **Y3 children are expected to:** | **To support this, you could say/ask:** |
|---|---|
| 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?<br><br>This part of the script is a troll speaking: how might they say it? |
| discuss words and phrases that capture the reader's imagination | What an interesting use of words: why do you think the author chose those? |
| recognise some forms of poetry, e.g. free verse, haikus, narrative poetry e.g. The Owl and the Pussycat | 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? |
| explain the meaning of new words in context | What does… mean? '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 | How do you think… is feeling? What makes you think that?<br><br>Why did he make that choice |
| predict what might happen from the details stated and implied | If they… what might they do next?<br><br>Who could it be? What makes you think that? |
| Identify the main ideas drawn from more than one paragraph and summarise these | What has this part of the story been about?<br><br>Have you spotted a theme in the story? |
| identify how language, structure and presentation contribute to meaning | Why do you think the author has used… in the text? |

| **Y3 children are expected to:** | **To support this, you could say/ask:** |
|---|---|
| retrieve and record information from non-fiction texts | What did?<br><br>What part tells you about…? |
| Participate in discussions about both books that are read to them and those they can read themselves, taking turns and listening to what others say | Would you like me to read this page?<br><br>What did you think of…?<br><br>I thought that…<br><br>Do you think… would like this book? What makes you think that |

**Useful Websites**

Oxford Owl
https://home.oxfordowl.co.uk/reading/reading-age-7-8-year-3/
The School Run
https://www.theschoolrun.com/make-time-reading
Book Trust
https://www.booktrust.org.uk/books-and-reading/tips-and-advice/reading-tips/
Pearson
https://www.pearson.com/uk/learners/primary-parents/learn-at-home/help-your-child-to-enjoy-reading/top-10-tips-to-help-children-enjoy-reading.html
Reading Rockets
https://www.readingrockets.org/atoz
Love Reading 4 Kids
https://www.lovereading4kids.co.uk/




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