

A Guide for Parents: Year 3 Reading



"Reading makes all other learning possible. We have to get books into our children's hands early and often."

– Barack Obama

Building Independence (ages 7-9)

Your child will now be developing confidence and increasing independence not only in what they read but in what they choose to read. But they still need you to guide them. These ideas will help you to keep a good balance between reading for enjoyment across a range of interests, developing the skills to help your child read fluently and encouraging independence.

Things to try with your child

Sharing reading

1. It's still good to share

Hearing a story read to you (rather than watching a story on TV or as a film) is hugely important for developing reading skills, but it's also a relaxing routine which prepares children for a good night's sleep. Hearing a story read out loud also means that children can have access to books that may as yet be too challenging to read alone.

2. Open up the world of reading

Share the variety of your reading with your child: books, magazines, websites, and apps, to show how reading can help you to follow your interests and to get involved. Help them to join blogs, online communities and clubs that link to their hobbies whether it's swimming, football, dance or music.

Always check that any online communities children sign up to are safe and monitor their use of them.

Developing fluency and understanding

1. Encourage prediction

When reading stories, good readers are always thinking ahead to start to work out what might happen next. You can help your child become better at this by asking key questions such as: '*I wonder if ... will happen? Who do you think will...?*'



2. Research for homework

Your child may be asked to investigate a topic or find answers to questions set in class. You can help them with their research skills by talking about where to look to find the answers, although you may need to remind them to look in books and use the library as well as the internet. Children can struggle with information overload so they need your help to ‘search and sift’ both sites and information to make decisions.

Building independence

1. Valuing choice

It’s really important to value your child’s choices even when a book looks too easy or too difficult. Children can read books that appear to be too difficult (especially if it is a topic that interests them) but you’ll need to guide them through tricky words, pictures, ideas or even the layout of an information book.

2. Not giving up

As children read more challenging books, be aware that there might be times when they struggle and may seem reluctant to continue – so help them through those patches by reading a bit with them to get them started or hooked into the next chapter. Always balance this with sensitivity and valuing their choice – it’s got to be fun!

When your child reads aloud encourage lots of expression and get them to use different voices for the different characters or to use different volume or pace. Reading to a younger sibling might demand this and is great practice! Or get them to try learning a poem off by heart. And making a sound recording is fun too.

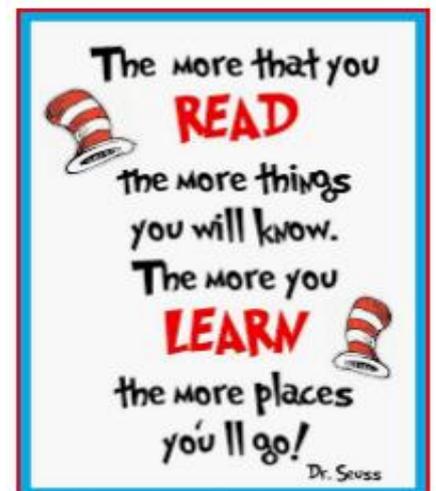
‘All the reading
she had done had
given her a view of
life that they had
never seen.’

Roald Dahl
Matilda

The KS2 Reading Content

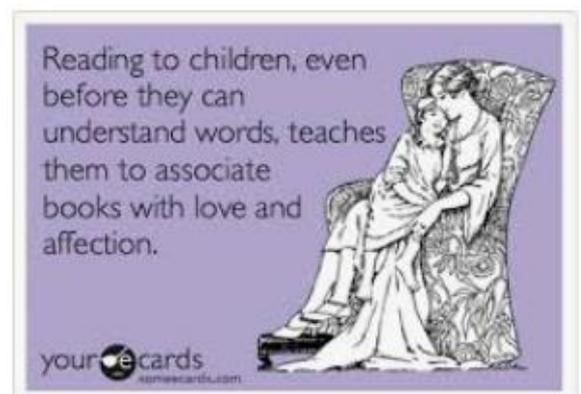
The content sets out the National Curriculum for English at key stage 2 that is assessed in the English reading test.

Content	
2a	give / explain the meaning of words in context
2b	retrieve and record information / identify key details from fiction and non-fiction
2c	summarise main ideas from more than one paragraph
2d	make inferences from the text / explain and justify inferences with evidence from the text
2e	predict what might happen from details stated and implied
2f	identify / explain how information / narrative content is related and contributes to meaning as a whole
2g	identify / explain how meaning is enhanced through choice of words and phrases
2h	make comparisons within the text



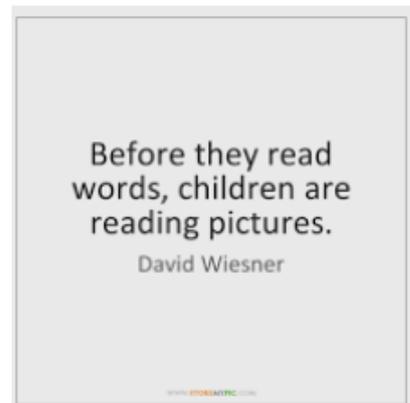
2a: Give/explain the meaning of words in context

- The writer uses words like ... to describe What does this suggest about... (character/setting)?
- What other words/phrases could the author have used?
- Which word most closely matches the meaning of the word x?
- The writer uses ...words/phrases...to describe ... How does this make you feel?
- Which of these words..... is a synonym for (choose a word from the text)?
- Find and copy one word meaning...
- Give the meaning of the word... in this sentence.
- Circle the correct option to complete this sentence (provide synonyms/phrases with similar meanings to replace at the end of the sentence).
- What does this phrase mean? (Idiomatic or figurative language).



2b: Retrieve and record information/identify key details from fiction and non-fiction

- Where/when does the story take place?
- What did s/he/it look like?
- Where did s/he/it live?
- Who are the characters in the book?
- Where in the book would you find...?
- What is happening at this point in the text?
- What happened in the story?
- Through whose eyes is the story told?
- Which part of the story best describes the setting?
- What part of the story do you like best? Find evidence to support your opinion.
- What evidence do you have to justify your opinion?
- Write down 3 things you are told about ... (character/setting/subject of the text).
- What was revealed at ... (beginning, middle, end, paragraph).
- Which of these statements is true/false?





2c: Summarise main ideas from more than one paragraph

- What's the main point in this paragraph?
- Can you sum up what happens in these three/four/five... paragraphs?
- You've got 'x' words; sum up these paragraphs.
- Sort the information in these paragraphs. Do any of them deal with the same information?
- Make a table/chart to show the information in these paragraphs.
- Which is the most important point in these paragraphs? How many times is it mentioned?
- Write sub-headings for each paragraph.

2d: Make inferences from the text/explain and justify inferences with evidence from the text

- What makes you think that?
- Which words give you that impression?
- How can you tell that...?
- Can you explain why...?
- Explain what x (phrase with challenging vocabulary) suggests about x.
- What does this... word/phrase/sentence... imply about... (character/setting/mood)?

If you want your children to be intelligent, read them fairy tales. If you want them to be more intelligent, read them more fairy tales.

Albert Einstein



2e: Predict what might happen from details stated and implied

- Can you think of another story, which has a similar theme; e.g. good over evil; weak over strong; wise over foolish? Do you think this story will go the same way?
- Do you know of another story which deals with the same issues; e.g. social; moral; cultural? Could this happen in this story?
- Which other author handles time in this way; e.g. flashbacks; dreams?
- Which stories have openings like this? Do you think this story will develop in the same way?
- Why did the author choose this setting? Will that influence how the story develops?
- How is character X like someone you know? Do you think they will react in the same way?
- Do you think x will happen? Tick one (from yes/no/maybe).
Explain your answer with evidence from the text.



2f: Identify/explain how information/narrative content is related and contributes to meaning as a whole

- Explain why a character did something.
- Explain a character's different/changing feelings throughout a story. How do you know?
- What are the clues that a character is liked/disliked/envied/feared/loved/hated etc...?
- What is similar/different about two characters?
- Why is 'x' (character/setting/event) important in the story?
- What is the story (theme) underneath the story? Does this story have a moral or a message?
- Why do you think the author chose to use a... question/bullet/subheading/table etc to present the information?
- How does the title/layout encourage you to read on/find information?
- Where does it tell you that... (could be information contained in headings/glossaries/labels etc.)?
- Why has the writer written/organised the text in this way?
- In what ways do the illustrations support the instructions?
- How could these instructions/information/illustrations be improved?
- Draw lines to match each part of the text to the correct quotation.



2g: Identify/explain how meaning is enhanced through choice of words and phrases

- What does the word 'x' tell you about 'y'?
- Find two or three ways that the writer tells you 'x'.
- What does this... word/phrase/sentence... tell you about... character/setting/mood etc?
- Highlight a key phrase or line. By writing a line in this way what effect has the author created?
- In the story, 'x' is mentioned a lot. Why?
- The writer uses words like ... to describe What does this tell you about a character or setting?
- What other words/phrases could the author have used?
- The writer uses ...words/phrases to describe ... How does this make you feel?
- What do you think the writer meant by... 'x'?
- Which words do you think are most important? Why?
- Which words do you like the best? Why?
- The author makes an action/description 'like' something else. Why?
- The author states that 'x' is something it isn't. What is the effect of this? Why have they done this?
- Highlight a key phrase or line. By writing a line in this way what effect has the author created?
- How has the writer made you and/or character feel?
- What do these words mean and why do you think the author chose them?
- What impression do these words give you about...?

2h: Make comparisons within the text

- Describe different characters' reactions to the same event in a story.
- How is it similar to ...?
- How is it different to ...?
- Is it as good as ...?
- Which is better and why?
- Compare and contrast different character/settings/themes in the text.
- What do you think about the way information is organised in different parts of the text? Is there a reason for why this has been done?

