



October
2020

Reading in Year 3



How to support your child
at home.

This Workshop Aims to :

- Reiterate and emphasise the importance of reading
- Give you an overview of the expectations for reading in Year 3.
- Explain how we at Marsh Hill teach reading in Year 3.
- Provide you with ideas and strategies to encourage and support your child's reading.



"Today a reader, tomorrow a leader." – Margaret Fuller



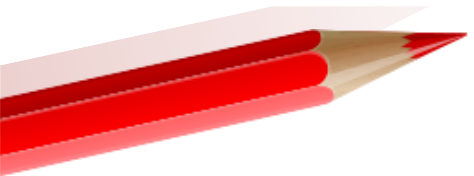
The Importance of Reading and Expectations by the End of Year 3



The Importance of Reading



We all know that reading is important to education and that it provides a gateway to success in all subjects. However research shows that **reading regularly** is essential to our wider lives, having a positive impact on our lives both academically and mentally.



"So it is with children who learn to read fluently and well: They begin to take flight into whole new worlds as effortlessly as young birds take to the sky." - William James

Children and young people who enjoy reading are five times more likely to read above the level expected for their age

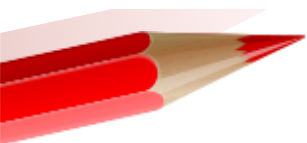
Reduces the levels of stress and anxiety and
Therefore has a positive impact on mental health.

Those who read for pleasure have higher levels of self-esteem



Develops confidence and social skills.

Children and young people who read daily are four times more likely to read above the level expected for their age



The Impact of Reading

Reading for pleasure enhances empathy, understanding of the self, and the ability to understand one's own and others' identities.

Promotes happiness

Better career:
significantly more likely to be in a managerial or professional career.

Greater ability to cope with difficult situations. Reading provides a healthy escape.

Reading for pleasure was also associated with better sleeping patterns

Development of vocabulary and language.

The list of benefits is endless...

What the National Curriculum says...



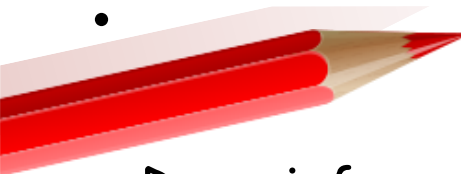
- By year 3 children should be able to **accurately read books** written at an age-appropriate interest level with **appropriate pace**, moving away from the need to decode (sound out using phonics) individual words and **moving towards instant word reading**.
- They should only need to decode new, unfamiliar **words outside their spoken vocabulary**.
- The pace that they read at should allow them to focus on understanding what they read.
- They should be **regularly increasing their vocabulary** by being introduced and exposed to new vocabulary through high quality texts.
- They should be exposed to a **wide variety of stories and texts** covering a range of subjects, **read to them and by them**. Texts can should include: fiction, non-fiction, poetry, plays, myths and legends.
- Their independence in reading will develop throughout the year as **they learn to read silently** to themselves.

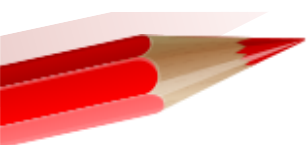
"Reading should not be presented to children as a chore or duty. It should be offered to them as a precious gift." – Kate DiCamillo

Year 3 Expectations in Reading




By the end of Year 3 children are expected to:

- Begin to apply knowledge of root words, prefixes and suffixes to support their understanding of new vocabulary.
- Develop a **positive attitude** towards reading.
- Develop **understanding** of what they have read and what is read to them.
- Listen to and discuss a **wide range of texts** including fairy stories, poetry, myths and legends increasing their familiarity of these texts and their themes.
- Discuss their thoughts and understand of the text.
- **Discuss words (effective vocabulary)** that may capture the readers interest and imagination in a text.
-  Begin to explain the meaning of new words (**vocabulary**) in context.
- Draw inferences on character's feelings, thoughts or actions based upon what they have read .
- Make sensible predictions from the details stated and implied so far.
- Retrieve and record information from a non-fiction text.



How do we as a school teach
reading to meet these
expectations and demonstrate
the importance of Reading?



How Reading is taught in School?



The Key Stage 2 curriculum has a greater emphasis upon reading comprehension (understanding) as it is expected that children are fluent at word decoding by the end of KS1 (Year 2). Though it is encouraged and expected that all children read regularly to develop pace, stamina and confidence both in and out of school across the curriculum.

In KS2 we teach reading skills discreetly for 40 minutes each day through 'Close Reading' following a 5 day plan. These lessons allow the children to develop the skills outlined within the curriculum. We provide children with a new carefully selected text each week. Throughout the week the children will read, explore and unpick the text, developing their vocabulary.

Within the lesson the children are taught and given time to analyse the text deeply where they are encouraged to ask and answer questions about it demonstrating their understanding of it and its language structures.

However, due to time Year 3 have missed in Year 2 because of COVID 19, Year 3 will be taught reading through 'Guided Reading' as it is taught in Year 2 during the Autumn Term and will move on to 'Close Reading' in the Spring Term.

"One of the greatest gifts adults can give—to their offspring and to their society—is to read to children." – Carl Sagan

Reading in Year 3 currently?



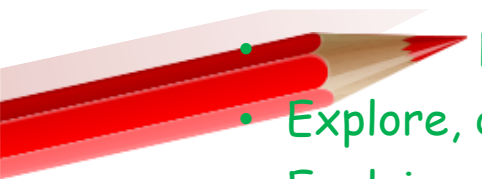
Reading is taught each day for 30 minutes each day through Guided Reading.

The children will also be taught phonics for 20 minutes a day working on their decoding skills.


In guided reading, the children will work in 5 different groups and across the week. They will have the opportunity to read aloud an appropriate text, (selected by the teacher to suit the reading ability of the child), to an adult at least twice a week (teacher and teaching assistant).

Throughout the week they will complete tasks that develop their decoding and comprehension skills. Tasks may include:

- Answering comprehension questions about the text demonstrating their understanding.
- Finding the meaning of new words and explore using them in different contexts.
- Explore, describe, summarise, a character, setting, theme or idea in a story
- Explain a characters actions, feelings or thoughts.
- Retrieve information from non-fiction texts
- Practise their phonics skills- work on using specific sounds in reading and spelling.



Close Reading what is it?




From the Spring Term Year 3 will replace 'Guided Reading' with 'Close Reading' like the rest of Key Stage 2.

Day 1 – Vocabulary focus- During this lesson the teacher will read the text for the first time to the children. After they will draw out any effective, unfamiliar vocabulary to explore-finding the definitions in dictionaries as well as reading around it to decipher its meaning.

Day 2 – Close Reading- During this session the children will be taught how to analyse the text, inferring meaning, identify what information it is giving us as well as given the opportunity to do this independently.

Day 3 – Background information – This lesson gives the children the opportunity to deepen and develop their knowledge of the themes, characters or settings in the text where they should ask questions.



Day 4 – Comprehension Lesson – Answer carefully scripted questions by the teacher which the children must Answer, Prove and Explain APE. (See next Slide)

Day 5- Test Style Questions – Often children get questions wrong not because they do not know the answer but because they have misunderstood or misread the question. This lesson allows the children practise 1 particular test style question each week based on the text they have been reading.

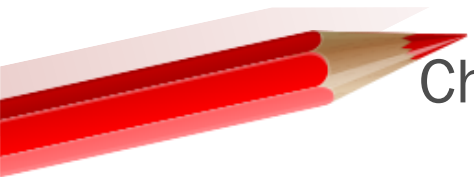
Other Ways we teach Reading



Class Teachers read to the class for a minimum of 15 minutes each day. The text is a high quality text that exposes the children to new vocabulary, themes and language structures.

Children regularly read through all subjects to gain knowledge and information about the subject.

Children have the opportunity to read silently throughout the day.



Children will have the opportunity to read aloud to an adult

Reading interventions are in place for those who need additional support which are tailored to the needs of the individual.

"To learn to read is to light a fire; every syllable that is spelled out is a spark." – Victor Hugo



How can you support your
child's reading at home,
both for pleasure and
knowledge?

What to read?



As you can see 'Reading Widely' is mentioned often in the curriculum. But what does it actually mean?

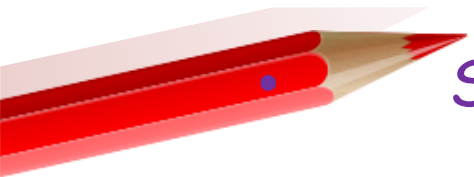
Children need to be exposed to a wide range of literature both read by them and to them by others in order to gain and understand new vocabulary and language structures

Different texts include: myths, legends and traditional stories, modern fiction, classic fiction, books from other cultures and traditions, poetry, play scripts, newspapers, non-fiction texts.

How can you support your child at home?



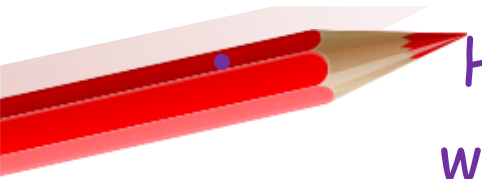
- Give your child access to plenty of texts on many different topics and by a wide range of authors who write in different styles, e.g. Roald Dahl, Michael Morpurgo to Anthony Horowitz, Shakespeare, John Keats.
- Join and regularly visit the local library there you will have access to a full range of literature for FREE!
- Speak with your child's teacher for reading recommendations.
- Find out your child's reading interests.



Developing and understanding Vocabulary



- Discuss new vocabulary with your child and be prepared to clarify the meaning of a wider range of words, modelling them within sentences.
- **Don't be afraid to not know the meaning of a new word**, look it up together or ask your child's teacher - this will model to your child that learning is a life long skill, not weakness!
- Broaden the vocabulary you use when speaking to your child.
- Have a word wall - challenge your child or have competition of who can use new words.
- Ask your child questions about what they read.



Intonation



Intonation is the changing of tone in a person's voice when reading particular words. It often reflects emotion, emphasis and attitudes when speaking.

For example lets read the sentence below.

I didn't kick your ball.

Now if we use intonation to emphasis the a different word, it implies a different meaning.

I didn't kick your ball. - this implies someone else did.

I didn't **kick** your ball - implies I did something else to the ball.

I didn't kick **your** ball. - implies 'I' kicked someone else's ball.



Often, an other will hint when they want a word to be read with emphasis by bolding the word or writing it in *italics*.



A passage taken from a Year 3 text

Frankie Stein's Monster.

What words could
you draw out to
discuss the meaning
of?

“Welcome to Chillingham House,” she
said. “I’m Mrs Carey, the caretaker.”

“This is no place for a summer holiday,”
whispered Mum.

“It didn’t look like this in the brochure,”
whispered Dad.

“Let’s go home,” whispered Mum. “Come
on, Frankie.”

Frankie sighed. Mum and Dad were such
wimps. They never drank hot chocolate in case
it was too hot. They never had balloons at
birthday parties in case they popped.

What phrases or
statements could need
extra emphasis?

What might they need
explaining to help them to
fully understand the text.

A passage taken from a Year 3 text

Frankie Stein's Monster.

How has the author played with the words in this text?

"Welcome to Chillingham House," she said. "I'm Mrs Carey, the caretaker."

"This is no place for a summer holiday,"

Mom was not happy with how the House looked. It was a typical summer holiday hotel.

This suggests Mom and Dad did not want to be heard. Perhaps by Mrs. Care. They don't want to offend her

whispered Mum.

"It didn't look like this in the brochure,"

This implies the house was not what they were expecting.

whispered Dad.

"Let's go home," whispered Mum. "Come on, Frankie."

Frankie sighed. Mum and Dad were such

Frankie was fed up or annoyed. Maybe at his parents reaction.

wimps. They never drank hot chocolate in case it was too hot. They never had balloons at birthday parties in case they popped.

If in doubt...

"Once you learn to read, you will be forever free." – Frederick Douglass

Read to them, read with them or let them read on their own.

A LITTLE reading every day (even just 10 minutes) is better than less frequent, longer reading. Kids who read for a few minutes daily improve more.

Reading widely is important, but reading anything counts.

LET your child choose their own reading — it is more likely they will enjoy it however encourage them to read out of their comfort zone.

TRY to integrate reading into everyday life, on the bus or in the car for example.

Look out for Reading Homework:

Reading books will be set for your child via Fiction express:

en.fictionexpress.com/login/

or Active learn: <https://www.activelearnprimary.co.uk/login?c=0>

Ask your child or their teacher for their login details.

Win! Win! Win!

£50 GIFT VOUCHER

Enjoy a family day out to the cinema with this £50 gift voucher. Use it to buy tickets for films and other event screenings, VIP upgrades, snacks and drinks in any Vue in the United Kingdom.

To win, just answer the question below and send the answer to your child's class teacher at:

3A@marshill.bham.sch.uk or
3W@marshill.bham.sch.uk

ALL those who correctly answer the question will be entered into the KS2 prize draw next term!

Price Draw:
Wednesday
11th
November



Question: What is the name of this extraordinary character created by Roald Dahl?

is it:

- a) Peter Pan
- b) Willy Wonka
- c) Harry Potter





Thank you for your continued support and dedication to your child's education.

Especially now, during this difficult and uncertain time.
Together we will work together to get the best
outcomes for your child.

Please do not hesitate to ask us for any guidance or
help you may need when supporting your child's
reading.

