



Horwich Parish School

Reading in Year Three



At Horwich Parish we aim to nurture a love of reading in order that children become life-long readers. To achieve this, we teach the children to read with fluency, expression and understanding.

Approaches to Reading



At School

Pupils read with the teacher in a guided reading session each week. They may also read as a whole class or within groups.

A range of resources, including short texts, are used during these sessions, to facilitate the teaching of skills specified by the National Curriculum. All books are book banded to ensure the level of book is appropriate.

Pupils are also given opportunities to develop their reading repertoire by selecting books from the school libraries.



At Home

We encourage parents and carers to read as much as possible with their child, encouraging a variety of text types. Children are encouraged to join the local library.

Pupils are provided with comprehension tasks to develop certain key skills. The tasks given link directly to the National Curriculum.

Teachers record how children respond to each task as part of an on-going assessment of pupils as 'readers.'

Reading targets

Targets are placed in the pupils' reading journals and are highlighted by the teacher to indicate coverage and achievement. Parents are encouraged to support pupils by working on similar targets at home.

Word Reading

I can apply my knowledge of root words, prefixes and suffixes to read aloud and to understand the meaning of unfamiliar words.
I can read further exception words, noting the unusual correspondences between spelling and sound. (see list)
I attempt pronunciation of unfamiliar words drawing on prior knowledge of similar looking words.

Comprehension

I read a range of fiction, poetry, plays, and non-fiction texts
I can read aloud and independently, taking turns and listening to others.
I can describe some of the different types of fiction books.
I can ask relevant questions to get a better understanding of a text.
I can predict what might happen based on the details I have read.
I can draw inferences, such as inferring a characters' feelings, thoughts and motives from their actions.
I can use a dictionary to check the meaning of unfamiliar words.
I can identify the main point of a text.
I can explain how structure and presentation contribute to the meaning of texts.
I can use non-fiction texts to retrieve information.
I can prepare poems to read aloud and to perform, showing understanding through intonation, tone, volume and action.

Here are examples of the types of questions you may wish to ask your child to develop their skills as a reader.

Developing Comprehension Skills at Home Year 3

2a	2b	2c
Give/explain the meaning of words in context.	Retrieve and record key information/key details from fiction/ non-fiction.	Summarise main ideas from more than one paragraph.
<p>In this sentence ___ is closest in meaning to...?</p> <p>Explain two things that the words ___, ___ suggest.</p> <p>Find and copy two words that show...</p> <p>Which word best describes...?</p> <p>Find and copy one word that suggests...</p>	<p>Which...? What...?</p> <p>How...? Where...?</p> <p>When...? Why...?</p> <p>Who...?</p> <p>Identify how...</p> <p>Draw a line to match these characters to events.</p> <p>Give two reasons why...</p> <p>Which sentences /statements are true or false? Circle the option to complete the sentence.</p>	<p>What is the main message of the text?</p> <p>Number the sentences below to show the order they happened in the story... report...poem...</p> <p>What happened after?</p> <p>What happened before?</p> <p>Which of these events happened first?</p> <p>Which of these events happened last?</p>
2d	2e	2f
Making inferences from the text / explain and justify using evidence from the text.	Predict what might happen from details stated and implied.	Identify/explain how information/narrative content is related and contributes to meaning as a whole (cause).
<p>Explain how...</p> <p>How does...?</p> <p>Why do you think...?</p> <p>Which do you think...?</p> <p>How do you know...How can you tell...?</p> <p>When do you think...?</p> <p>How can you tell</p> <p>Put ticks in the box to show which sentences or statements are true or false.</p>	<p>What do you think will happen next?</p> <p>Where do you think...?</p> <p>What do you think would happen if...?</p> <p>Based on what you have read, what does the last paragraph suggest might happen next?</p>	<p>At what point did the characters mood change?</p> <p>What caused the characters to change their actions?</p> <p>What caused a change in events? What impact did a change in events have?</p> <p>How is the outcome different because of what happened?</p>

2g	2h	
<p>Identify/explain how meaning is enhanced through choice of words and phrases.</p>	<p>Make comparisons within the text (effect).</p>	
<p>What does the phrase ___ tell you?</p> <p>What impact does the phrase ___ have on the reader?</p> <p>Find and copy words from the paragraph that show it was...</p> <p>Why does the writer use the word...?</p> <p>What is the effect of...?</p> <p>Which part of the text tells you...? What words help the reader to...?</p>	<p>How does the characters mood change throughout the text?</p> <p>What words would you use to describe the main character at the start and end of the text?</p> <p>How are the lives of the people different as a result of this event?</p>	