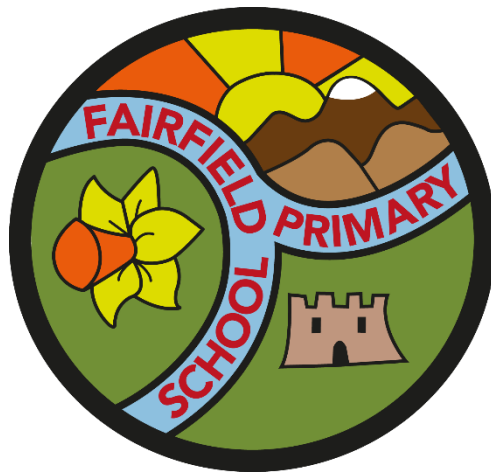


A Parent Guide to Reading



Year 3

Introduction

At Fairfield, 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; how parents can support reading for pleasure at home and help children to achieve well in their KS2 Reading SATs.

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

There are multiple other benefits that reading can have on a child's development, including:

1. **Assisted cognitive development:** Cognitive development refers to how we perceive and think about our world in reference to our intelligence, reasoning, language development, and information processing. By reading to children, you provide them with a deep understanding about their world and fill their brains with background knowledge. They then use this acquired background knowledge to make sense of what they see, hear, and read, which aids their cognitive development.
2. **Developing empathy:** When we read a book, we put ourselves in the story in front of us. This allows us to develop empathy as we experience the lives of other characters and can identify with how they are feeling. Children can then use this understanding to empathise in the real world with other people. Additionally, children will gain a greater understanding of emotions, which can help them understand their own emotions and those of others. This helps dramatically with their social development.



3. **Gaining deeper understanding:** A book can take us anywhere- to another city, to a different country, or even to an alternative world! By reading a book, a child learns about people, places, and events that they couldn't learn otherwise. This gives children a deeper understanding of the world around them and cultures that are different from their own.
4. **Building stronger relationships:** If you, as a parent, read with your child on a regular basis, then you will undoubtedly develop a stronger relationship with them. Reading provides parents with an opportunity to have a regular and shared event that both parent and child can look forward to. Furthermore, it provides children with feelings of attention, love, and reassurance which is key for nurturing and wellbeing.
5. **Improved literary skills:** Reading aloud with young children, even if they can't fully understand what you are saying, gives them the skills they need for when they begin to read by themselves. It shows children that reading is something achieved by focusing from left to right and that turning pages is essential for continuing. Reading to children in even the earliest months of their lives can help with language acquisition and stimulating the part of the brain that processes language.
6. **More extensive vocabulary:** Hearing words spoken aloud can expose children to a range of new vocabulary and phrases that they may not have heard otherwise. By reading to your child daily, they'll learn new words every single day.
7. **Greater concentration.** Regular and consistent reading can help to improve a child's concentration abilities. Furthermore, it will help a child learn to sit still and listen for long periods of time, which will benefit them in their schooling.
8. **Higher levels of creativity and imagination.** Reading a book relies on us using our imagination for picturing characters, visualising their settings and environment, and guessing what's coming next. We must use our imagination if we are to learn about other people, places, events, and times. In turn, this developed imagination leads to greater creativity as children use the ideas in their heads to inform their work.

Finally, the more that a child is read to, and the more that they read themselves, the better they will become at it. Practice *really does* make perfect and, the more a child reads, the better their overall academic achievement and social skills, like empathy, will be.

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 the beginning of 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 is sufficient for them to focus on understanding what they read rather than on decoding individual words. They should be able to decode most new words outside their spoken vocabulary, making a good approximation to the word's pronunciation. As their decoding skills become increasingly secure, teaching should be directed more towards developing their vocabulary and the breadth and depth of their reading, making sure that they become independent, fluent and enthusiastic readers who read widely and frequently. They should be developing their understanding and enjoyment of stories, poetry, plays and non-fiction, and learning to read silently. They should also be developing their knowledge and skills in reading non-fiction about a wide range of subjects. They should be learning to justify their views about what they have read: with support at the start of year 3 and as the year goes on, with increasing independence.

In year 3 pupils should not need further direct teaching of word reading skills: they are able to decode unfamiliar words accurately, and need very few repeated experiences of this before the word is stored in such a way that they can read it without overt sound-blending. They should demonstrate understanding of figurative language, distinguish shades of meaning among related words and use age-appropriate, academic vocabulary.

What this means for Parents/Guardians

- Read every day for at least 20 minutes.
- Try to give your child access to plenty of texts on many different topics and encourage them to read a wide range of authors, who write in different styles.
- Encourage discussion with your child when pronouncing new words if their reasonable attempt doesn't sound right.
- 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- modelling them in sentences. <https://www.yourdictionary.com> is an excellent website for definitions, synonyms and seeing words in a sentence.
- Encourage your child to read silently to themselves as well as reading aloud. Reading aloud allows the child to practise fluency, expression and intonation.
- 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.
- Teach your child to use contents and index pages within reference books and non-fiction so that they can retrieve information, and frequently ask them to do so.
- Check their understanding of what they have read. Ask them some of the questions from the grid below.



Year3 children are expected to:	To support this, you could say/ask:
apply their growing 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 un-? What does the prefix re- mean? So, what could this new word mean?
read further exception words, noting the unusual correspondences between spelling and sound, and where these occur in the word	What is unusual about the spelling of that word?

develop positive attitudes to reading, and an understanding of what they read.	Did you enjoy that book? Why? What kind of text would you like to read next? What is your favourite genre? e.g. adventure, horror, sci-fi etc.
listen to and discuss wide range of fiction, poetry, plays, non-fiction and reference books or textbooks	What did you think about...? Have you ever read a ... poem?
read books that are structured in different ways and reading for a range of purposes	Can you see any subheadings in this text? Why are they used? What organisational feature is this?
using dictionaries to check the meaning of words that they have read	What does this word mean? How can we find out it's meaning? Which other words might the author have used here?
increasing their familiarity with a wide range of books, including fairy stories, myths and legends, and retelling some of these orally	Which stories do you know well? Can you re tell the story of.....to me ?
identify themes and conventions in a wide range of books	What do you think this book was about? Do you think the author is trying to tell us a message? Can you think of another story, with a similar theme/opening/ending?
prepare poems and play scripts to read aloud and to perform, showing understanding through intonation, tone, volume and action	Can you have a go at learning that poem/verse in the poem? Can you recite it making it interesting and exciting?
discussing words and phrases that capture the reader's interest and imagination	Can you tell me any particular word/sentences/parts of sentences that you liked?
recognise some different forms of poetry [for example, free verse, narrative poetry]	Is this poem telling a story? Does this poem rhyme?
check that the text makes sense to them, discussing their understanding, and explaining the meaning of words in context	Can you tell me what you have just read? What are the main points in that page/chapter? Were there any words in that you didn't understand?
ask questions to improve their understanding of a text	Is there anything that confuses you? Is there anything you would like to know more about?
draw inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence	How is the character feeling? How do you know this? The author says the character is what does this show us about the character?
predicting what might happen from details stated and implied	What do you think is going to happen next? What has happened already to make you think this?
identifying how language, structure, and presentation contribute to meaning	Why is this text set out this way? How does this help you as a reader?
retrieve and record information from non-fiction	Find the part of the text about... What does... mean?

participate in discussion about both books that are read to them and those they can read for themselves, taking turns and listening to what others say

I think that... do you agree?
Why do you agree/disagree?
Tell me your opinion on...
I don't agree, I think that... In my opinion...

Accelerated Reader

Accelerated Reader (AR) is a computer program that helps teachers manage and monitor children's independent reading practice. At Fairfield Primary School, children in Year 3 use AR.

How does Accelerated Reader work?

Your child picks a book at his/her own level and reads it at his/her own pace. When finished, your child takes a short quiz on the computer (passing the quiz is an indication that your child understood what was read.) AR gives both children and teachers feedback based on the quiz results, which the teacher then uses to help your child set targets and direct ongoing reading practice.

Children using AR choose their own books, rather than having one assigned to them. This makes reading a much more enjoyable experience as they can choose books that are interesting to them. Children can also take quizzes on books that have been read to them, e.g. by parents and teachers.

Key Stage 2 Reading SATs will be taken towards the end of Year 6

- The reading test is a single paper with questions based on three passages of texts.
- The test will last for one hour (including reading time).
- There will be a total of 50 marks available.
- There will be a range of texts including fiction, non-fiction and poetry. (Approximately 1500 – 2300 words)

Useful Websites

Oxford Owl

<https://home.oxfordowl.co.uk/reading/reading-age-10-11-year-6/>

The School Run

<https://www.theschoolrun.com/make-time-reading>

Book Trust

<https://www.booktrust.org.uk/books-and-reading/tips-and-advice/readingtips/>

Pearson

<https://www.pearson.com/uk/learners/primary-parents/learn-at-home/helpyour-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.lovereadings4kids.co.uk/>

Meet the Reading Team

These are the staff in school who oversee the reading provision.



Miss R Edminson



Mrs J Wadsworth



Mrs L Barrow



Mrs C Studholme



Mrs T Barrientos

If you need any further support, please don't hesitate to contact your child's Classteacher or a member of our reading team.