

Reading with your child at home

Parent Advice
Booklet

Year 3 and 4



The Meadows
Primary Academy

Year 3 &4 National Curriculum Expectations – How Parents can help:

Year 3-4 children are expected to:	To support this, you could say:
<ul style="list-style-type: none"> • 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 <i>dis-</i> ? What does the prefix <i>anti-</i> mean? So what could this new word mean?
<ul style="list-style-type: none"> • develop positive attitudes to reading and an understanding of what they have read 	What happened in your story? What kind of text would you like to read next?
<ul style="list-style-type: none"> • listen to and discuss a wide range of fiction, poetry, plays, non-fiction and reference books 	What did you think about...? Shall we go and watch a play about...? Have you ever read a... poem?
<ul style="list-style-type: none"> • use dictionaries to check the meaning of words they have read 	I'm not quite sure what it means either - shall we use a dictionary?
<ul style="list-style-type: none"> • increase their familiarity with a wide range of books, including fairy stories, myths and legends, and retell some of these orally 	What genre is this text? What happens in the story of...? Do you know any myths? Could you tell... a bedtime story?
<ul style="list-style-type: none"> • identify themes and conventions within texts 	What message do you think this story is trying to tell us?
<ul style="list-style-type: none"> • prepare poems and playscripts 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? This part of the script is a troll speaking; how might they say it?
<ul style="list-style-type: none"> • discuss words and phrases that capture the reader's interest and imagination 	What an interesting use of words; why do you think the author chose those?
<ul style="list-style-type: none"> • recognise some forms of poetry, e.g. free verse, narrative poetry 	Do you know what kind of poem this is? What can you see?
<ul style="list-style-type: none"> • check that the text makes sense to them 	What do you think that is saying?
<ul style="list-style-type: none"> • discuss and explain the meaning of new words in context 	What does... mean? I'm not quite sure. I thought it meant...
<ul style="list-style-type: none"> • ask questions to improve their understanding of the text 	Is there anything you want to ask that you're not sure about?
<ul style="list-style-type: none"> • draw inferences, such as inferring characters' feelings, thoughts and motives 	How do you think...is feeling? What makes you think that? Why did he make that choice?
<ul style="list-style-type: none"> • predict what might happen from the details stated and implied 	If they..., what might they do next? Who could it be? What makes you think that?
<ul style="list-style-type: none"> • identify the main ideas drawn from more than one paragraph and summarise these 	So, what has this part of the story been about? Have you spotted a theme in the story?
<ul style="list-style-type: none"> • identify how the language, structure and presentation contribute to meaning 	Why do you think the author has used... in the text?
<ul style="list-style-type: none"> • retrieve and record information from non-fiction texts 	Can you find the part where...? Which part tells you about...?
<ul style="list-style-type: none"> • participate in discussion 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? What did you think of...? I thought that... Do you think... would like this book? What makes you think that?

Year 3

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 on 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 to themselves.

Year 4

By year 4, pupils should be able to independently, fluently and enthusiastically read books written at an age-appropriate interest level. They should be able to read them accurately and at speed that allows them to focus on understanding what they have read, rather than on decoding individual words. They should be able to decode most new words outside of their spoken vocabulary, making good attempt at the word's pronunciation. Children in year 4 should be securing the skill of reading silently to themselves.

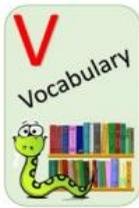
What This Means for Parents

- Allow your child to experience lots of books on many different topics. This goes beyond the home reading book your child is given by school.
- Encourage your child to attempt to pronounce new words they see on signs or within their environment and model the correct way.
- Broaden the vocabulary you use when speaking to your child and be prepared to clarify the meaning of a wider range of words.



Preparing your child for SATs- VIPERS

Getting your child used to answering questions from each of these 'VIPER' skills prepares them for their SATs reading assessment at the end of Year 6. Asking a few of these sample questions per night will build your child's experience.



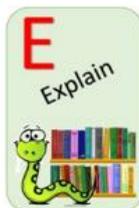
- What do the words and suggest about the character, setting and mood?
- Which word tells you that...?
- Which keyword tells you about the character/setting/mood?
- Find one word in the text which means.....
- Find and highlight the word that is closest in meaning to.....
- Find a word or phrase which shows/suggests that.....



- Find and copy a group of words which show that...
- How do these words make the reader feel? How does this paragraph suggest this?
- How do the descriptions of show that they are
- How can you tell that.....
- What impression of do you get from these paragraphs?
- What voice might these characters use?
- What was thinking when.....
- Who is telling the story?



- From the cover what do you think this text is going to be about?
- What is happening now? What happened before this?
- What will happen after?
- What does this paragraph suggest will happen next?
- What makes you think this?
- Do you think the choice of setting will influence how the plot develops?
- Do you think... will happen? Yes, no or maybe? Explain your answer using evidence from the text.



- Why is the text arranged in this way?
- What structures has the author used?
- What is the purpose of this text feature?
- Is the use of effective?
- The mood of the character changes throughout the text. Find and copy the phrases which show this.
- What is the author's point of view?
- What affect does have on the audience?
- How does the author engage the reader here? Which words and phrases did effectively?
- Which section was the most interesting/exciting part? How are these sections linked?



- How would you describe this story/text? What genre is it? How do you know?
- How did...?
- How often...?
- Who had...? Who is...? Who did...?
- What happened to...?
- What does... do?
- How is
- What can you learn from from this section?
- The story is told from whose perspective?



- Can you number these events 1-5 in the order that they happened?
- What happened after
- What was the first thing that happened in the story?
- Can you summarise in a sentence the opening/middle/end of the story?
- In what order do these chapter headings come in the story?

By the end of year 4, children are expected to be able to read and spell these common exception words. Your child will receive these on 'spelling challenge cards.' Practise them and when your child is ready to be tested, cut the slip from the bottom and send the slip into school. Your child will then receive the next challenge card to read and spell.

Year 3 and 4 Common Exception Words

Aa	certain	Ff	Kk	Pp	Ss
accident	circle	famous	Knowledge	particular	sentence
accidentally	complete	favourite	Ll	peculiar	separate
actual	consider	February	learn	perhaps	special
actually	continue	forward	length	popular	straight
address	Dd	forwards	library	position	strange
although	decide	fruit	Mm	possess	strength
answer	describe	Gg	material	possession	suppose
appear	different	grammar	medicine	possible	surprise
arrive	difficult	group	mention	potatoes	Tt
Bb	disappear	guard	minute	pressure	therefore
believe	Ee	guide	Nn	probably	though
bicycle	early	Hh	natural	promise	thought
breath	earth	heard	naughty	purpose	through
build	eight	heart	notice	Qq	Vv
busy	eighth	height	Oo	quarter	various
business	enough	history	occasion	question	Ww
Cc	exercise	Ii	occasionally	Rr	weight
calendar	experience	imagine	often	recent	woman
caught	extreme	increase	opposite	regular	women
centre		important	ordinary	reign	
century		interest		remember	
		island			



Spelling Challenge



BRONZE

Spelling Challenge - Level 3
I'm ready... Test me!



SILVER

Spelling Challenge - Level 3
I'm ready... Test me!



GOLD

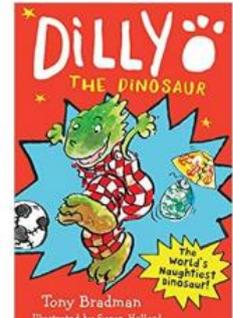
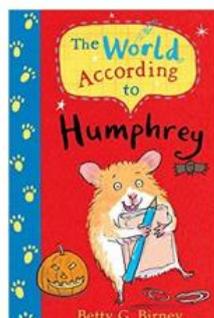
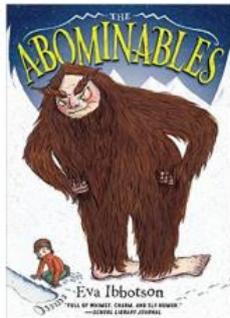
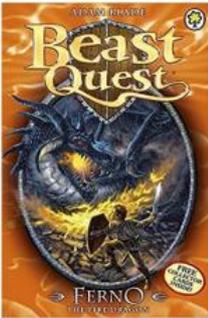
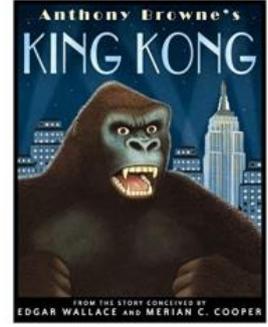
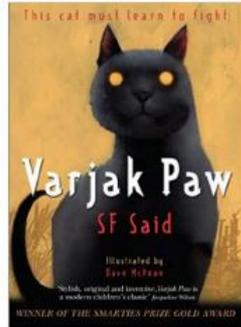
Spelling Challenge - Level 3
I'm ready... Test me!

Recommended Books to read:

Year 3

Find more titles at:

<https://schoolreadinglist.co.uk/reading-lists-for-ks2-school-pupils/reading-list-for-year-3-pupils-ks2-age-7-8/>



Year 4

Find more titles at:

<https://schoolreadinglist.co.uk/reading-lists-for-ks2-school-pupils/suggested-reading-list-for-year-4-pupils-ks2-age-8-9/>

