

Year 3 and 4 Reading Meeting

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Aim

- to support parents in developing children's reading skills.


Helping your child with reading



Reading with your child is vital. Research shows that it's the single most important thing you can do to help your child's education. It's best to read little and often, so try to put aside some time for it every day.

- Make reading fun - you want your child to learn how pleasurable books can be. If you're both enjoying talking about the content of a particular page, linger over it for as long as you like.



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- Books aren't just about reading the words on the page, they can also present new ideas and topics for you and your child to discuss.
 - If children are not able to read they find other areas of the curriculum challenging and are at risk of falling behind.




Reading at school

- In school children have the opportunity to read every day. They are encouraged to choose books that are at their level- not too easier, not too hard.
- A general rule of thumb is if they choose a book and find more than 5 words that they don't know it is too challenging. No words then it is too easy. 0-5 it is a just-right book!
- At the end of each half term they are tested to see the progress they are making. We also use evidence of reading from other subjects. The Home Reading Diaries that the children complete are a vital part of the evidence which we collect so that we get a true picture of the child as a reader.


Home Reading diaries- evidence of greater depth



Book _____
Author _____

Date & Page No.	Pupil's Comments / Pictures
New Words	
Star Rating 	
Teacher's Comments	
Home Comments / Signature	







Book Driddlesome tea pots and other incredible stories
Author Norman Hunter

Date & Page No.	Pupil's Comments / Pictures
11-22	This is a book of short stories. The blurb says that the stories are "amusing, original and ingenious." However the first story about the driddlesome teapots was boring and I would "boo" it loads. This is because all it did was tell you about how many cakes and bread and butter there were and tell you about "gold".
New Words	
Star Rating 	1/5
Teacher's Comments	Maybe you should be a book critic or a writer!
Home Comments / Signature	A: Shame that Anna chose a book that she hasn't enjoyed. Very strong negative opinion! 😞

Book You're a disgrace Daisy
Author Jenny Oldfield

Date & Page No.	Pupil's Comments / Pictures
	This book is a book about a girl who loves playing football. Her best friend is called Jimmy Black. They try to runaway from home to go to a boring football club starring Kevin Crowe, an amazing goal keeper. They runaway at 8:30 am, having packed their bags at midnight.
New Words	
Star Rating 	4 1/2
Teacher's Comments	
Home Comments / Signature	Anna enjoyed this story and read it independently to the end.

Word Reading

Apply his/her growing knowledge of root words, prefixes and suffixes (etymology and morphology), both to read aloud and to understand the meaning of new words he/she meets, to include dis-, mis-, in-, il-, im-, ir-, -ly, with reference to English Appendix 1.

I can use my knowledge of root words, prefixes (including dis-, mis-, in-, il-, im-, ir-), and suffixes (including -ly) to help me read aloud and to understand the meaning of new words.

Read further exception words, noting the unusual correspondences between spelling and sound, and where these occur in the word with reference to spelling English Appendix 1.

I can read further exception words including words that do not follow spelling patterns.

Comprehension

Maintain positive attitudes to reading and understanding of what he/she reads by listening to and discussing a wide range of fiction, poetry, plays and non-fiction.

I can make reading fun by listening to and discussing stories, poems, plays and non-fiction work.

Maintain positive attitudes to reading and understanding of what he/she reads by reading books that are structured in different ways.

I can show that I enjoy reading by reading lots of different types of books.

Maintain positive attitudes to reading and understanding of what he/she reads by increasing his/her familiarity with a wide range of books, including fairy stories, myths and legends, and retell some of these orally.

I can read a wide range of books, including fairy stories, myths and legends and retell some of them to others.

Maintain positive attitudes to reading and understanding of what he/she reads by identifying themes in books.

I can tell you what a book that I am reading is about.

Maintain positive attitudes to reading and understanding of what he/she reads by reading aloud poems and perform play scripts.

I can read aloud poems and perform play scripts.

Maintain positive attitudes to reading and understanding of what he/she reads by discussing words that capture the reader's interest and imagination.

I can discuss words in the books that I read that excite me.

Band 3- year 3- age related expectations

These are the targets that your child must reach to show that they can read at the right level for the age.

Statements are written in child friendly language and these will be tasks that are sent home with their reading diaries.

Targets in bold are key performance indicators and the most important.

Band 3- continued

Understand what he/she reads independently by checking that the text makes sense to him/her, discussing his/her understanding of words.

I can understand what I have read, checking that it makes sense by talking to others about it.

Understand what he/she reads independently by asking questions to improve his/her understanding of a text.

I can ask questions about the texts that I have read to help me understand them.

Understand what he/she reads independently by drawing inferences, such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence.

I can work out what a character in a book is feeling by the actions they take and can explain how I know.

Understand what he/she reads independently by predicting what might happen from details stated.

I can predict what might happen from clues in what I have read.

Understand what he/she reads independently by identifying main ideas drawn from within one paragraph and summarise these.

I can tell someone about the main ideas in a paragraph.

Understand what he/she reads independently by identifying how language, structure, and presentation contribute to meaning, including the use of paragraphs, headings, sub-headings and inverted commas to punctuate speech.

I can say how a text is organised to help me understand it using paragraphs, headings, sub-headings and inverted commas to show speech.

Retrieve and record information from non-fiction.

I can use non-fiction texts to find out information on a subject.

Participate in reasoned discussion about books, poems and other materials that are read to him/her and those he/she can read for himself/herself, taking turns and listening to what others say.

I can talk about books and poems and I can take turns in telling people about them.

Word Reading

Apply his/her growing knowledge of root words, prefixes and suffixes (etymology and morphology), including re-, sub-, inter-, super-, anti-, auto-, -ation, -ous, both to read aloud and to understand the meaning of new words he/she meets, with reference to English Appendix 1.

I can use my understanding of root words, prefixes (including re-, sub-, inter-, super-, anti-, auto-) and suffixes (including -ation, -ous) to help me understand the meaning of new words.

Read and decode further exception words accurately, noting the unusual correspondences between spelling and sound, and where these occur in the word, with reference to spelling English Appendix 1.

I can read and decode further exception words accurately, including words that do not follow spelling patterns.

Comprehension

Maintain positive attitudes to reading and understanding of what he/she reads by listening to and discussing a wide range of fiction, poetry, plays, non-fiction and reference books or textbooks.

I can show that I enjoy reading by reading a wide range of fiction, poetry, plays, non-fiction and reference books or textbooks.

Maintain positive attitudes to reading and understanding of what he/she reads by reading for a range of purposes.

I can show that I enjoy reading by reading lots of different types of books and for different reasons.

Maintain positive attitudes to reading and understanding of what he/she reads by using dictionaries to check the meaning of words that he/she has read.

I can use a dictionary to check the meaning of words.

Maintain positive attitudes to reading and understanding of what he/she reads by reading a wide range of books, including fairy stories, myths and legends, and retell some of these orally.

I can read a wide range of books, fairy stories, myths and legends and retell some of them to others.

Maintain positive attitudes to reading and understanding of what he/she reads by discussing words and phrases that capture the reader's interest and imagination.

I can discuss words and phrases that excite me in the books that I read.

Maintain positive attitudes to reading and understanding of what he/she reads by recognising some different forms of poetry e.g. free verse, narrative poetry.

I can discuss different types of poetry e.g. free verse and narrative poetry.

Band 4- continued

Maintain positive attitudes to reading and understanding of what he/she reads by identifying themes and conventions in a wide range of books.

I can identify themes and conventions in a wide range of books.

Understand what he/she reads independently by checking that the text makes sense to him/her, discussing his/her understanding and explaining the meaning of words in context.

I can check what I have read, and that I have understood it, by telling someone else what has happened.

Understand what he/she reads independently by asking questions to improve his/her understanding of texts with increasing complexity.

I can ask questions about what I have read to help me understand a complicated text.

Understand what he/she reads independently by drawing inferences, such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence clearly taken from the text.

*I can tell from what I have read how a character is feeling and thinking and why they carry out an action.
I can show you the parts of the text that tell me this.*

Understand what he/she reads independently by predicting what might happen from details stated and implied.

I can predict what will happen in a text, using details I have already read to help me.

Understand what he/she reads independently by identifying main ideas drawn from more than one paragraph and summarise these.

I can summarise what has happened in a text, using themes from paragraphs to help me.

Understand what he/she reads independently by identifying how language, structure, and presentation contribute to meaning, to include: paragraphs, use of pronouns for cohesion, inverted commas for speech, apostrophes to mark possession, fronted adverbials.

I can understand how the use of words in a text, how it is set out and its presentation add to its meaning.

Retrieve and record information from non-fiction over a wide range of subjects.

I can find and record information from non-fiction texts over a wide range of subjects.

Participate in clear reasoned discussion about books, poems and other materials that are read to him/her and those he/she can read for himself/herself, taking turns and listening to what others say.

I can join in a clear reasoned discussion about the books and poems that I have read taking turns and listening to others.

Tips for helping your child to enjoy books:



- Visit the school website and click on EducationCity. There are lots of age appropriate reading activities.
- Visit the library as often as possible - take out CDs and DVDs as well as books.
- Schedule a regular time for reading - perhaps when you get home from school or just before bed.
- Buy dual-language books if English isn't your family's first language - you can talk about books and stories, and develop a love for them, in any language.
- Look for books on topics that you know your child is interested in - maybe dragons, insects, cookery or a certain sport.
- Make sure that children's books are easily accessible in different rooms around your house.

A decorative graphic on the left side of the slide. It features a dark blue vertical bar on the far left. A black arrow points to the right from the top of this bar. Several thin, light blue lines curve upwards and to the right from the bottom of the bar, overlapping the text area.

Why read with your child?

- To spend quality time together
- To encourage them to develop a love of reading
- To develop their speaking and listening skills through hearing and reading good quality sentences and stories/ other texts, as well as through talking about books, asking questions etc.
- To increase their vocabulary
- To build their confidence and knowledge of the world
- To help with writing skills; sentence structure, vocabulary, punctuation, imagination, creative writing skills and spelling
- To support them in all other areas of the curriculum that need reading to access the learning.

A decorative graphic on the left side of the slide. It features a dark grey arrow pointing to the right, positioned at the top. Below the arrow, several thin, curved lines in shades of blue and grey sweep downwards and to the right, creating a sense of movement and flow.

Other activities that support reading

- ▶ Singing songs together
- ▶ Playing games including memory games
- ▶ Chatting when you are out and about
- ▶ Generally doing things with your child helps them become alert young people and learners, which in turn helps them become better readers.



Reading recap

- ▶ Your child learned to read at Arbury through ERR, which is a phonics based reading programme.
- ▶ They will continue to use their ERR skills to sound out unknown words. You need to encourage this; if they need it, help them break down words they can't read, using letter sounds and combinations.
- ▶ If your child is finding reading hard, you will need to give them more reading time at home. Children who struggle need extra practice. Reading is a skills everyone needs to master to the best of their ability.
- ▶ If they are behind with reading, they are likely to be behind in other areas because they will not be able to do the learning independently. Use reading games etc. to make reading more fun and more part of everyday life.
- ▶ Remember to read books to your child as well as them reading to you.
- ▶ Reading takes lots of practice, it is a partnership, a shared responsibility, we cannot and should not do it all at school. It is also a special sharing time if you set yourselves up right, away from distractions. Just 10 minutes every day will help make a child into a lover of books and reading.