



# Reading with Your Year Three/Four Child

Parent Advice Booklet



# National Curriculum Expectations

## Year 3 and 4

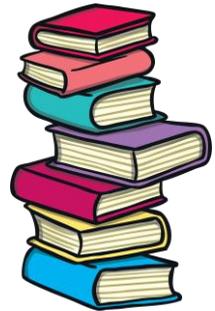
In Year 3 and 4 the children are expected to read, listen to and discuss a wide range of fiction, poetry, plays, non-fiction and reference books or textbooks. It is expected that they are able to independently use dictionaries to check the meaning of words that they have read and find the definition of new words. They will begin to identify themes and conventions in a wide range of books and prepare poems and play scripts to read aloud and to perform, showing understanding through intonation, tone, volume and action. It is important that the children continue to discuss words and phrases that capture the reader's interest and imagination. Similarly to Year 2, your child will continue to develop the ability to ask questions to improve their understanding of a text, draw on inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence and will predict what may happen next using details stated and implied. New to this year, children will be asked to identify main ideas drawn from more than 1 paragraph and summarising these

## What This Means for Parents



Read together. Take it in turns. Model clear reading with fluency and expression. Model how to read unknown words.

Read a range of different texts – recipe books, poems, myths, instruction manuals, leaflets for places you wish to visit, traditional tales. First News is a fantastic children's newspaper targeted at KS2 children.



Show your child how to find information in a book rather than quickly finding it for them; skimming and scanning.



Year 3/4 children are expected to:	To support this, you could say:
<ul style="list-style-type: none"> <li>Apply knowledge of prefixes, both to read aloud and to understand new words.</li> </ul>	<ul style="list-style-type: none"> <li>Can you find a word that contains a prefix?</li> <li>How does the prefix 'dis' change the meaning of this word?</li> </ul>
<ul style="list-style-type: none"> <li>read familiar and some unfamiliar words quickly without needing to sound them out</li> </ul>	<ul style="list-style-type: none"> <li>I bet you can find the word..... quicker than me.</li> </ul>
<ul style="list-style-type: none"> <li>read words containing common suffixes</li> </ul>	<ul style="list-style-type: none"> <li>Can you put your finger on a word that ends in the suffix - less?</li> </ul>
<ul style="list-style-type: none"> <li>self-correct when they have read a sentence incorrectly</li> </ul>	<ul style="list-style-type: none"> <li>Did that sentence make sense to you? Do you want to try it again?</li> </ul>
<ul style="list-style-type: none"> <li>Check the meaning of a word</li> </ul>	<ul style="list-style-type: none"> <li>How can we find out what this word means? - Use a dictionary</li> </ul>
<ul style="list-style-type: none"> <li>retell a story, referring to most of the key events and characters</li> </ul>	<ul style="list-style-type: none"> <li>I've forgotten - what happens in that story again?</li> <li>What were the characters called?</li> <li>What happened after that?</li> </ul>
<ul style="list-style-type: none"> <li>Retrieve and recall information from non-fiction texts, stories and poems</li> </ul>	<ul style="list-style-type: none"> <li>Which part of the text tells me about...?</li> <li>Can you find...?</li> </ul>

## Simple Tips for Whilst You Read



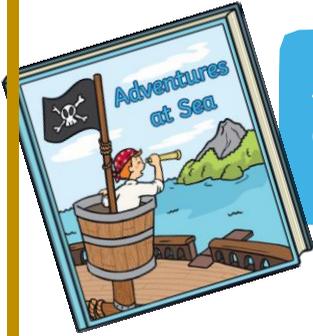
What is happening? Talk about what is happening in the pictures **before** you read the text. What can you see?



Discuss alternative words. For example, 'Can you think of a word that has the same meaning as **boastful**? Use a thesaurus together.



Make predictions. What do you think will happen next? What makes you think that? If their prediction is way off the mark, model your own and give your reasons.



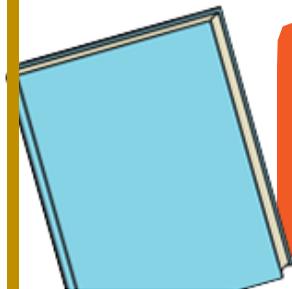
Start in the middle of a book. What do you think has happened before this point? What makes you think that?



Discuss the setting of the story. Have you read another book with the same setting?



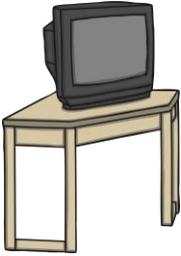
Discuss the meaning of words. Use a dictionary together to get your child used to exploring words for themselves.



Have you learned anything whilst reading this book that you didn't know before? Pretend that you have learned a new fact and explain it.



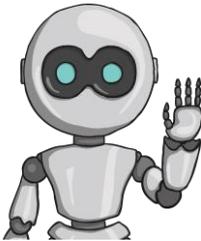
<b>Year 3/4 children are expected to:</b>	<b>To support this, you could say:</b>
<ul style="list-style-type: none"> <li>Identify themes and conventions in a wide range of books</li> </ul>	<ul style="list-style-type: none"> <li>Have you read a book similar to this before? How was it the same/different?</li> </ul>
<ul style="list-style-type: none"> <li>be aware that books are set in different times and places</li> </ul>	<ul style="list-style-type: none"> <li>Do you think this book was set whilst you were alive? What about whilst I was alive? Why?</li> </ul>
<ul style="list-style-type: none"> <li>relate what they have read to their own experiences</li> </ul>	<ul style="list-style-type: none"> <li>Do you remember when we went to... and saw...? This story reminds me of that.</li> </ul>
<ul style="list-style-type: none"> <li>continue to build up a repertoire of poems learnt by heart</li> </ul>	<ul style="list-style-type: none"> <li>Could you teach your little brother the words to The Jabberwocky?</li> </ul>
<ul style="list-style-type: none"> <li>recognise key themes and ideas within a text</li> </ul>	<ul style="list-style-type: none"> <li>So, it seems like this story says you should always be honest. Do you know any other stories about honesty?</li> </ul>
<ul style="list-style-type: none"> <li>make well-justified inferences about thoughts and feelings of characters and reasons for their actions</li> </ul>	<ul style="list-style-type: none"> <li>What do you think... is feeling now? How do you know?</li> <li>What might they do next? What makes you say that?</li> </ul>
<ul style="list-style-type: none"> <li>Identify main ideas drawn from one or more paragraph and summarise</li> </ul>	<ul style="list-style-type: none"> <li>Tell me what happened in this paragraph in 5 words.</li> </ul>



Turn off the TV so that you can listen to and talk to your child. Model correct speech and pronunciation. Ask your child lots of questions.



Play 'I Spy' games. Can you find something beginning with...? How many... words can you see?



To revisit phonics, if necessary, pretend to be a robot. 'Can you bring me your s-o-ck-s?'



Encourage your child to predict what the story is going to be about by using their inference skills. Can they find clues on the front cover?