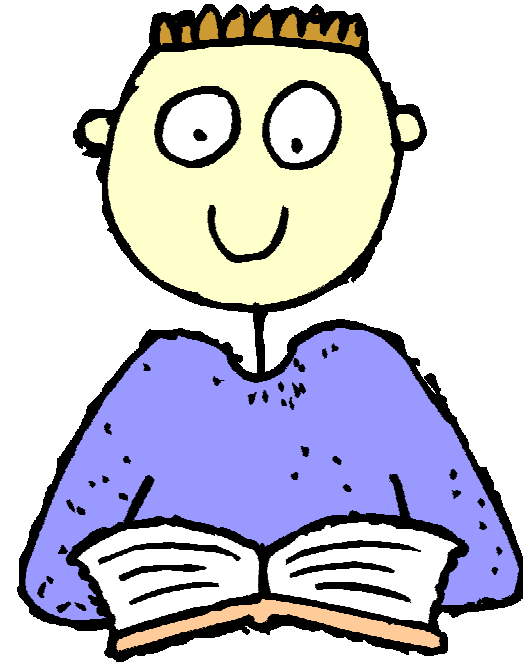


Please try and hear your child read, even if they are a competent reader. 10 minutes a day can make all the difference. Please make a comment in their reading diary as your comments and assessments help to inform us! Your child will read with an adult at least once a week. We hope this helps you.

Reading at Home with

YEARS 3 and 4

Parent Advice Booklet



National Curriculum Expectations – Year 3 and 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 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 secure, efforts should be made to introduce children to new words which will increase their vocabulary. This should 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. Children in year 4 should be securing the skill of reading silently to themselves.

What This Means for Parents

- Give your child access to lots of books on many different topics and by a wide range of authors who write in different styles, e.g. Roald Dahl, Michael Morpurgo to Julia Donaldson.
- Encourage your child to attempt to pronounce new words they see in the environment around them. Discuss tricky parts 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.
- Encourage your child to read silently to themselves but check their understanding of what they have read after doing so.

Children are expected to:	To support this, you could say
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 dis-? What does the prefix anti-mean? So what could this new word mean?
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?
Listen to and discuss a wide range of fiction, poetry, plays, non-fiction, reference books and textbooks	What did you think about...? Shall we go and watch a play about...? Have you ever read a...poem?
Use dictionaries to check the meaning of words they have read	I'm not quite sure what this means either – shall we use a dictionary
Increase their familiarity with a wide range of books, including myths, legends, and	What type of story is this? Have you ever read a...?

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traditional stories, modern fiction, fiction from our literary heritage and books from other cultures and traditions.	Let's go to the library and see if we can find a book from... What other cultures would you like to read about?
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
Identify themes and conventions within texts	What message do you think this story is trying to tell us?
Prepare and perform poems and plays out loud, showing an understanding through intonation, tone and 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?
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?
Recognise some forms of poetry, e.g. free verse, narrative poetry.	Do you know what kind of poem this is? What can you see?
Check that the text makes sense to them	What do you think that is saying?
Explain the meaning of new words in context	What does...mean? I'm not quite sure, I thought it meant...
Ask questions to improve their understanding of the text	Is there anything you want to ask that you're not sure about?
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?
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?
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?
Identify how language, structure and presentation contribute to meaning	Why do you think the author has used...in the text?
Retrieve and record information from non-fiction texts	Can you find the part where...? Which part tells you about...?
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?

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