

# Supporting reading at home

Year 3

# Our ethos

- \* At Ravenor we believe it is important to develop and maintain a healthy relationship between parents and teachers.
- \* We would like to work together in order to give your children the best start.

# Reading

- \* By the end of the year:
  - \* Read with fluency and expression
  - \* Use different skills in order to support them to comprehend the text
  - \* Develop their understanding of new words and key vocabulary
  - \* Have a love for reading

# Fluency and Expression

- \* **Reading aloud** – listen to your child read aloud. Are they taking punctuation in to account (full stops, commas, question marks, exclamation marks and speech marks)?
  - \* Model use of expression.
- \* **Unknown words** – using their phonetical knowledge to sound out words, or using the sentence to support a guess.
  - \* Replacing the word for an alternative.

# Example

- \* “I’m not wearing those!” gasped Alphonso.

- \* She applied some lipstick.

- \* What do you do with lipstick?

# Comprehension

– Checking children's understanding of what they are reading

- \* Asking key questions **before, during** and **after** reading.
- \* Use skills in **summary, prediction, inference** and **word meaning**.

# Prediction example

- \* Alphonso crunched nervously up the gravel drive. He was about to knock on the gleaming door when he spotted something small and brown, scurrying across the grass.
- \* What do you think Alphonso might do in this situation?
  - \* What do you already know about the character?
- \* Eat the small brown creature, as he is a greedy crocodile.

# Summary example

- \* Alphonso jumped so hard his bloomers fell down. He whipped the tasty morsel behind his back and tried to look innocent.
- \* What might mistake did he almost make?
- \* Eating the small dog.



# Inference example

- Using clues from the text to infer actions or feelings

- \* “Oh, good day to you,” squeaked Alphonso, nervously. “I’m a – a kindly old lady who loves eating – errr, I mean, *walking dogs.*”
- \* ‘Alphonso spoke nervously’, what evidence is there to suggest this?
- \* *He was stuttering/couldn’t get his words out : a – a kindly/er- errr I mean.*

# Vocabulary example

- \* Quick as a flash, the gluttonous alligator grabbed the fluffy little creature. He was about to toss it into his gaping jaws when...
- \* Find a word which closely matches the meaning of 'greedy'.
  - \* Choose a word and replace it for the word 'greedy', then read it again. Does it make sense?
- \* **gluttonous**

# Love reading

- \* Praise for their efforts
- \* Enthusiasm
- \* Read to them at home – special time together
- \* Library – children can find books they are interested in and try out different authors and genres
- \* Read books linking to topics

# Task

- \* You have 20 minutes to work with the children in the classroom.
- \* Listen to the children read and ask them the questions provided.
- \* Think about:
  - \* Fluency and expression
  - \* Understanding
  - \* Vocabulary
- \* Regroup and share experiences.