



Reading - Supporting and Learning Together

Year 3 and Year 4

What will be covered?

- Reading and the curriculum
- How reading is taught in LKS2
- Reading skills
- Year group expectations
- Year group texts
- Lesson
- How reading is embedded across the curriculum
- Resources
- Help at home
- Questions

Why is it important?

- Reading from a young age develops children's awareness of sounds (giving opportunity to apply their phonics knowledge) as well as introducing them to new words and phrases.
- As the child's level of fluency progresses, reading can have a huge impact on their education and social development:
 - develops their vocabulary further (this filters through into their writing)
 - develops their listening skills
 - encourages children to engage with the world around them
 - improves social skills
 - develops a security in comprehending what they are reading and what is going on around them

How is reading taught in LKS2?

- Shared reading is taught three times a week
- Each week, the lessons will focus around a specific reading skill
- The same text is used for the whole class and is linked to the current topic
- Teaching pattern: whole class, partner/paired approach and finishing with independent work

Reading Skills

Clarifying



- What does that word mean?
- Can you think of another word that means the same?
- Where did the story take place?
- What happened...?
- Read the part that tells me...
- What did he/she do?
- Where did...?
- Who are the main characters?
- Who did...?

Inferring



- What make you think that?
- Can you explain why...?
- What's your opinion?
- What does this tell you about...?
- Which words give you that impression?
- What is this character like?
- How does he/she feel at the moment? What tells you?

Imagining



- What is he/she thinking?
- What is he/she feeling?
- What would it feel like there?
- How would you feel?
- What would you do?
- Describe the place
- Describe the character to me

Linking







- What do you know about...?
- Do you know another story...?
- Have you read a book with a similar theme?
- Do you know another character like...?
- What do we know about this place/ point in time?
- What do we already know about how this author writes?
- Which things are already familiar to you (structure, layout, characters, language)?
- How has the period affected the writer?

Predicting



- What will happen next?
- What will he/she do next?
- What will ... do next?
- What will the author do next?
- How will he/she solve the problem?
- How will it change?
- What will he/she tell us about next?
- What will the next page look like?

Reading Skills

Summarising 	Understanding purpose and viewpoint 	Understanding text organisation 	Understanding writers' use of language 
<ul style="list-style-type: none">• What were the key points?• Summarise the ...• What has happened so far?• Describe the current situation• What did that chapter /section/page tell you?• What is the main idea?	<ul style="list-style-type: none">• Why did the author...?• What effect does the writer want?• What is the author trying to do?• What does the author think about...?• What makes this a successful...?• Why did the author decide to...?• What does it make you think?• What effect does it have on you?	<ul style="list-style-type: none">• How does the layout help the reader?• Which order is the story told in?• Why is it in that order?• What is the purpose of...?• Why has the author set it out like that?• Why has the author started/ended with...?• Why has the author told you that first?• What would the effect be if you...?	<ul style="list-style-type: none">• Why did the author use those words?• How has the author used... to ...?• What effect has the author created?• How has the author used words and sentences to...?• What does the word ... tell you about ...?• Why did the author choose this...?• Why has the author written the sentence in this way?• Which words and phrases tell you this?• What do you notice about the sentences here?

Year 3 and 4 reading expectations

Word reading

Pupils should be taught to:

- apply their growing knowledge of root words, prefixes and suffixes (etymology and morphology) as listed in [English Appendix 1](#), both to read aloud and to understand the meaning of new words they meet
- read further exception words, noting the unusual correspondences between spelling and sound, and where these occur in the word.

Comprehension

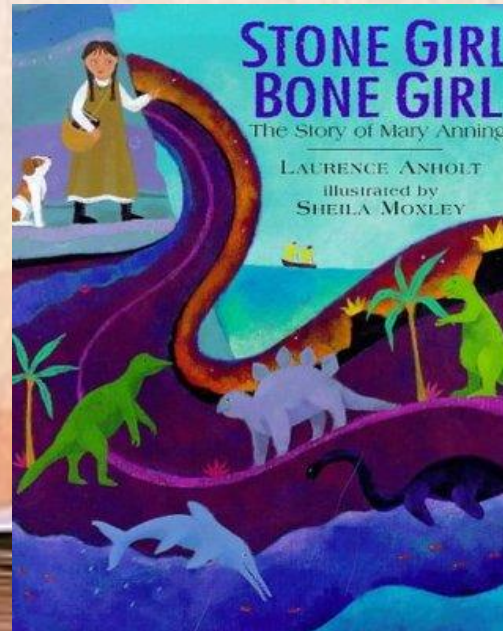
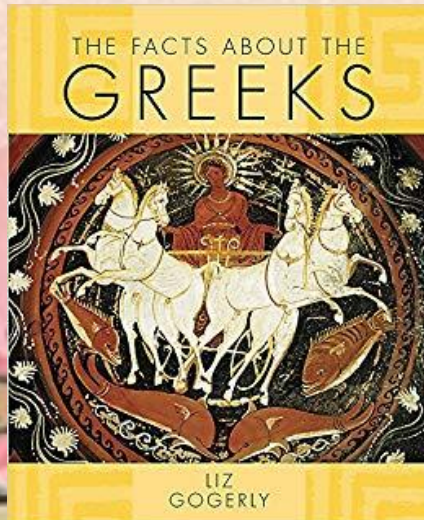
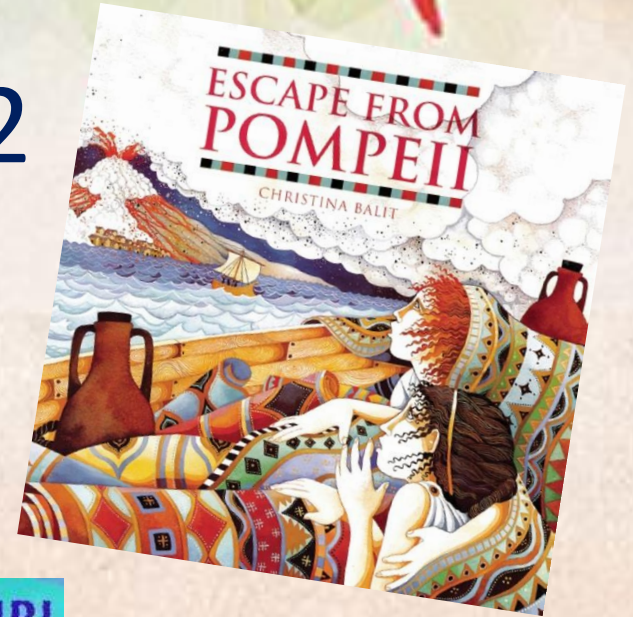
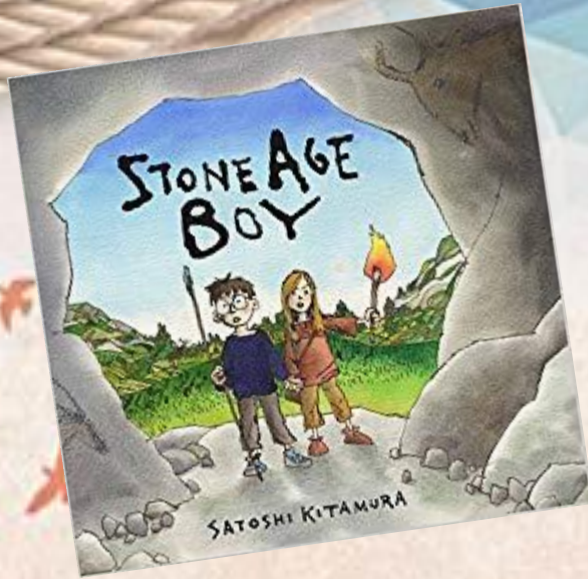
Pupils should be taught to:

- develop positive attitudes to reading and understanding of what they read by:
 - listening to and discussing a wide range of fiction, poetry, plays, non-fiction and reference books or textbooks
 - reading books that are structured in different ways and reading for a range of purposes
 - using dictionaries to check the meaning of words that they have read
 - increasing their familiarity with a wide range of books, including fairy stories, myths and legends, and retelling some of these orally
 - identifying themes and conventions in a wide range of books

Comprehension

- preparing poems and play scripts to read aloud and to perform, showing understanding through intonation, tone, volume and action
- discussing words and phrases that capture the reader's interest and imagination
- recognising some different forms of poetry [for example, free verse, narrative poetry]
- understand what they read, in books they can read independently, by:
 - checking that the text makes sense to them, discussing their understanding and explaining the meaning of words in context
 - asking questions to improve their understanding of a text
 - drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence
 - predicting what might happen from details stated and implied
 - identifying main ideas drawn from more than one paragraph and summarising these
 - identifying how language, structure, and presentation contribute to meaning
- retrieve and record information from non-fiction
- participate in discussion about both books that are read to them and those they can read for themselves, taking turns and listening to what others say.

Texts in LKS2



What does a lesson look like?

- Typically split into the following areas:
 - warm-up (introduce/recap the reading skill)
 - adult and child led reading of the text
 - analysis of the question stems
 - application of reading skill



Lesson

Lesson

- Let's warm our eyes up!

Can you find all the items in 6 minutes?



- Two cowboys about to draw against each other
- Buffalo Bill
- A horse drawn wagon
- A band of outlaws
- Gamblers playing cards
- Outlaws holding up a stagecoach
- The film wardrobe department
- Two cowboys shouting "This town ain't big enough for the both of us."
- A buffalo stampeded

How is reading embedded in the curriculum?

- Encourage reading across all subjects, e.g. Science, History, RE etc...
- Half-termly rewards
- Book week
- Library visits

How to help at home?

- Positively promote any reading!
- Read aloud yourself
- Discuss the book – use the reading skill starters
- Ask questions – use the reading skill starters
- Games



Questions?

Thank you for your continued
support.