



**Supporting and  
Learning together  
LKS2 Reading**

# Agenda

- National Curriculum
- What we do in school
- How to help at home
- What is Shared Reading?
- Reading Strands
- Lesson
- Opportunity to work with your child
- Questions

# National Curriculum

## Year 3

### Children need to:

- Enjoy books and reading
- Listen to and discuss a range of fiction, poetry, plays, non-fiction, reference and text books that are read to them and those that they can read for themselves
- Identify and remember common structural and language conventions in different text types
- Read for a range of purposes
- Retell stories, adding key details
- Identify themes in books
- Retell fairy stories or folk tales focusing on the theme
- Know and recognise some forms of poetry

## Year 4

### Children need to:

- Develop a love books and reading
- Value and enjoy reading in their spare time
- Listen to and discuss a range of fiction, poetry, plays, non-fiction, reference and text books that are read to them and those that they can read for themselves
- Identify and remember common structural and language conventions in different text types
- Independently read for a range of purposes
- Know and recognise some forms of poetry
- Retell myths and legends focusing on the themes

# What we do in school

- Differentiate Shared Reading sessions
- Fluency activities ( choral, echo and partner reading)
- Phonic lessons ( Year 3) and phonic interventions
- Read daily to your child
- Visit the local library
- Listen to your child read
- Read books linked to our topics
- Use books as a stimulus for our writing
- Encourage the use of our book box
- World Book Day
- Book Week
- Performance Poetry

# How to help at home

- Listen to your child read every day
- Read to your child
- Read books at a higher reading level than what they can access
- Talk about new words together
- Ask questions to deepen understanding
- Look for reading opportunities to read such as signs, menus, shopping lists etc
- Find books by the same author if your child enjoys their books
- Turn off the TV when reading
- Read a range of texts
- Show children how to use information texts and find information

# How to help at home

- Use dictionaries to find meanings of unknown words
- Make links with other books
- Visit the library
- Use reading as a reward, not a sanction
- Word search
- Subtitles on the TV
- Play board games that include reading
- Hide notes around the house for them to read and find
- Ask your child to read out and tick off items on your shopping list
- Show your child that you like read



# What is Shared Reading?

Shared Reading is a lesson where we focus on reading fluency and comprehension skills.

When reading, children are encouraged to:

- use phonics **WHEN** needed
- make their voice sound interesting
- read at a steady pace
- read clearly
- focus on the volume of their voice

# Reading Strands

In Year 3 and 4, we build on your child's knowledge from KS1 using different reading strands:

- retrieval/ sequencing
- predicting
- inference
- vocabulary

You will notice these types of questions when helping to complete your child's homework.



# Retrieval questions

**Pupils should learn how to:**

**Year 3**

- Apply previous retrieving objectives to year 3 texts
- Check that the text makes sense to them and discuss their understanding
- Combine information to create an understanding of the whole text

**Year 4**

- Apply previous retrieving objectives to year 4 texts
- Check that the text makes sense to them and discuss their understanding
- Extract information from a text when information is hidden within a longer paragraph
- Use a knowledge of text type and structure to extract information

# Retrieval questions

This is the most common reading strand your child will be questioned on school. Your child needs to retrieve facts from the text.

Questions to ask your child:

- Where is the story set?
- Where did....go?
- What colour was.....?

# Retrieval questions

Your child will need to sequence events in a text and to discuss the order in which things happen.

Questions to ask your child:

- Which character do we meet first?
- What is the ... step in these instructions?
- Put these sentences into the order they happened in.

# Predicting questions

Pupils should learn how to:

Year 3

- Predict what may happen and explain using detail from the text

Year 4

- Predict what may happen and explain using stated and implied detail from the text

# Predicting questions

Your child will have to predict what may happen next based on what they have already read.

Questions to ask your child:

- What do you think will happen next?
- Where do you think...will go next? Why?
- What might you expect to see in this sort of text?
- Can you think of any stories like this? How do they end? Do you think this will end the same way?

# Inference questions

Pupils should learn how to:

Year 3

- Use inference to draw simple conclusions about characters, settings and events
- Use vocabulary knowledge, including synonyms, to aid inference

Year 4

- Use textual details and examples to support inferences and explanations about a text's meaning
- Use precise language to encapsulate an inference made
- Make inferences from evidence found throughout a paragraph

# Inference questions

Your child needs to hunt for clues in a text about how someone might be feeling or why something is happening.

Questions to ask your child:

- Why do you think... is feeling...?

# Vocabulary questions

Pupils should learn how to:

Year 3

- Explain the meaning of words in context
- Use morphology to aid them in understanding unknown vocabulary
- Use dictionaries to check word meanings
- Build a bank of vocabulary by spotting, collecting and discussing new words and phrases from texts and linking these with words already known (including idioms and figurative language)

Year 4

- Understand that words can have varied meanings depending on the context
- Build a bank of vocabulary by spotting, collecting and discussing new words and phrases from texts and linking these with words already known (including idioms and figurative language)



# Vocabulary questions

You child needs to explore how and why authors have used certain words and phrases.

Questions to ask your child:

- What does this word/sentence tell you about...?
- Can you find a word/sentence that tells you/shows you...?
- Why did the author use the word...to describe...?
- How does this word make you feel?
- What word means the same as...?

# Lesson outline

At Merrylands, we work towards this type of lesson:

- introduce the text type
- discuss what we need to remember when reading new words
- children work in pairs to read/decode the text
- model reading part of the text using phonics when needed
- read the text as a class
- children to read the text in pairs and read to the class if they volunteer
- discuss how to answer questions
- answer a question as a class
- independently answer questions
- go through the answers as a class
- children to mark in purple pen



# Lesson example

In winter I get up at night  
And dress by yellow candle-light.  
In summer, quite the other way,  
I have to go to bed by day.

I have to go to bed and see  
The birds still hopping on the tree,  
Or hear the grown-up people's feet  
Still going past me in the street.

And does it not seem hard to you,  
When all the sky is clear and blue,  
And I should like so much to play,  
To have to go to bed by day?

*By Robert Louis Stevenson*

**Teacher to model reading  
the first verse - children  
repeat (echo read)**

**Children read 2<sup>nd</sup> and 3<sup>rd</sup>  
verse in pairs (partner  
read)**

**Let's read together  
(choral read)**

In winter I get up at night  
And dress by yellow candle-light.  
In summer, quite the other way,  
I have to go to bed by day.

I have to go to bed and see  
The birds still hopping on the tree,  
Or hear the grown-up people's feet  
Still going past me in the street.

And does it not seem hard to you,  
When all the sky is clear and blue,  
And I should like so much to play,  
To have to go to bed by day?

*By Robert Louis Stevenson*

1. What is this poem about?

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2. Tick the best word or group of words to fit the sentence.

The seasons mentioned in this poem are:

<input type="checkbox"/>	spring and summer	<input type="checkbox"/>
<input type="checkbox"/>	summer and autumn	<input type="checkbox"/>
<input type="checkbox"/>	autumn and summer	<input type="checkbox"/>
<input type="checkbox"/>	summer and winter	<input type="checkbox"/>
<input type="checkbox"/>	winter and summer	<input type="checkbox"/>

3. Look at the verse beginning: In winter I get up at night.

Find and copy a phrase that tells us that it is dark.

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4. Look at the poem again.

Find and copy one sentence that shows that the poet is young.

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