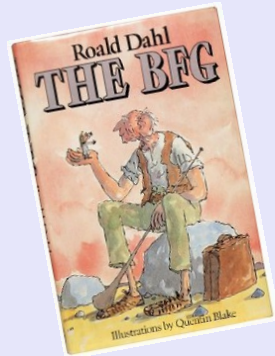
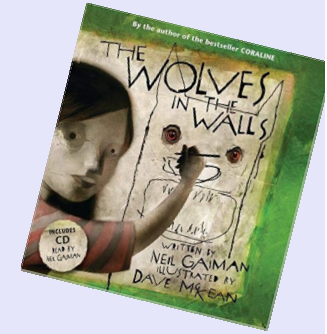
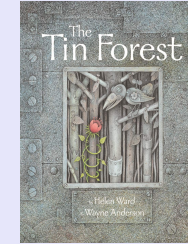
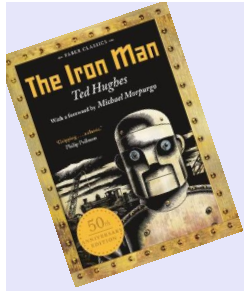


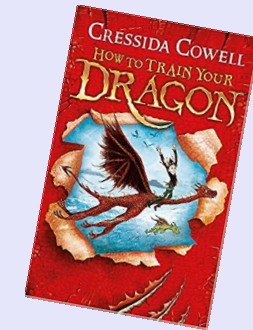


Welcome to
Year 3 Family
Learning

Reading



What are the Year 3 expectations?
How can I help my child at home?



Word Reading

- apply their growing knowledge of root words, prefixes and suffixes (etymology and morphology), 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

Develop positive attitudes to reading, and an 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
 - 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
- 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 1 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.

Comprehension

Develop positive attitudes to reading, and an understanding of what they read, by:

- 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
- listening to and discussing a wide range of fiction, poetry, plays, non-fiction and reference books or textbooks

Inference

Gail slammed the door.

Tell me more.

Tell me more.

Inference



Predicting

A vicious snarl spread across the
sabre-toothed cat's face as he
sprinted towards the helpless
antelope.

I think that....because...

- listening to and discussing a wide range of fiction, poetry, plays, non-fiction and reference books or textbooks





Tell me more.

The Iron Man – Ted Hughes

An extract from Chapter 4: The Space Being and the Iron Man.

That tiny star was definitely getting bigger. And not just bigger. But bigger and Bigger and BIGger.
Each night it was BIGGER.

Bigger than the Dog-star, the large coloured twinkle at the heel of the Hunter Orion.

Bigger than Jupiter, the great blazing planet.

Everybody could see it clearly, night after night, as it grew and Grew and GREW. They stared up
with frightened faces.

Till at last it hung there in the sky over the world, blazing down, the size of the moon, a deep, gloomy
red. And now there could be only one explanation.

Why did they think that it was a star?

Why do you think they had frightened faces?

Do you think that it really is a star?

What do you think that the explanation could be?

I think that.....because....and also.....

Earlier in the book....