



Parent Reading Workshop

Years 3&4



Parent's Reading Workshop

- Home Reading Expectations
- Big Cat Reading Books
- Phonics in Year 3 and 4
- What reading looks like in Years 3 and 4
- Reading for Pleasure
- Other reading opportunities across the school



Home Reading

- Reading record- In school every day
- Daily reading at home – Every day for 15 -20 minutes.
- Big Cat levelled reading book.
- Parents should sign the reading diary after every read.
- Children need to read to an adult.
- Expectation is that children are able to read the book with a fair amount of fluency and ease.



Big Cat Reading Books



The reading bands:

- Colour bands help us to guide children through increasingly challenging texts.
- Tool to ensure children are reading books appropriate to their current ability level.
- Not the most important part of reading, regular practise is the key to improvement rather than how quickly they advance through the levels.



The Aims

- **Comprehension** – Ability to grasp meaning behind the words. Understanding of the story, characters and key ideas
- **Vocabulary** – Being exposed to and understanding new words in order to broaden vocabulary.
- **Critical thinking skills**- beyond understanding the basic plot or decoding words—which involve analysing, questioning, and making connections within the text.



How to support reading

- **Encourage Daily Reading for Pleasure:** Let children choose books they enjoy, even if they're slightly "easier" or just outside their band. Any reading is good reading!
- **Create a Positive Reading Environment:** Share books together as a family and make reading time a fun and relaxing experience.
- **Talk About Books:** Discuss the stories, characters, and themes with your child. Ask them what they enjoyed, what surprised them, or what they think will happen next.



Reading Rewards

Aim: To encourage positive reading habits

Reward Scheme:

- 5 reads = Bronze Sticker,
- 10 reads = Silver Sticker,
- 15 reads = Gold Sticker.
- 50 reads = Class Certificate,
- 100 reads = Assembly Certificate.



Phonics for Year 3 and 4

Phonics Support:

- Children who are still working on phonics will receive phonetically decodable books.
- Books are 'just below' children's current phonics level to support fluency and progress.



Before reading

Practising phonics: Phase 4

- Your child is learning to read words that contain adjacent consonants with short vowel sounds (e.g. *trip*).
- Read the words together.

and plan trip plum slip
slop best felt stand splat

Common exception words:
to the I we was said have like so
do some there little of here

Check understanding

- Ask your child:
 - What do these words mean?

plan spot slop

- In this book, **spot** means place, like under a tree. Also, **Spot** (with a capital) is the name of one of the deer.

Talk about it

- Look at the cover together and read the title. Ask your child:
 - What can you see in the picture? (*deer, plums on a tree*)
 - Have you eaten any plums or similar fruit?
 - What do you think the deer are thinking about?
 - What do you think will happen in this story?
- Now read the book. Enjoy looking at the pictures and talking about them.

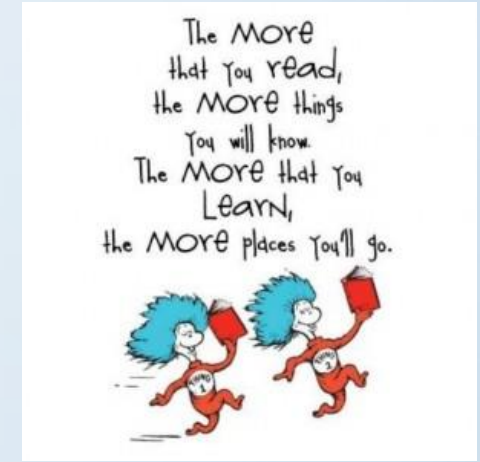
What Does Reading Look like in Year 3 and 4?

- Whole Class Reading /VIPERS
- Guided Reading
- Reading for Pleasure (Story Time)
- Daily Reads
- What Meeting Expectation looks like in Year 3 and 4.



Reading everyday

- Creates a culture of reading
- Promotes reading for pleasure
- Gets children accustomed to reading intently for longer periods of focused time
- Children view themselves as 'a reader'
- Helps children calm down and get focused after transitions



Proven power of reading

•Reading for pleasure is more important for children's cognitive development than their parents' level of education and is a more powerful factor in life achievement than socio-economic background. ⁶

16-year-olds who choose to read books for pleasure outside of school are more likely to secure managerial or professional jobs in later life. ⁷

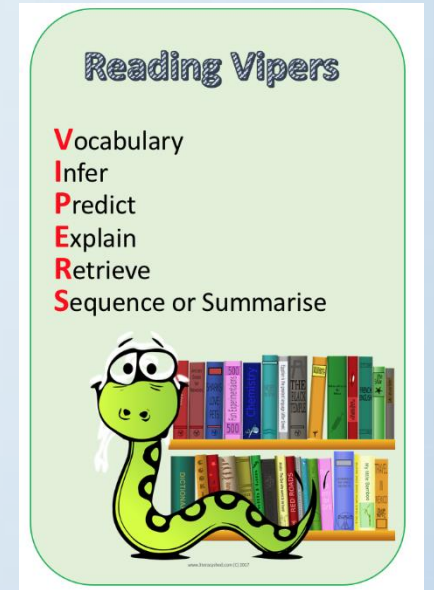
•Having books in the home is associated with both reading enjoyment and confidence. Of children who report having fewer than 10 books in their homes, 42% say they do not like reading and only 32% say they are 'very confident' readers. For children who report having over 200 books at home, only 12% say they do not like reading and 73% consider themselves 'very confident' readers. ⁸

•Children who read books often at age 10 and more than once a week at age 16 gain higher results in maths, vocabulary and spelling tests at age 16 than those who read less regularly. ⁹









Whole Class Reading

- Based on English text
- Supports writing tasks
- 2 / 3 times per week
- Read text as a class – discuss text and ensure understanding
- Practice answering questions using VIPERS structure
- Once per term- unseen reading assessment



Whole Class Reading

<p>Vocabulary</p> <p>Find and explain the meaning of words in context.</p> 	<p>Infer</p> <p>Make and justify inferences using evidence from the text.</p> 	<p>Predict</p> <p>Predict what will happen based from the details given or implied.</p> 	<p>Explain</p> <p>Explain how content is related and contributed to the meaning as a whole. Explain how meaning is enhanced through choice of language. Explain the themes and patterns that develop across the text. Explain how information contributes to the overall experience.</p> 	<p>Retrieve</p> <p>Retrieve and record information and identify key details from fiction and non-fiction.</p> 	<p>Summarise</p> <p>Summarise the main ideas from more than one paragraph.</p> 
<p>Example questions</p> <ul style="list-style-type: none"> • What do the words and suggest about the character, setting and mood? • Which word tells you that....? • Which keyword tells you about the character/setting/mood? • Find one word in the text which means..... • Find and highlight the word that is closest in meaning to..... • Find a word or phrase which shows/suggests that..... 	<p>Example questions</p> <ul style="list-style-type: none"> • Find and copy a group of words which show that... • How do these words make the reader feel? How does this paragraph suggest this? • How do the descriptions of show that they are • How can you tell that..... • What impression of do you get from these paragraphs? • What voice might these characters use? • What was thinking when..... • Who is telling the story? 	<p>Example questions</p> <ul style="list-style-type: none"> • From the cover what do you think this text is going to be about? • What is happening now? What happened before this? What will happen after? • What does this paragraph suggest will happen next? What makes you think this? • Do you think the choice of setting will influence how the plot develops? • Do you think... will happen? Yes, no or maybe? Explain your answer using evidence from the text. 	<p>Example questions</p> <ul style="list-style-type: none"> • Why is the text arranged in this way? • What structures has the author used? • What is the purpose of this text feature? • Is the use of effective? • The mood of the character changes throughout the text. • Find and copy the phrases which show this. • What is the author's point of view? • What affect does have on the audience? • How does the author engage the reader here? • Which words and phrases did effectively? • Which section was the most interesting/exciting part? • How are these sections linked? 	<p>Example questions</p> <ul style="list-style-type: none"> • How would you describe this story/text? What genre is it? How do you know? • How did...? • How often...? • Who had...? Who is...? Who did...? • What happened to...? • What does.... do? • How is • What can you learn from from this section? • Give one example of..... • The story is told from whose perspective? 	<p>Example questions</p> <ul style="list-style-type: none"> • Can you number these events 1-5 in the order that they happened? • What happened after • What was the first thing that happened in the story? • Can you summarise in a sentence the opening/ middle/end of the story? • In what order do these chapter headings come in the story?



Guided Reading

- Remaining 2/3 days per week
- Children sit in small groups
- 1 group pre-reading task
- 1 group- book talk with teacher
- Everyone else- reading for pleasure



Reading for Pleasure

- Book corners
- Library trips
- Reading events (Poetry day, Book Week, author talks/ events)
- Book swap (main entrance foyer)
- Class novel (children vote on book)
- Many opportunities to read for pleasure throughout the day



“Reading gives us someplace
to go when we have to stay
where we are.”

– Mason Cooley

LittleYellowStar



Daily reading 1-2-1 reading

- Any child working below age related expectations- reads with adult every day.
- Develops confidence and fluency
- Helps to close the gap
- All children read with weekly (through Guided Reading/ Whole class reading)



What does 'meeting expectations' look like?

Meeting Year 3 Expectations

Year 3 Expectations: Word Reading

- Apply knowledge of root words, prefixes and suffixes to read aloud and to understand the meaning of unfamiliar words
- Read further exception words, noting the unusual correspondences between spelling and sound, and where these occur in the word
- Attempt pronunciation of unfamiliar words drawing on prior knowledge of similar looking words

Year 3 Expectations: Reading Comprehension

- Experience and discuss a range of fiction, poetry, plays, non-fiction and reference books or textbooks
- Know that non-fiction books are structured in different ways and be able to use them effectively
- Begin to understand that narrative books are structured in different ways, for example, quest stories and stories with dilemmas
- Ask questions to improve understanding of a text
- Predict what might happen from details stated

Year 3 Expectations: Reading Comprehension (continued)

- Draw inferences such as inferring characters' feelings, thoughts and motives from their actions
- Use dictionaries to check the meaning of unfamiliar words
- Identify main idea of a text
- Identify how structure, and presentation contribute to the meaning of texts
- Retrieve and record information from non-fiction
- Discuss books, poems and other works that are read aloud and independently, taking turns and listening to others' opinions
- Explain and discuss understanding of books, poems and other material, both those read aloud and those read independently
- Prepare poems to read aloud and to perform, showing understanding through intonation, tone, volume and action



What does 'meeting expectations' look like?

Meeting Year 4 Expectations

Year 4 Expectations: Word Reading

- Apply knowledge of root words, prefixes and suffixes to read aloud and to understand the meaning of unfamiliar words
- Read further exception words, noting the unusual correspondences between spelling and sound, and where these occur in the word
- Attempt pronunciation of unfamiliar words drawing on prior knowledge of similar looking words

Year 4 Expectations: Reading Comprehension

- Know which books to select for specific purposes, especially in relation to science, history and geography learning
- Use dictionaries to check the meaning of unfamiliar words
- Discuss and record words and phrases that writers use to engage and impact on the reader
- Know and recognise some of the literary conventions in text types covered
- Begin to understand simple themes in books

Year 4 Expectations: Reading Comprehension (continued)

- Prepare poems to read aloud and to perform, showing understanding through intonation, tone, volume and action
- Explain the meaning of words in context
- Ask questions to improve understanding of a text
- Infer meanings and begin to justify them with evidence from the text
- Predict what might happen from details stated and deduced information
- Identify how the writer has used precise word choices for effect to impact on the reader
- Identify some text type organisational features, for example, narrative, explanation, persuasion
- Retrieve and record information from non-fiction
- Make connections with prior knowledge and experience
- Begin to build on others' ideas and opinions about a text in discussion
- Explain why text types are organised in a certain way



Other Reading Opportunities

- National Poetry Day
- Buddy Reading
- Weekly Library visits
- Student Readers
- 1-1 daily reads
- Pop up book shop
- Parent reading volunteers
- Swap library in Foyer
- After School Reading Club
- Author Visits
- Word Book Day dress up
- Classroom library
- Book Fair
- Story Time – where children vote on the text that they would like to hear in class.





Key Takeaways

- **Celebrate progress not perfection** - Every child progresses at their own pace. Focus on the joy of reading, not the reading band or level.
- **Daily practise makes a difference:** 20 minutes of reading a day can have a huge impact. Celebrate the effort, not just the outcome.
- **Talk about books together:** Engage in conversations about what your child is reading. Ask questions, talk about unknown words, discuss characters, and share your own love for stories.

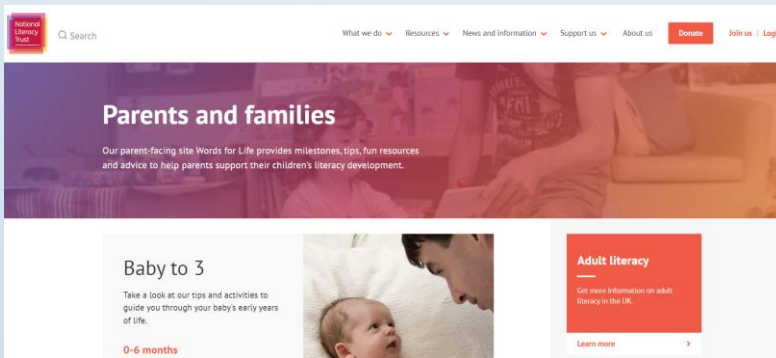
Useful Websites

- <https://www.thereaderteacher.com/>

- <https://storylineonline.net/>

- <https://literacytrust.org.uk/parents-and-families/>

- <https://www.booktrust.org/familyresources/>



Thank you

If you have any questions or queries about reading please ask your child's class teacher or email the school office

