SETTLE C.E. PRIMARY

# Reading with Your Year 3-4 Child

## Parent Advice Booklet

# National Curriclum Expectations

## Year 3

By year 3, pupils should be able to read books written at an age-appropriate interest level. They should be able to read them accurately and at a speed that allows them to focus on understanding what they have read, rather than on decoding individual words.  They should be able to decode most new words outside of their spoken vocabulary, making a good attempt at the word's pronunciation.  As their decoding skills become more secure, efforts should be made to introduce children to new words which will increase their vocabulary.  This can be done through discussion and by introducing children to a wide range of texts, including stories, poems, plays and non-fiction pieces on a wide range of subjects.  They should be able to read these texts independently, fluently and enthusiastically, and should be learning to read silently to themselves.

## Year 4

By year 4, pupils should be able to independently, fluently and enthusiastically read books written at an age-appropriate interest level. They should be able to read them accurately and at speed that allows them to focus on understanding what they have read, rather than on decoding individual words. They should be able to decode most new words outside of their spoken vocabulary, making good attempt at the word's pronunciation. Children in year 4 should be securing the skill of reading silently to themselves.

## What This Means for Parents

- Allow your child to experience lots of books on many different topics.  This goes beyond the home reading book your child is given by school.

- Encourage your child to attempt to pronounce new words they see on signs or within their environment and model the correct way.

- Broaden the vocabulary you use when speaking to your child and be prepared to clarify the meaning of a wider range of words.

| Year 3-4 children are expected to: | To support this, you could say: |
|---|---|
| • apply their knowledge of root words, prefixes and suffixes, both to read aloud and to understand the meaning of new words they meet | Can you find a word which begins with the prefix *dis-*? What does the prefix *anti–* mean? So what could this new word mean? |
| • develop positive attitudes to reading and an understanding of what they have read | What happened in your story? What kind of text would you like to read next? |
| • listen to and discuss a wide range of fiction, poetry, plays, non-fiction and reference books | What did you think about…? Shall we go and watch a play about…? Have you ever read a… poem? |
| • use dictionaries to check the meaning of words they have read | I'm not quite sure what it means either - shall we use a dictionary? |
| • increase their familiarity with a wide range of books, including fairy stories, myths and legends, and retell some of these orally | What genre is this text? What happens in the story of…? Do you know any myths? Could you tell… a bedtime story? |
| • identify themes and conventions within texts | What message do you think this story is trying to tell us? |
| • prepare poems and playscripts to read aloud and to perform, showing understanding through intonation, tone, volume and action | Would you like to read a poem to us after dinner? This part of the script is a troll speaking; how might they say it? |
| • discuss words and phrases that capture the reader's interest and imagination | What an interesting use of words; why do you think the author chose those? |
| • recognise some forms of poetry, e.g. free verse, narrative poetry | Do you know what kind of poem this is? What can you see? |
| • check that the text makes sense to them | What do you think that is saying? |
| • discuss and explain the meaning of new words in context | What does… mean? I'm not quite sure. I thought it meant… |
| • ask questions to improve their understanding of the text | Is there anything you want to ask that you're not sure about? |
| • draw inferences, such as inferring characters' feelings, thoughts and motives | How do you think…is feeling? What makes you think that? Why did he make that choice? |
| • predict what might happen from the details stated and implied | If they…, what might they do next? Who could it be? What makes you think that? |
| • identify the main ideas drawn from more than one paragraph and summarise these | So, what has this part of the story been about? Have you spotted a theme in the story? |
| • identify how the language, structure and presentation contribute to meaning | Why do you think the author has used… in the text? |
| • retrieve and record information from non-fiction texts | Can you find the part where…? Which part tells you about…? |
| • participate in discussion about both books that are read to them and those they can read themselves, taking turns and listening to what others say | Would you like me to read this page? What did you think of…? I thought that… Do you think… would like this book? What makes you think that? |

# SATs Questioning

In the KS2 English Reading Tests, your child's understanding of reading is tested through eight different strands, know as 'content domains'. At Settle Primary School we use VIPERS to teach these domains in all classes.
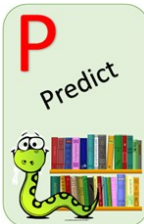
**VIPERS**

**V** Vocabulary
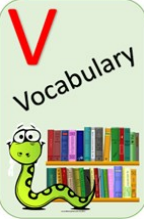
Content Domain 2a:

Give/Explain the meaning of words in context.

**I** Infer

Content Domain 2d:

Make inferences from the text / explain and justify using evidence from the text.

**P** Predict

Content Domain 2e:

Predict what you think will happen from the details stated and implied.

**E** Explain

Content Domain 2f, g, h:

Identify/explain how information/narrative context is related and contributes to the meaning as a whole. Identify/explain how meaning is enhance through choice of words and phrases. Make comparisons within the text.

**R** Retrieve

Content Domain 2b:

Retrieve and record key information/key details from fiction and non-fiction.

**S** Summarise

Content Domain 2c:

Summarise main ideas from more than one paragraph.

Getting your child used to answering questions from each of these content domains prepares them for their SATs reading assessment at the end of Year 6.  Asking a few of these sample questions per night will build your child's experience.

**V Vocabulary**
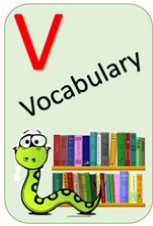
• What do the words …… and …… suggest about the character, setting and mood?
• Which word tells you that….?
• Which keyword tells you about the character/setting/mood?
• Find one word in the text which means……
• Find and highlight the word that is closest in meaning to…….
• Find a word or phrase which shows/suggests that…….

**I Infer**

• 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 Predict**
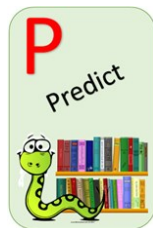
• From the cover what do you think this text is going to be about?
• What is happening now? What happened before this?
• What will happen after?
• What does this paragraph suggest will happen next?
• What makes you think this?
• Do you think the choice of setting will influence how the plot develops?
• Do you think… will happen? Yes, no or maybe? Explain your answer using evidence from the text.

**E Explain**
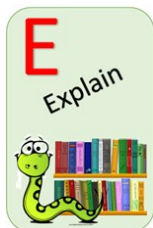
• Why is the text arranged in this way?
• What structures has the author used?
• What is the purpose of this text feature?
• Is the use of ….. effective?
• The mood of the character changes throughout the text.  Find and copy the phrases which show this.
• What is the author's point of view?
• What affect 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?

**R Retrieve**
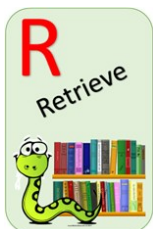
• How would you describe this story/text? What genre is it? How do you know?
• How did…?
• How often…?
• Who had…? Who is…? Who did….?
• What happened to…?
• What does…. do?
• How ….. is ……..?
• What can you learn from …… from this section?
• The story is told from whose perspective?

**S Summarise**

• 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?

# Year 3/4 Common Exception Words

By the end of year 4, children are expected to be able to read and spell these common exception words.

## Year 3 and 4 Common Exception Words

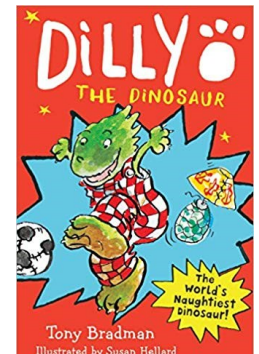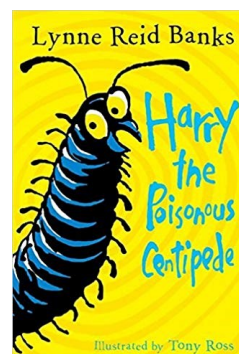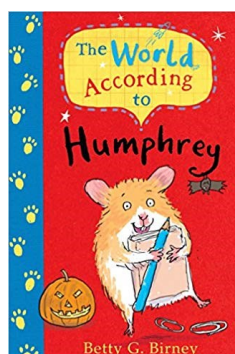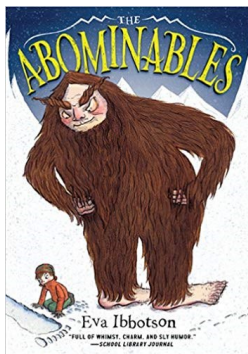| Aa | certain | Ff | Kk | Pp | Ss |
|---|---|---|---|---|---|
| accident | circle | famous | Knowledge | particular | sentence |
| accidentally | complete | favourite | **Ll** | peculiar | separate |
| actual | consider | February | learn | perhaps | special |
| actually | continue | forward | length | popular | straight |
| address | **Dd** | forwards | library | position | strange |
| although | decide | fruit | **Mm** | possess | strength |
| answer | describe | **Gg** | material | possession | suppose |
| appear | different | grammar | medicine | possible | surprise |
| arrive | difficult | group | mention | potatoes | **Tt** |
| **Bb** | disappear | guard | minute | pressure | therefore |
| believe | **Ee** | guide | **Nn** | probably | though |
| bicycle | early | **Hh** | natural | promise | thought |
| breath | earth | heard | naughty | purpose | through |
| build | eight | heart | notice | **Qq** | **Vv** |
| busy | eighth | height | **Oo** | quarter | various |
| business | enough | history | occasion | question | **Ww** |
| **Cc** | exercise | **Ii** | occasionally | **Rr** | weight |
| calendar | experience | imagine | often | recent | woman |
| caught | extreme | increase | opposite | regular | women |
| centre | | important | ordinary | reign | |
| century | | interest | | remember | |
| | | island | | | |

# Recommended Reads

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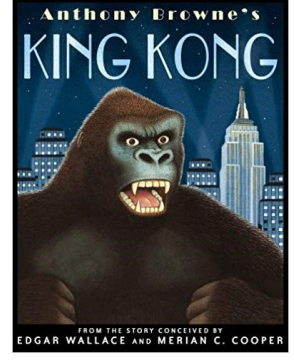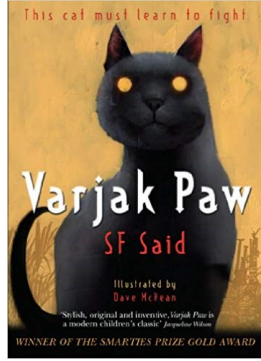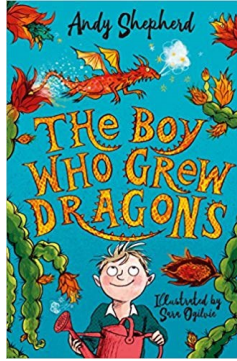## Year 3

Find more titles at:

https://schoolreadinglist.co.uk/reading-lists-for-ks2-school-pupils/reading-list-for-year-3-pupils-ks2-age-7-8/

THE Accidental PRIME MINISTER — Tom McLaughlin

Andy Shepherd — THE BOY WHO GREW DRAGONS — Illustrated by Sara Ogilvie

This cat must learn to fight — Varjak Paw — SF Said — Illustrated by Dave McKean — WINNER OF THE SMARTIES PRIZE GOLD AWARD

DOG MAN — Dav Pilkey — CREATOR OF CAPTAIN UNDERPANTS

Anthony Browne's KING KONG — FROM THE STORY CONCEIVED BY EDGAR WALLACE AND MERIAN C. COOPER

ADAM BLADE — Beast Quest — FERNO THE FIRE DRAGON — FREE COLLECTOR CARDS INSIDE!

THE ABOMINABLES — Eva Ibbotson — "FULL OF WHIMSY, CHARM, AND SLY HUMOR." —SCHOOL LIBRARY JOURNAL

The World According to Humphrey — Betty G. Birney

Lynne Reid Banks — Harry the Poisonous Centipede — Illustrated by Tony Ross

DILLY THE DINOSAUR — Tony Bradman — Illustrated by Susan Hellard — The World's Naughtiest Dinosaur!

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## Year 4

Find more titles at:

https://schoolreadinglist.co.uk/reading-lists-for-ks2-school-pupils/suggested-reading-list-for-year-4-pupils-ks2-age-8-9/

MAX and the MILLIONS — Ross Montgomery

From the author of Millions — DESIRABLE — frank cottrell boyce

DAVID SOLOMONS — MY BROTHER IS A SUPERHERO — I could have been one too, except I needed a wee... — 'You'll laugh until you fall out of your tree house' STEVE COOGAN

FROM THE WINNERS OF THE BLUE PETER BEST STORY AWARD — THERE'S A WEREWOLF IN MY TENT! — No marshmallows were eaten by werewolves in the making of this book — PAMELA BUTCHART — Illustrated by Thomas Flintham

THE 13-STOREY TREEHOUSE — BY THE INTERNATIONALLY BESTSELLING ANDY GRIFFITHS & TERRY DENTON

"HUGE LAUGHS AND GREAT SCIENCE." —MAC BARNETT, THE TERRIBLE TWO — FRANK EINSTEIN — ANTIMATTER MOTOR — THE NEW YORK TIMES BESTSELLING SERIES — JON SCIESZKA ILLUSTRATED BY BRIAN BIGGS

BY THE AUTHOR OF CARRIE'S WAR — NINA BAWDEN — The Peppermint Pig — 'What a consummate storymaker Nina Bawden is' MICHAEL MORPURGO

OPERATION GADGETMAN! — Spy kits, crooks and a kidnapping - Beans is on the case! — From the award-winning author of Noughts & Crosses — MALORIE BLACKMAN

The original book that inspired the major motion picture FROM DreamWorks ANIMATION — HOW TO TRAIN YOUR DRAGON — CRESSIDA COWELL

Lizzie Dripping — HELEN CRESSWELL — Illustrated by Tony Ross