

Newfield Park Primary School



Reading Together Y3 & Y4

September 2021

Why read?

Sharing books and stories is fun! Not only does it improve your child's reading and comprehension skills, but it can also help to build special memories and moments with your child, whatever their age! It also helps children:

- Understand the world around them
- Develop social and emotional skills
- Improve in school at a range of subjects, not just English!
- Build confidence with communication
- Strengthen their bond with you and other family members.

Reading with your child.

Many children enjoy books and reading. However, if your child is a reluctant reader, then the 'you read a page/paragraph, I read a page/paragraph' strategy may be the way forward. This helps children to understand the content whilst rehearsing decoding and word building skills. You will also be role modelling valuable skills to your child as you read aloud eg/ expression, intonation and use of punctuation to name but a few! Children are also more likely to read if they see you reading! You can:

- Read books together
- Tell each other stories
- Talk about pictures in books (even with older children...you will be amazed at how much can be gained from this activity. Pictures can be used to explore settings and characters and can help give clues in more challenging texts.)
- Share stories even when you don't have a book in front of you. Why not retell a family favourite?

What shall we read?

You can read anything! Try out a range of texts. Share stories, poems, newspapers, plays, factual texts...anything that interests them! For example, if your child is an avid football fan, then there are many magazines, biographies and skill development books that may be of interest to them. Some children like to read the same book again and again. Familiar books are comforting and can help to build confidence.

- Find your local library and see what your child likes

- Ask teachers, librarians or other parents to recommend books
- Visit the Book Trust website booktrust.org.uk/bookfinder
- Try downloading texts on tablets, Kindles or iPads or use storytelling apps...some children prefer this, just discuss and ask the same questions as you would with a printed book (Use of 'Airplane Mode' may cut down on any unexpected costs)

How shall we read?

Find a quiet place with no distractions. Turn off televisions, radios, computers and tablets. You don't need to make sure your child gets every word right, it is ok to make mistakes. Talk about the pictures and give hints or remind them to use their 'sounds/phonics' to work out unfamiliar words. Show your child that you are enjoying the text just as much as they are. For the budding actors among you faces, gestures, animal noises and character voices make the text come alive and will enhance the enjoyment for your child!

When should we read?

Reading for just 10 minutes per day with your child, has been scientifically proven to have a huge impact, ensuring an average of 1.27 million words read per year and 104% increase in word exposure.

- Take books with you so you always have a story to share. Read on the train or the bus together
- If you are outside, you can always use the day's events to make up a story later on
- Bedtime is the perfect time to read together. It helps to create a routine and can make going to bed something your child looks forward to. It is a special time for a parent and child to share.

Questions to ask when reading.

Here are some ideas for questions you might like to ask when reading, and give a flavour of the range of questions we would use in school. PLEASE do not feel that all questions have to be asked each time you share a book and do not feel under pressure to ask questions that you don't feel comfortable with. The most important thing is to **enjoy books and the reading experience** with your child.

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

What happened in the story?

Where is it taking place (setting)? Who is telling the story?

Can you find some words or phrases that tell you about this character?

Can you use this book to find information? How will you do this?

...reading books that are structured in different ways and reading for a range of purposes

Why is the text arranged in this way?

Does the layout, font or colour of the text have an impact on the reader?

Do the beginning and end have anything in common? Is the order of events important?

Is this text similar to any others you have read? How is it similar?

...increasing their familiarity with a wide range of books, including fairy stories, myths and legends. Re-telling some of these orally

Where and when is this story/text set? How does the writer show this?

What effect does the setting have on the story?

How did this character respond to (an event?) Can you use your voice to show this?

...identifying themes and conventions in a wide range of books

What is the genre of this story? How do you know?

Have you read any other books in this series/by the same author/about this topic?

Do these texts above, share any common features eg/language or a theme?

...preparing poems and play scripts to read aloud and perform, showing understanding through intonation, tone, volume and action

Whose voice is the poem written in? How could you show this when you read the poem aloud?

How does this poem make you feel? Can you use your voice to show this?

...discussing words and phrases that capture the reader's interest and imagination

What did you enjoy about this story?

What was the most interesting part? Can you explain why?

Which part of the story best describes the setting?

Which words in the text has the author used to create mood/effect?

...recognising some forms of poetry

Does this poem tell a story?

Has the author changed the shape of the poem? What effect has this had?

Do you hear any repeating patterns in this poem?

...checking that the text makes sense, discussing their understanding of words

Does reading the rest of the sentence help you to work out what this unfamiliar word means?
Why is there a bullet point/exclamation mark/question mark here? What effect does it have?

...asking questions to improve understanding of a text

If you could ask the characters in the story a question, who would you choose and what would you ask?

Is there a section of the text you don't understand? How could you find out what it means?

...using clues to explain characters' feelings, thoughts and motives from their actions

Can you choose a character and say what they felt/thought/did in response to events? How do you know?

What does... tell you about how the character is feeling?

How did.....'s actions affect the outcome of the story?

...predicting events from what is said and suggested

Knowing what you do about (a character or event) what might happen next? How do you know?

If the story develops in the way you have predicted, how will (a character) respond? Can you find evidence in the text to explain why you think that is?

How does the author show that a character feels excited/worried/scared? How does s/he suggest this?

...identifying and summarising main ideas from more than one paragraph

What are the main events in this chapter?

Can you order the main events?

Can you summarise what you have read so far in 50 words?

...identifying how language, structure and presentation contribute to meaning

How are the beginning and end similar? Is the order of events important?

Why do you think authors sometimes use short sentences?

How do the illustrations/choice of font/bold type/italics affect help you to understand the text?