

## Year 3 and 4 Reading

Age-related expectations of what your child should know by the end of Year 4	Explanations and ideas of how to help your child
<b>Word Reading</b>	
Apply their growing knowledge of root words, prefixes and suffixes both to read aloud and to understand the meaning of new words they meet.	<p><b>root word</b> - a word in its own right (played - the root word is play)</p> <p><b>prefix</b> - found at the start of a word (unlikely - un is the prefix)</p> <p><b>suffix</b> - found at the end of a word (beautiful - ful is the suffix)</p> <ul style="list-style-type: none"> <li>• Help your child to spot root words, prefixes and suffixes when they are reading. You could ask them to find 10 words which have a suffix.</li> </ul>
Read further exception words, noting the unusual correspondences between spelling and sound, and where these occur in the word.	<ul style="list-style-type: none"> <li>• These are tricky words that do not always follow spelling rules or are not spelt how they sound e.g. calendar, grammar, strength, business, separate and surprise.</li> <li>• Have a go at the spelling challenge in the Personal Organiser.</li> <li>• Try making up little rhymes to remember words e.g. could - <u>c</u>, <u>o</u>h <u>u</u>   lovely <u>d</u>uck! There is a <b>rat</b> in <b>separate</b>!</li> </ul>
<b>Comprehension</b>	
<i>Develop positive attitudes to reading and understanding of what they read by:</i>	
<p>Listening to and discussing a wide range of fiction, poetry, plays, non-fiction and reference books or textbooks.</p> <p>Participating 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.</p> <p>Reading books that are structured in different ways and reading for a range of purposes.</p> <p>Checking that the text makes sense to them, discussing their understanding and explaining the meaning of words in context.</p> <p>Identifying themes and conventions in a wide range of books.</p>	<ul style="list-style-type: none"> <li>• Encourage your child to develop a positive attitude towards reading all sorts of different things.</li> <li>• Ensure your child is reading regularly at home (5-10 minutes per day).</li> <li>• Encourage your child to read longer and more challenging books with chapters and from lots of different genres.</li> <li>• Don't forget that the reading can be shared, so read some chapters to your child. The discussion about the book that shows an understanding of the text is as important as reading the words.</li> <li>• Use the list of questions in the Personal Organiser to help you talk to your child about books. Asking questions helps to improve your child's understanding of a text.</li> <li>• Ask your child how they can tell that they are reading, for example, a spooky book, a history book or a mystery book.</li> </ul>
Using dictionaries to check the meaning of words that they have read.	<ul style="list-style-type: none"> <li>• This can also be the dictionary on a computer.</li> <li>• Play games with a dictionary. Can you find the word I am thinking of by asking 10 questions? E.g. Does your word begin with a letter after J?</li> <li>• Can you find two words that begin with bri?</li> </ul>

<p>Increasing their familiarity with a wide range of books, including fairy stories, myths and legends, and retelling some of these orally.</p>	<ul style="list-style-type: none"> <li>Remember the books in the library are free and children don't get fined for late returns.</li> <li>This website has some great offers on books. <a href="http://www.thebookpeople.co.uk/">http://www.thebookpeople.co.uk/</a></li> <li>If you want to read free eBooks go to <a href="http://www.oxfordowl.co.uk/">http://www.oxfordowl.co.uk/</a></li> <li>Look out for the school book fair.</li> </ul>
<p>Preparing poems and play scripts to read aloud and to perform, showing understanding through intonation, tone, volume and action.</p> <p>Recognising some different forms of poetry (shape poems, nonsense poems, poems that tell a story, riddles and limericks).</p>	<ul style="list-style-type: none"> <li>Encourage your child to use different voices for characters when asking questions and showing emotion. You child can also vary the volume.</li> <li>Watch how newsreaders and people on the T.V. do this. Why don't you have a go first and then get your child to copy you?</li> <li>You could get your child to recite a poem by heart.</li> </ul>
<p>Discussing words and phrases that capture the reader's interest and imagination.</p>	<ul style="list-style-type: none"> <li>Write your favourite words or sentences in the Personal Organiser for your child to use in their speaking and writing.</li> <li>Try to learn a new word each week and encourage your child to use it when speaking. Or ask your child to listen out and see when you are using it.</li> </ul>
<p>Drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence.</p>	<ul style="list-style-type: none"> <li>Inference is a conclusion based on evidence. Billy pedalled quickly to school. How did Billy get to school? By Bike. How do you know? The word pedalled tells you because a bike can be pedalled.</li> </ul>
<p>Predicting what might happen from details stated and implied.</p>	<ul style="list-style-type: none"> <li>Get your child to read between the lines. What might happen next?</li> </ul>
<p>Identifying main ideas drawn from more than one paragraph and summarising these.</p>	<ul style="list-style-type: none"> <li>Can your child put a paragraph into their own words? Read a paragraph to your child and get them to tell you what you have just read.</li> <li>Play 'Babble Gabble!' You take it in turns to say a sentence each about what you have just read.</li> <li>Play 'Just a Minute'. Your child could retell the story in one minute without repetition or hesitation. If they do then you take over.</li> </ul>
<p>Identifying how language, structure, and presentation contribute to meaning.</p>	<ul style="list-style-type: none"> <li>Look for different types of punctuation and organisational features such as arrows, boxes, bullet points etc. How do they help the reader to understand the text?</li> <li>Why has the author chosen certain words? If that word changed, how would it affect the meaning of the sentence? E.g. Jenny stomped up the stairs. - Jenny skipped up the stairs.</li> </ul>
<p>Retrieving and recording information from non-fiction.</p>	<ul style="list-style-type: none"> <li>Share newspapers, instructions, recipes, letters, food packaging, websites, and fact books and ask your child questions about what you have read.</li> </ul>