

HELPING YOUR CHILD WITH THEIR READING IN YEAR 3 and 4:

The key early skills to work on with your child are:

WORD READING STRATEGIES:

Can they use a range of strategies? Recognising whole words/using their phonics to break words down/using the context of the sentence or clues in the pictures.

PERFORMANCE:

How can you use your voice to make your reading interesting? Use expression. Pay attention to punctuation and sentence structures. Look for exclamation marks, speech marks, italics etc. to give you clues.

RETRIEVAL:

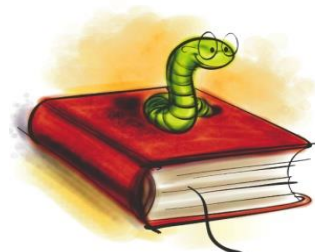
Can they find information in the text to answer straightforward questions about Where/Who/What/When e.g. Where does he live? Who did he meet? What happened after he arrived? What do certain words mean?

Once they are confident in these skills, they then need to consider the more difficult skills of:

INTERPRETATION:

Can they put themselves in the character's shoes? How do you think they feel? Why do you think/explain/how do we know? What might happen next?

How is it set out? What type of text is it? (instruction/letter/newspaper/fairy story) If it is a non-fiction book, how do you use contents/index etc? Which other stories do they know with a similar setting or theme? How does it compare to other books by the same author?





CHOICES:

What words did the author use to create excitement or a sad feeling? Have they used similes or alliteration? Discuss adjectives or adverbs used and different types of sentences. How has the author set out or organised the text?

VIEWPOINT:

Why did the author choose this setting? What does the author want you to believe? Do they want to persuade you to do something? What is the author's opinion on the topic?

What are your opinions about a book? Say what you like or dislike about a book and give reasons why.

How you can help:

If you can try and use different types of questions from these different categories, it will help your child develop a better understanding of what they read.

As children progress into Key Stage 2, their progress is not just measured in terms of how well they read the words. A much wider picture of their understanding of the book and how they interact with it becomes more of a focus. They may not need to read as much to you in one go so you could spend some time on these different questions. The more different sorts of books they read (including fiction/non-fiction/magazines/comics/instructions etc) the greater their understanding of how books work.

A little time spent regularly on this several times a week will really help your child's continued progress in reading. Happy reading!

