Year 3 Reading Workshop

- Find out about how we teach Reading
- See a lesson in action
- Try a reading strategy (skill) with your child
- Take away ideas for reading at home

Reading at Home

To ensure good progress in reading, we recommend at least 20 minutes of reading time at home each day.

Reading Diaries

5 x entries per week
&
Signed by parent/carer 4 x per week

Reading frequency is linked to reading enjoyment.

Reading for pleasure has **a positive impact on children's attainment and life-chances.**

Reading widely helps develop children's empathy and has positive mental and social outcomes.



Reading at Home

To improve **fluency:**

- Child reads a page, then you model reading it back to them.

-Encourage children to re-read books to increase speed and accuracy.

To improve **comprehension:**

-Discuss new vocabulary and work out the meaning together - without using a dictionary.

-Ask a range of questions - who, what, where, when, why...

-Ask for evidence from the text - how do you know? Which word tells you that?

Reading at Home

To improve interest in Reading

- Get caught reading! Model being a reader.

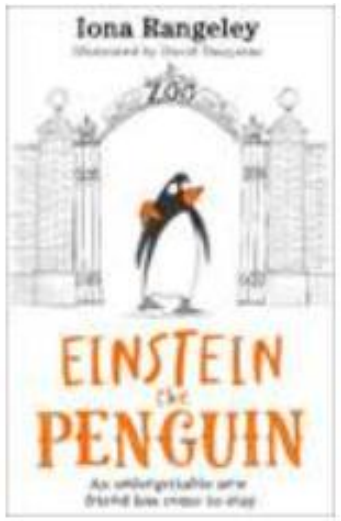
- Provide a range of text types and authors - make use of the local library as well as the school library.

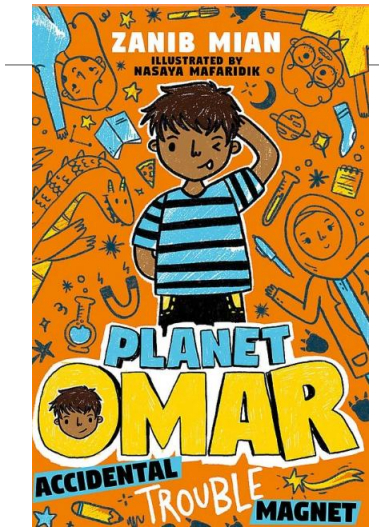
- Talk about books together. Tell them what you've enjoyed most about the story and encourage children to do the same.

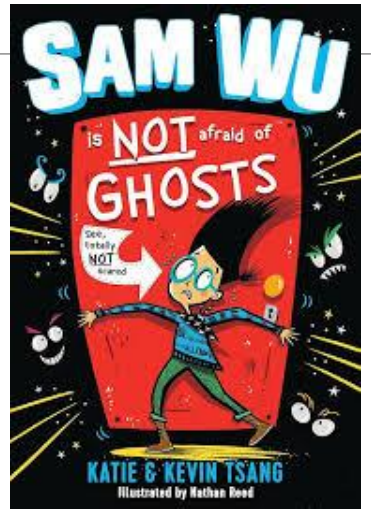
- Make reading together a special time - reduce distractions, sit together.

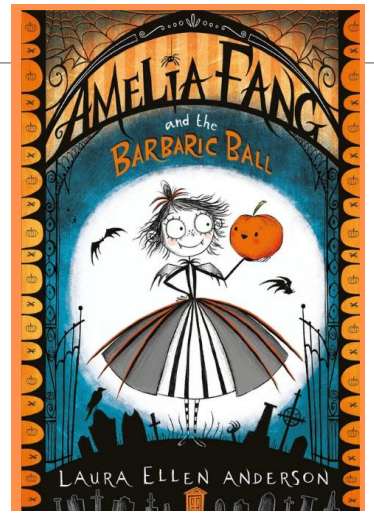
Book Recommendations - Fiction

Recommended wider reading for Year 3 children - great to read together.



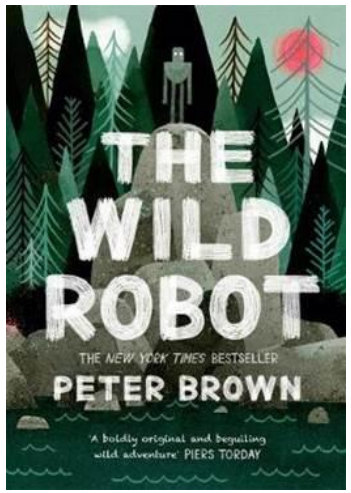


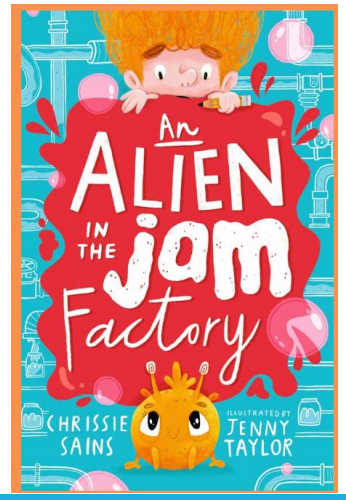


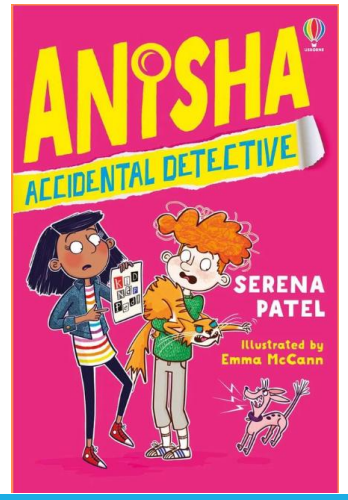


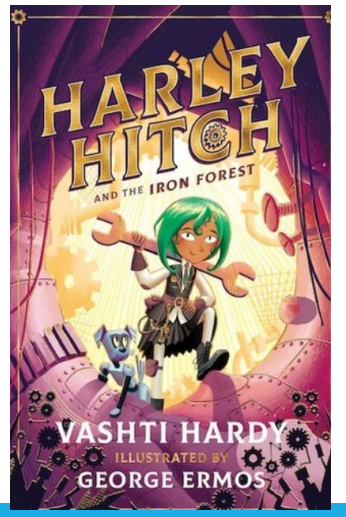






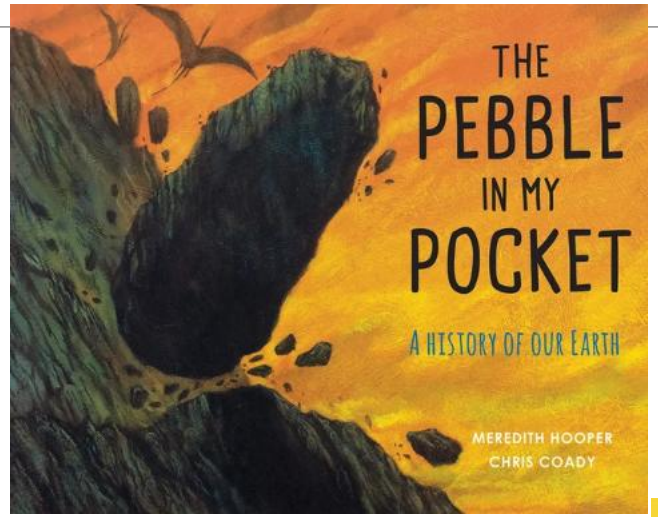


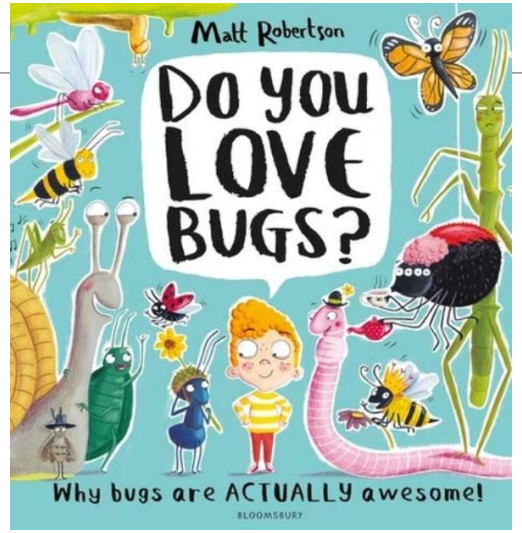


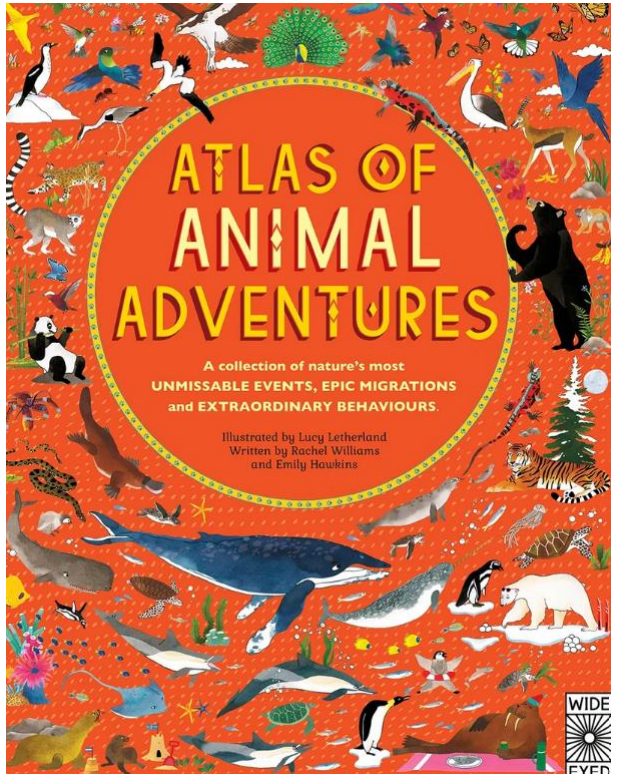


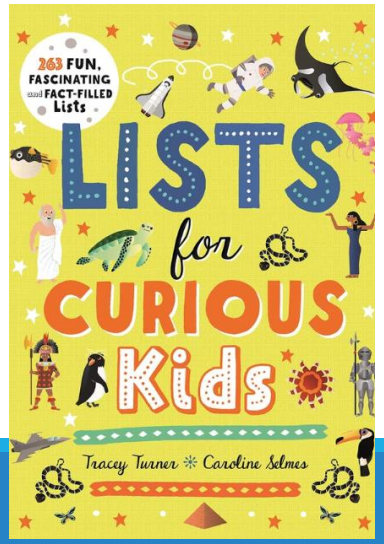
Book Recommendations - Non-Fiction

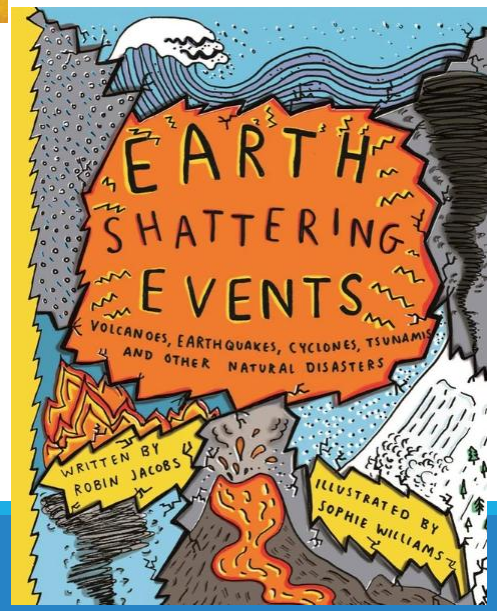
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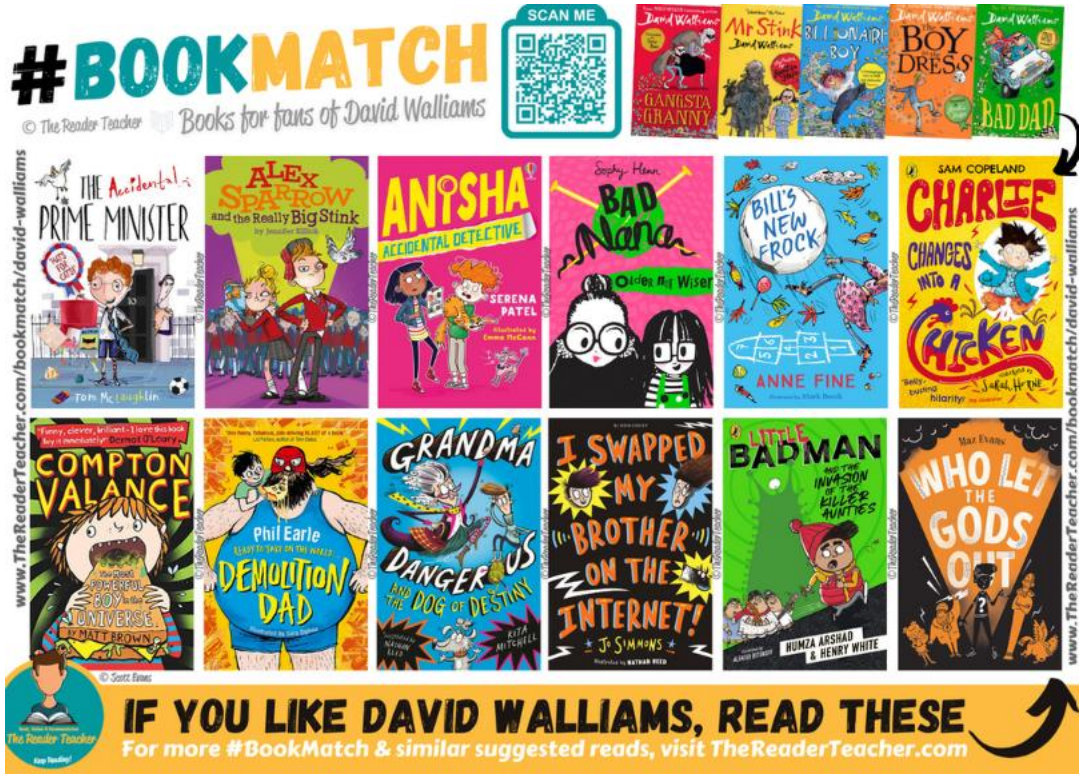








Book Recommendations



Book Match -
The Reader Teacher

Books for Topics

BookTrust
Getting children reading

Colour Bands

How are bands set?

- Read with 90% accuracy.
- Read fluently and smoothly (without stopping frequently).
- Read with **expression**, responding to punctuation (full stops, speech, question marks).
- Comprehension: can answer a range of questions **across 7 reading skills**, including referring to the text for evidence.

Year 3 Reading Workshop

How do we teach Reading?

- Destination Reader lessons
- 4 x 45 minute lessons each week
- Reading entire books
- Focuses on reading skills and developing reading stamina
- Emphasis on promoting a love of reading

Strategy	Questions	Stems
Predicting	What might happen next and what evidence is there? What clues does the title give us? **Do you think ___ will change their behaviour? Why?**	I think____ because I wonder if... **I bet that...**
Clarifying	Which word is closest in meaning to ____? Can you explain what just happened? **What does the word ____ mean in this context?**	___ is a tricky word, so I will... I didn't understand ___, so I will **I think that word means__ because**
Summarising	What is the main theme/key idea in this paragraph? Can you summarise what's happened so far? **Tell me what's happened, using first, then, next.**	The headline would be... In 10 words, this is about... **The main theme is...**
Questioning	*For this strategy, children are encouraged to ask open questions about the text (not yes/no questions).*	Why do you think... What if... **How do we know that...**
Making Connections	Does this remind you of any other stories? Can you make any connections to the real world? **Have you ever felt like this? When and why?**	I know about this because... This reminds me of... **This character is similar to... because...**
Inferring	How does __ know _ e.g. the letter contains bad news What do you think __ is thinking after this event? **Why do you think the character did/said that?**	The character___ is feeling ___ because__ The word ___ tell me that... **I think the mood is... because...**
Evaluating	What do you like about the author's description here? Has the author used any figurative language? **What words create a ____ mood?**	I like the word ____ because ___ I like how the author uses ___ **The sentence ___ stands out because...**

Reading Bookmark (used in reading lessons)

LKS2	Learning Behaviour Stems		How did we do?
Support and actively listen to others			1-5
-Look at the speaker. - Nod, smile, agree. -Listen and respond. -Encourage others to share ideas.	Support	Great reading, good thinking. I like the way you ... when you read. You've really improved in... What do you think? That's a good way to think about it.	
	Active listening	Good point That's interesting I hadn't thought of that point. Can you explain?	
Discuss and explain our ideas			1-5
Referring to the text and giving extended answers Point - Evidence - Explain	I think this means that ... because it says... On the one hand you could say ... but on the other ... is similar to ..... because ..... This character is ..... because ..... The main idea is that .... In summary... because ...		
Build on others' answers	Agree	I agree with ... because ... I'd like to add to that point	
	Disagree/ challenge	Or... It could be but... I agree with some aspects of ...'s point however Why do you think that? What evidence is there that backs up your point?	
	New idea	Have we thought about...? Another point I wish to make is ... On reflection I no longer think that	
Take responsibility for our own/group's learning			1-5
-Take part actively -Make sure everyone understands the task -Everyone joins in	Are we all clear about...? Does anyone feel they need some more explanation? We worked well today because we .... Today didn't work well because .... Our target next time should be to ...		

LKS2 Reading Stems

Predicting

- I wonder if
- I predict
- I think that
- I bet that → because
- I imagine
- The next part will be about

Inferring

- This word tells me
- This part tells me
- This makes me think that
- I think this character → because
- I think the setting is

Questioning

- Who
- What
- When
- Where
- Why?
- How?

Evaluating

- The word/phrase * works well because
- I like the way the author uses * it makes me think about
- The sentence * has high impact because

Clarifying

- I think that means
- I didn't understand
- What does * mean?
- * is a tricky word so I

Making Connections

Text to self:

- I know about this because I
- I've been/seen
- I saw a programme about this
- I can identify with this character because

Text to text:

- I think this book is a * (genre) book because
- This reminds me of * because
- This is similar to * because

Text to world:

- This links to my learning in...
- I know about this because...

Summarising

- This part is about
- The heading would be
- The main theme is

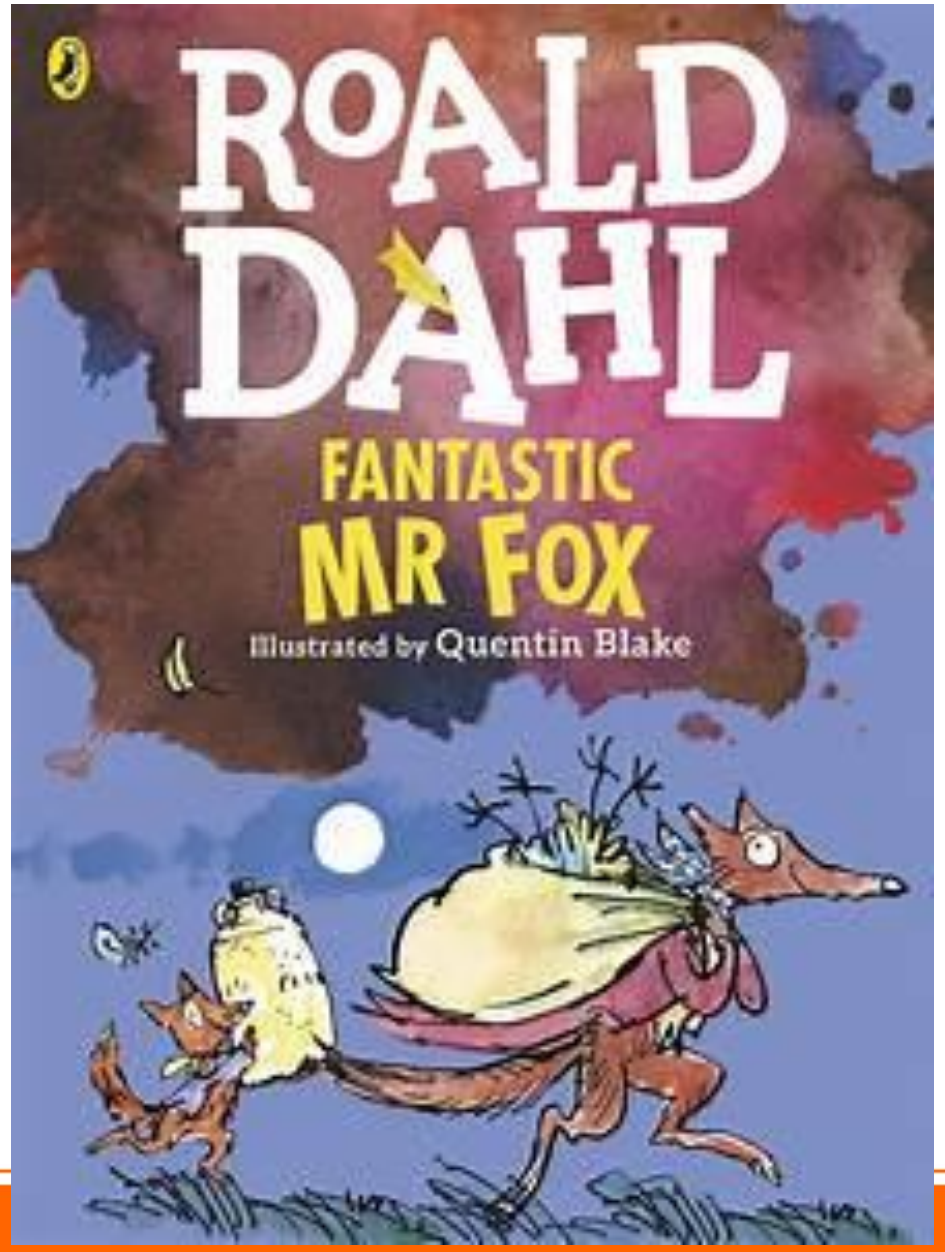
Today's lesson

You will see how a Destination Reader lesson is taught and practise using the reading strategies with your child.

Today's strategy will be:

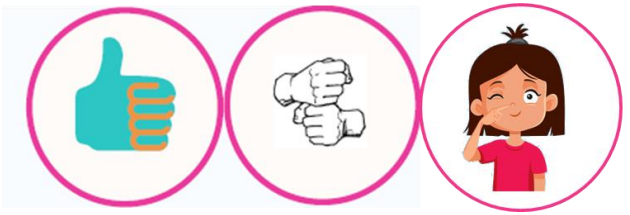
Questioning

Recap: Fantastic Mr Fox



Imagine you were the main character...

What would you tell your best friend about what has happened so far?



Our reading strategy is Questioning

What is questioning?

Asking questions is seeking information.

Why do we ask questions?



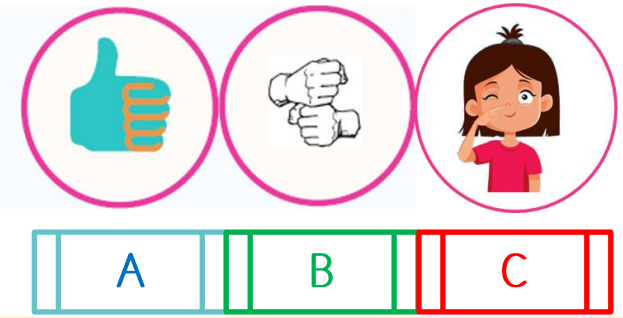
So we think more deeply about the whole text.



So we check our understanding as we read.

Support and Actively listen...

- Good question
- I like the way you asked an open question which makes me think about the text.



What makes a good question?

Closed / Right there

Who..

What..

When...

Where...?



Open / Think and search

Why...

How...

What if...

Why do you think...?

How do you think..?

How do we know..?

Closed / Vocabulary

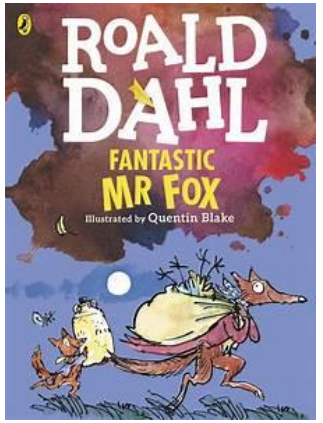
Which word tells you?

Open / Evaluate

How does the author?

Open questions make us think more deeply about the text.

Vocabulary



DESTINATION Reader

Tractor		A powerful motor vehicle with large rear wheels.
Mechanical		Operated by a machine or machinery.
A boil		Swelling of infected skin.

Synonyms: funny / amusing
Homonyms: felt / felt
Homophones: Hear / here
Antonyms: worried / carefree

5 The Terrible Tractors

As the sun rose the next morning, Boggis and Bunce and Bean were still digging. They had dug a hole so deep you could have put a house into it. TA

But they had not yet come to the end of the foxes' tunnel. They were all very tired and cross.

"Dang and blast!" said Boggis. "Whose rotten idea was this?" TP

Key Questions:
Why did Boggis refer to it as a rotten idea?

Use a stem to come up with a question for this part of the story.

Questioning Stems

- Who
- What
- When
- Where
- I wonder
- Why
- How
- What if
- Why do you think
- How do you think
- How do we know



Fantastic Mr Fox



Question:

Using information from the text put a tick in the correct box to show whether the statement is true or false

	True	False
Bean never took a bath.		
The machines were yellow.		
The machines were still digging at lunch time.		
Mrs fox could smell Bean		

Challenge Question:

Using a questioning stem, write down one question you asked today from the text.

Questioning Stems

- Who
- What
- When
- Where
- I wonder
- Why
- How
- What if
- Why do you think
- How do you think
- How do we know

How did we do?



Support and Actively listen...

- Good question
- I like the way you asked an open question which makes me think about the text.

