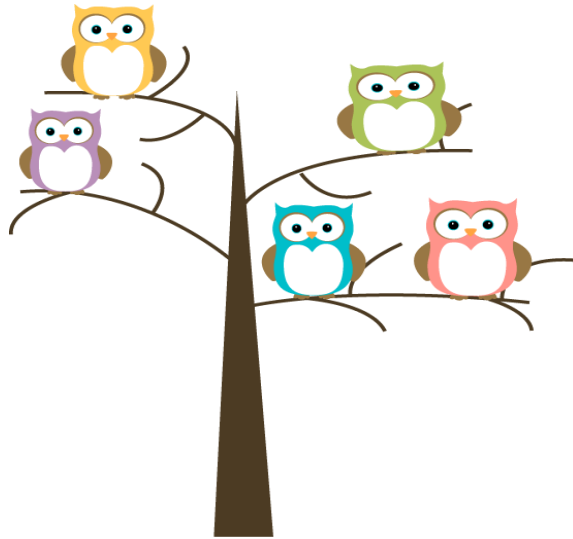
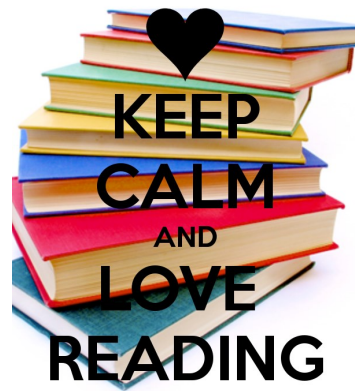




Reading in Year 3





National Curriculum Expectations for Reading in Year 3

By the beginning of 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 is sufficient for them to focus on understanding what they read rather than on decoding individual words. They should be able to decode most new words outside their spoken vocabulary, making a good approximation of the word pronunciation.

As their decoding skills become increasingly secure, teaching should be directed more towards developing their vocabulary and the breadth and depth of their reading, making sure that they become independent, fluent and enthusiastic readers who read widely and frequently. They should be developing their understanding and enjoyment of stories, poetry, plays, non-fiction and learning to read silently. They should also be developing their knowledge and skills in reading non-fiction about a wide range of subjects. They should be learning to justify their views about what they have read with support at the start of Year 3 and increasingly independently by the end of Year 4.

What we do to support reading progress in Year 3

- Dedicated daily reading sessions take place. The children have time to work both independently and with an adult in these sessions covering the curriculum requirements.
- The children are given time to choose the books they would like to read at home. They will have a levelled reading book, a book from the class Library and one from the school Library. They have a timetabled day to change these books each week.
- Reading is part of the broader curriculum as the children complete research in their topic lessons.
- A whole class reading book is used each week. This book allows children of all abilities to follow the text as the teacher reads. The author's use of vocabulary and ideas is discussed to the children can use them in their own writing.
- We ensure that your child's progress, attainment and targets are clearly identified in their termly report.
- We ensure that you have the opportunity to discuss these with us at termly parents' meetings.

What you can do to support your child's reading progress in Year 3

- Read with your child as often as possible. This does not need to always be books from school—allow the children to also read a range of texts they choose ie: magazines, comics, recipes
- Write comments into their reading record book. This is an opportunity to communicate with the teacher about how you feel your child is reading.
- Encourage your child to read for fun. A love of reading will make a child willing to read as often as possible and will also help broaden their imagination. This will also benefit their writing.
- Discuss what you have read with your child. Ask questions about the text and encourage them to question and clarify what they have read.



Albany Reading Owls always reach for the stars!



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