

At Claregate we use the VIPERS reading domains.

V	(V) Draw on knowledge of vocabulary to understand texts	Which word in the text describes what xxx is like? What does the word xx mean in this sentence? Find and copy one/two words which describe/means? In the sentence the word xxx is closest in meaning to (examples given) What does word/phrase mean? What does the word x tell you about y? What effect has the author created by writing a particular line this way? The writer uses words like xxx.
I	(I) Make inferences from texts	Find a word that shows that..... How do you think someone is feeling/felt at a point in the story? Why did he feel that way? Why did something happen? / Why did someone do something? Why did someone think something? / Why did someone describe something as .....? / How do you know that xxx was .....? How did xxx feel when ...something happened? Using info from the text, tick one box in each row to show whether each statement is a fact or an opinion / Why did....something happen? Why did...someone do something?
P	(P) Predict what might happen	How do you think this story will develop? What do you think will happen next? Why do you think that/What are the clues?
E	(E) Explain preferences, thoughts and opinions	How does the title encourage you to read on? In what ways do the illustrations support the text?
R	(R) Identify and explain key aspects of the text	What, Who, Where, When, Why? How much/many? Using information from the text, decide if the following statements are true or false?
S	(S) Summarise main ideas from one or more paragraphs	Number the sentences below from 1 to 4 to show the order they happen in the story What happened before or after something? What happens first in the story?

# Reading with Your Year 3 Child Parent Advice Booklet



You can use these questions stems when sharing books with your children at home.

# National Curriculum Expectations

## Year 3

By 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 allows them to focus on understanding what they have read, rather than on decoding individual words. They should be able to decode most new words outside of their spoken vocabulary, making a good attempt at the word's pronunciation. As their decoding skills become more secure, efforts should be made to introduce children to new words which will increase their vocabulary. This can be done through discussion and by introducing children to a wide range of texts, including stories, poems, plays and non-fiction pieces on a wide range of subjects. They should be able to read these texts independently, fluently and enthusiastically, and should be learning to read silently to themselves.

### What This Means for Parents

- Allow your child to experience lots of books on many different topics. This goes beyond the home reading book your child is given by school.
- Encourage your child to attempt to pronounce new words they see on signs or within their environment and model the correct way.
- Broaden the vocabulary you use when speaking to your child and be prepared to clarify the meaning of a wider range of words.

### Year 3 children are expected to:

apply their knowledge of root words, prefixes and suffixes, both to read aloud and to understand the meaning of new words they meet

develop positive attitudes to reading and an understanding of what they have read

listen to and discuss a wide range of fiction, poetry, plays, non-fiction and reference books

use dictionaries to check the meaning of words they have read

increase their familiarity with a wide range of books, including fairy stories, myths and legends, and retell some of these orally

identify themes and conventions within texts

prepare poems and playscripts to read aloud and to perform, showing understanding through intonation, tone, volume and action

discuss words and phrases that capture the reader's interest and imagination

recognise some forms of poetry, e.g. free verse, narrative poetry

check that the text makes sense to them

explain the meaning of new words in context

ask questions to improve their understanding of the text

draw inferences, such as inferring characters' feelings, thoughts and motives

predict what might happen from the details stated and implied

identify the main ideas drawn from more than one paragraph and summarise these

identify how language, structure and presentation contribute to meaning

retrieve and record information from non-fiction texts

participate in discussion about both books that are read to them and those they can read themselves, taking turns and listening to what others say