



Principles of Teaching Reading in Year Three

The intent of Reading teaching and learning in Year 3 is to ensure that the children continue to develop their skimming and scanning and fluency skills whilst having access to, and using, a wide range of books which exposes them to, and develops their understanding of, high quality 'Tier 2' vocabulary.

In Year Three, reading is taught in many different ways:

- **Reading Lessons** – the intent of these whole class lessons is to develop the children's ability to comprehend a text through: predicting, activating and applying their background knowledge, clarifying vocabulary, engaging in shared reading aloud, clarifying context, summarising and answering questions as well as consolidate and practise additional reading skills like skimming and scanning. (Please refer to Whole Class Reading Guide within this policy).
- **1 to 1 Reading** – the intent of these individual sessions is, for those children who have not yet met the end of KS1 expected standard with regards to fluency, to provide the children with opportunities to apply their phonics and sight vocabulary so that they can successfully practise, build upon and develop their reading fluency.
- **English Lessons** – the children will have opportunities to apply their phonic knowledge and sight vocabulary, explain and discuss their understanding of different books, stories and poems as well continue to develop their vocabulary by discussing and clarifying the meanings of new words.
- **Whole Class story time** – the intent of these sessions is to ensure that the children are exposed to a wide range of contemporary and classic texts, poems, stories and non-fiction which are at a level that they cannot read/access independently.

In Whole Class Reading Lessons, we will focus on teaching:

- (RCo 3)** using dictionaries to check the meanings of words that they have read.
- (RCo 9)** checking that the text makes sense to them, discussing their understanding and explaining the meaning of words in context.
- (RCo 10)** asking questions to improve their understanding of a text.
- (RCo 11)** drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence.
- (RCo 12)** predicting what might happen from details stated and implied.
- (RCo 13)** identifying main ideas drawn from more than one paragraph and summarising these.
- (RCo 15)** retrieve and record information from non-fiction.

Whole Class Reading – Lesson Structure

A less confident child is to be paired with a more confident child. Pairings can be changed every half term.

<u>Part 1</u>	Activation of background knowledge and Clarifying vocabulary (RCo3) - Introduce the text's setting – explore the children's experiences of that setting. Can they suggest what you might find or what might happen within the setting? - Have the 'trickiest' words picked out from the text that you will explore with the children before reading the text/extract. - Consider whether the children require a visual or kinaesthetic prompt/resource to help them to understand the new word?
<u>Part 2</u>	Teacher to read, modelling expression and how to ask questions to improve understanding (RCo 10) - Be the magic carpet! Your storytelling can transport them into the scene. 'Think aloud' when asking yourself questions to aid understanding (eg "I wonder why....?" "How would I feel if....?" etc)
<u>Part 3</u>	Children to Read Aloud Independently Give a variety and 'random' selection of children the opportunity to read out loud, practicing the intonation and expression that has been modelled.
<u>Part 4</u>	Clarifying context (RCo9) and Clarifying vocabulary (RCo3) - Ask the children if they understood everything that has been read? - Were there parts of the text or words that they didn't understand? If so, go through, explain and clarify. - Did the children spot the new/tricky vocabulary that was introduced/discussed in Part 1? Do they understand the word/s now that they've read it/them in context? Activity - children are to be given, a 2 or 3, SAT test style retrieval questions in written form to gauge their understanding (tick one/two, write on the line etc)
<u>Part 5</u>	Skimming and Scanning - Teacher to model how to skim and scan for different types of question (choose 1 type for each session). E.g looking for capital letters for a name (who?), numbers for how many, thinking about, and using the shape and length of a specific word etc. - Teacher to provide a written retrieval question on the board which requires the children to skim and scan to find the answer.
<u>Part 6</u>	Predicting (RCo12) or Summarising (RCo13) - Choose to focus on predicting or summarising. This will depend on how much of the book you have read. - Ensure that, as the teacher, you model how to make a good prediction using evidence from details both stated and implied. - Earlier on in the year, children will need the teacher to model how to identify the main ideas from more than one paragraph and summarise them (in oral and written form)
<u>Part 7</u>	Making Inferences (RCo11) or Retrieval from Non-Fiction (RCo15) - At the beginning of Year 3, the teacher will need to carefully select and then model 2 or 3 different question types. (Question types include: <i>words in italics</i>/tick one/find and copy/draw 3 lines/number the events 1-5/give 2.... /"<i>vocab</i>" This means...(tick one)/true & false table). - The children then have the opportunity to answer some questions (independently) about the text/extract that they've just read.

In English Lessons, we will focus on teaching:

- (RCO 2)** reading books that are structured in different ways and reading for a range of purposes.
- (RCO 4)** increasing their familiarity with a wide range of books, including fairy stories, myths and legends, and retelling some of these orally.
- (RCO 6)** preparing poems and play scripts to read aloud and to perform, showing understanding through intonation, tone, volume and action.
- (RCO 7)** discussing words and phrases that capture the reader's interest and imagination.
- (RCO 8)** recognise some different forms of poetry (e.g free verse, narrative poetry etc)
- (RCO 14)** identify how language, structure and presentation contribute to meaning.

Through the use of our Book Areas and Whole Class Big Book/Story Time, we will focus on teaching:

- (RCO 1)** listening to and discussing a wide range of fiction, poetry, plays, non-fiction and reference or textbooks
- (RCO 4)** increasing their familiarity with a wide range of books, including fairy stories, myths and legends, and ~~retelling some of these orally.~~
- (RCO 7)** discussing words and phrases that capture the reader's interest and imagination.
- (RCO 16)** participate 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.

As part of our Spelling Sessions, we will focus on teaching:

- (WRW 1)** I can apply growing knowledge of root words, prefixes and suffixes (etymology and morphology) as listed in Appendix 1, both to read aloud and to understand the meaning of new words they meet.
- (WRW 2)** I can read further exception words, noting the unusual correspondences between spelling and sound, and where these occur in the word.

In 1 - 1 Reading Sessions, and from the Year 2 curriculum, we will focus on teaching:

- (WRW 1)** I can continue to apply phonic knowledge and skills as the route to decode words until automatic decoding has become embedded and reading is fluent
- (WRW 6)** I can read most words quickly and accurately, without overt sounding and blending, when they have been frequently encountered
- (WRW 7)** I can read aloud books closely matched to their improving phonic knowledge, sounding out unfamiliar words accurately, automatically and without undue hesitation
- (WRW 8)** I can re-read these books to build up their fluency and confidence in word reading.
- (RCO 10)** checking that the text makes sense to them as they read and correcting inaccurate reading
- (RCO 13)** predicting what might happen on the basis of what has been read so far