

Top Tips for Reading



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Phonic sounds

When children are learning to read they are encouraged to use their *phonic knowledge* to help them. This is because we ask the children to sound out the words they are unsure of and by breaking the word up into sounds, they are usually able to hear the word and therefore work out what it says.

i m p o r t a n t

By using their phonic knowledge they would be able to sound out the 'unfamiliar' word *important* and then *blend it back together.





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oo 	oo 	ar 	or 	ur 	ow 	oi 	ear 
air 	ure 	er 	a-e 	e-e* 	i-e 	o-e 	u-e 
ay 	ou 	ie 	ea 	oy 	ir 	ue 	ue 
ew 	oe 	au 	ey 				

* blending = putting all sounds that you have sounded out together to make the word

Have a go tips

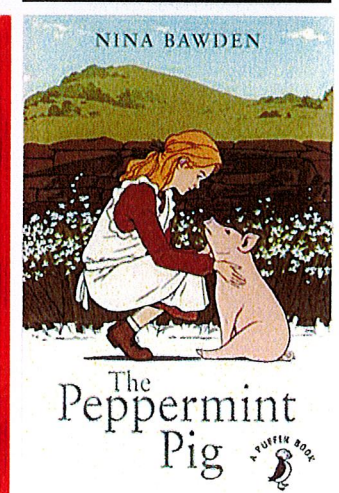
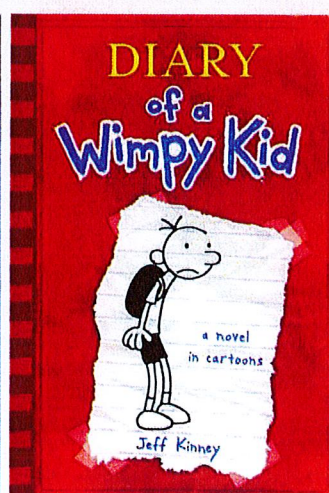
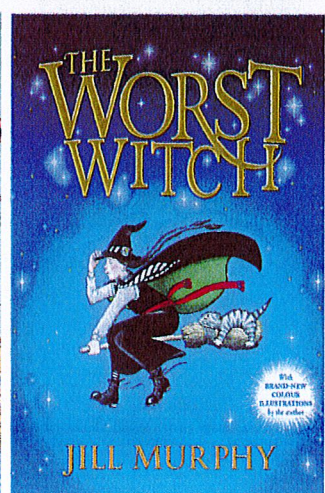
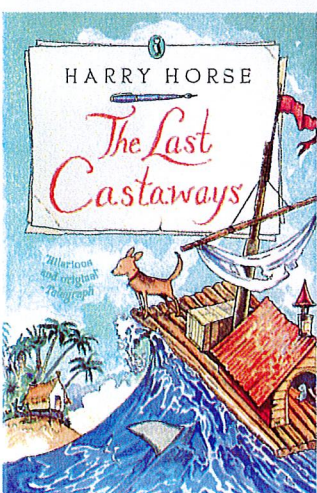
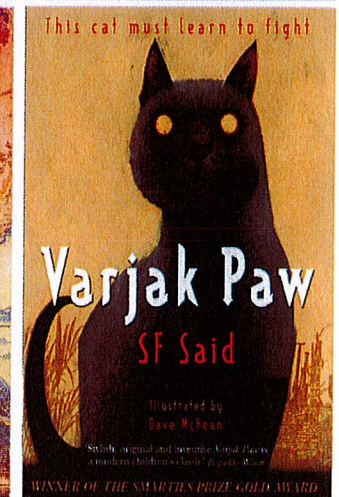
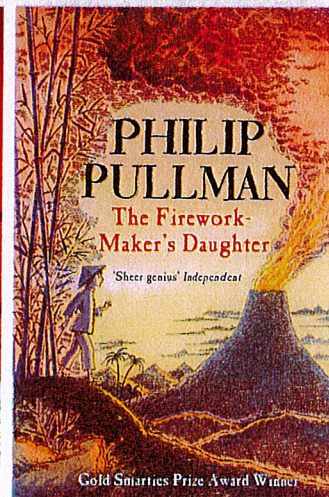
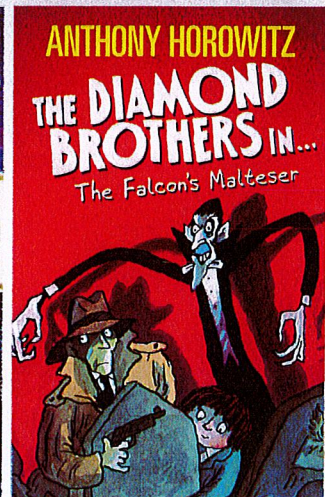
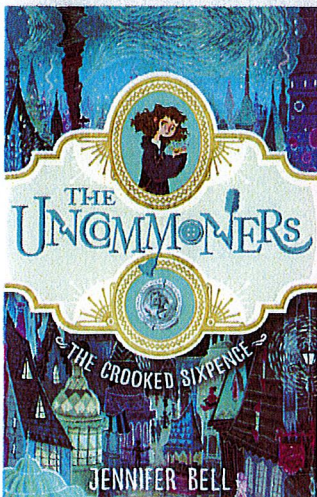
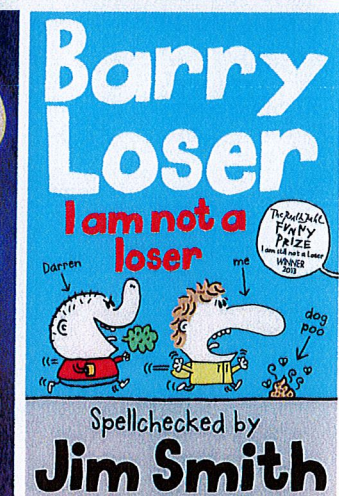
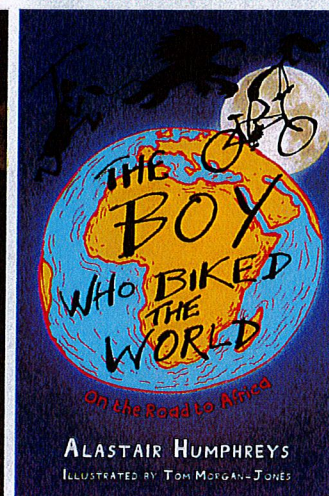
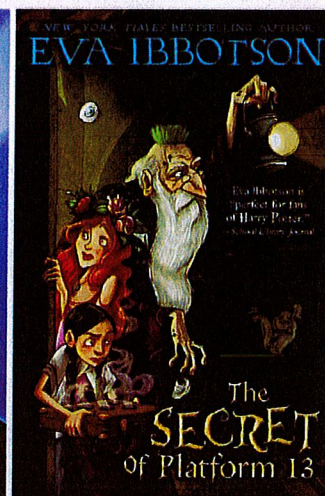
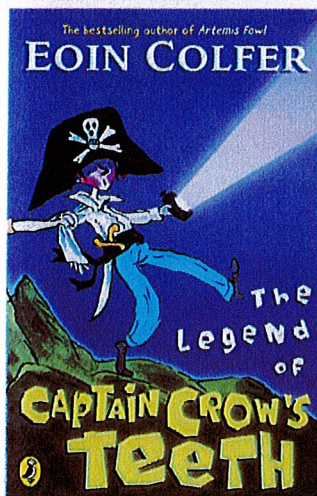
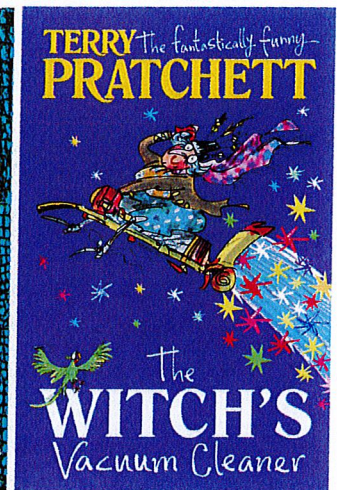
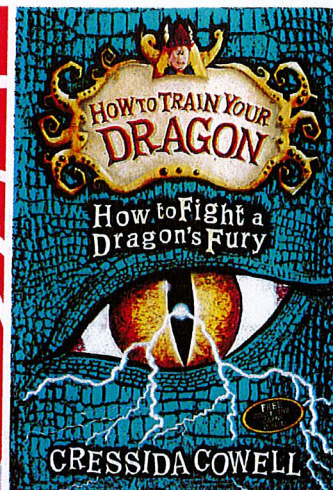
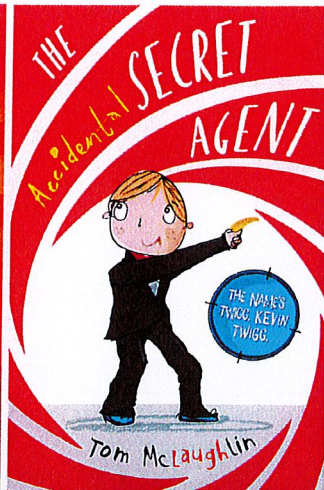
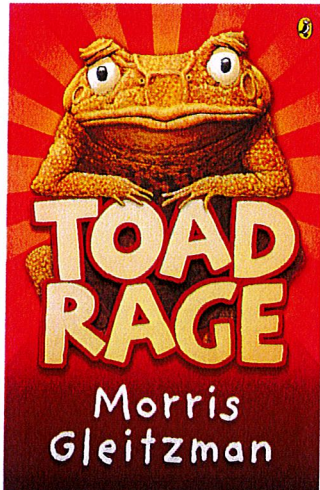
(If sounding out doesn't work!)

Although we really encourage children to read out loud with an adult sometimes in school they do need to read independently (during quiet reading or reading test). We therefore teach them some tricks that they can use if they get stuck on a word!

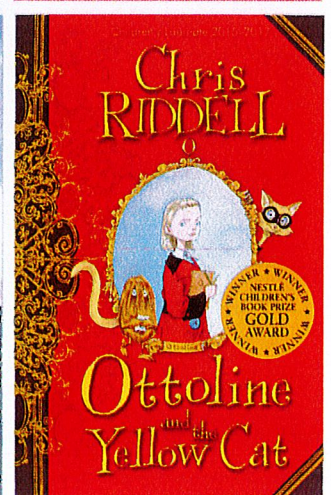
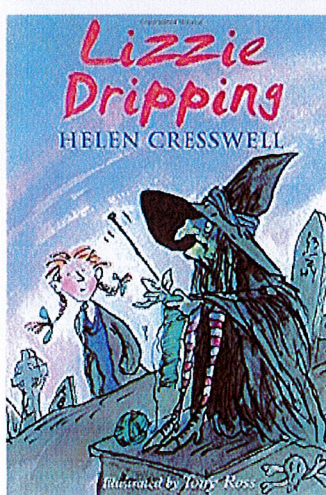
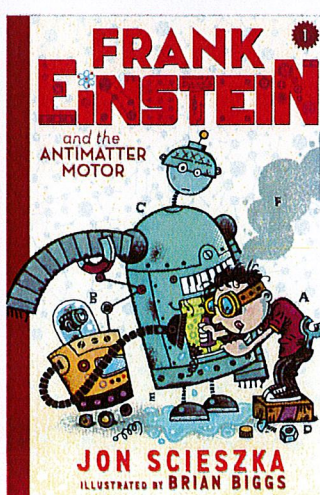
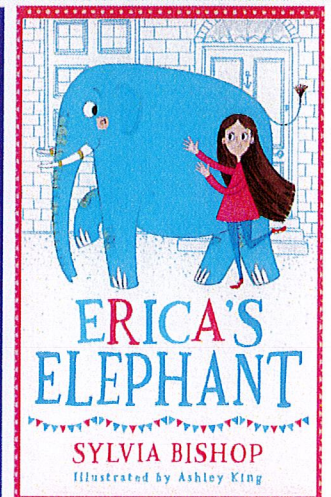
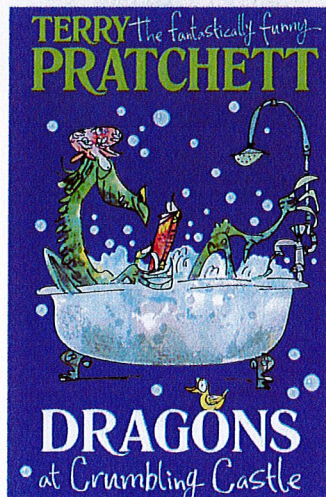
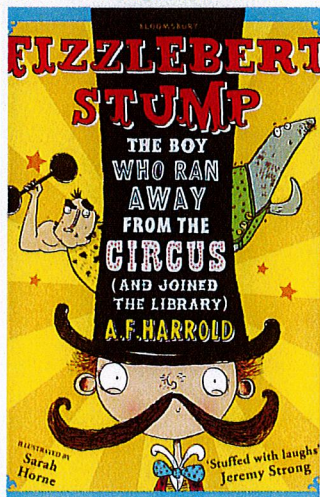
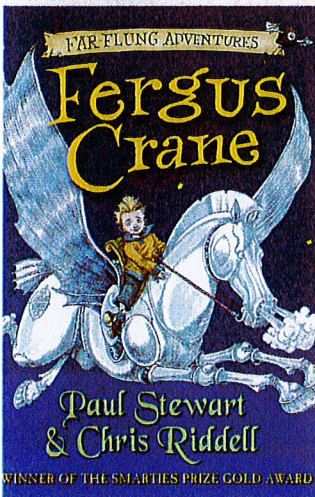
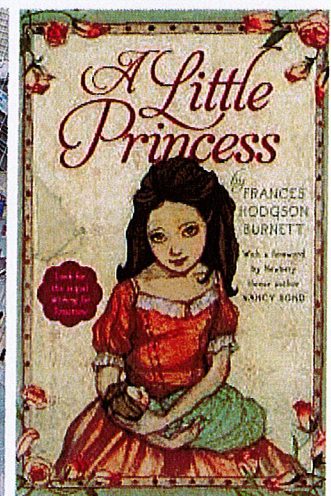
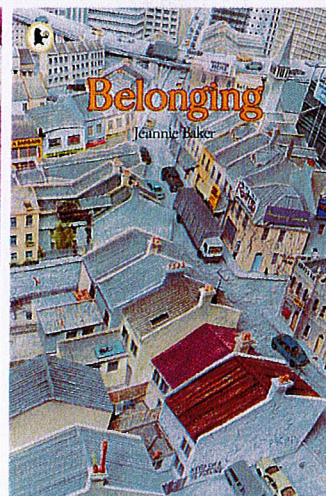
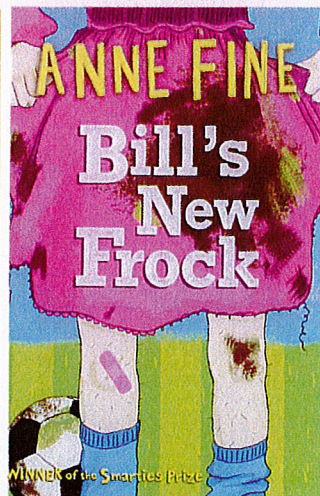
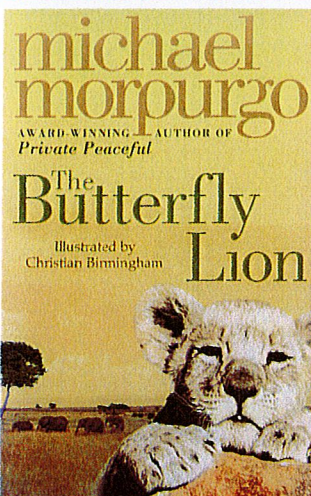
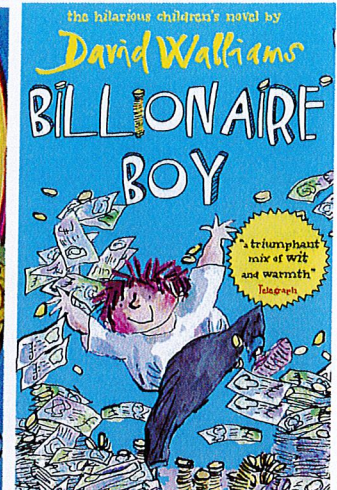
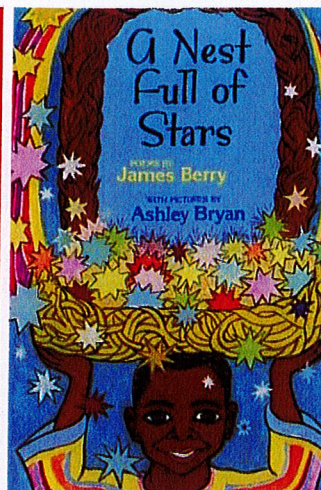
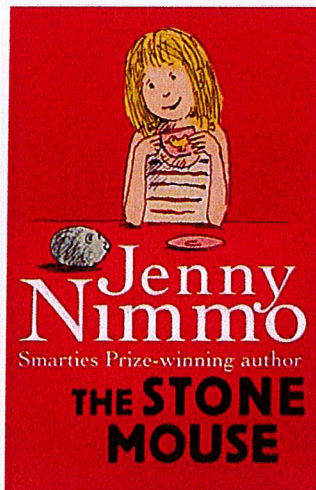
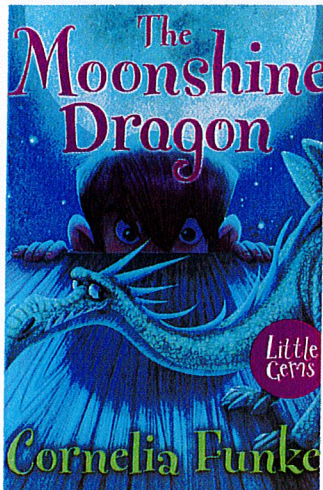
-  Sound it out, look for those *digraphs/trigraphs
-  Keep on reading to see if they can work it out based on the rest of the sentence
-  Look at the pictures, do they give you any clues
-  Can you spot any words within words



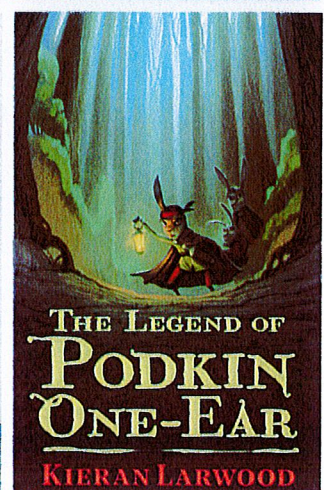
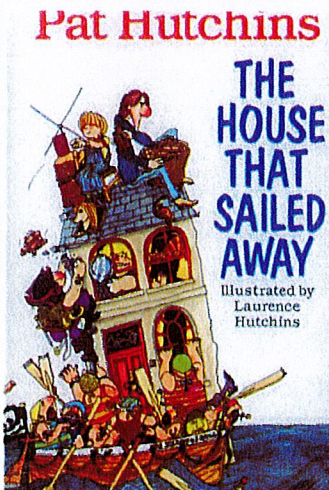
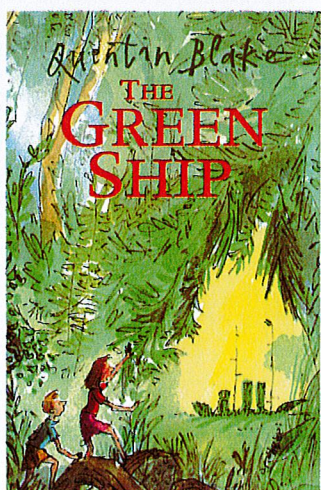
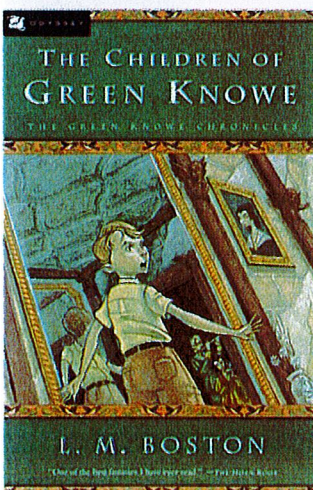
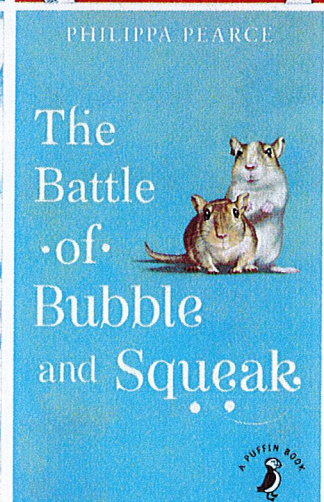
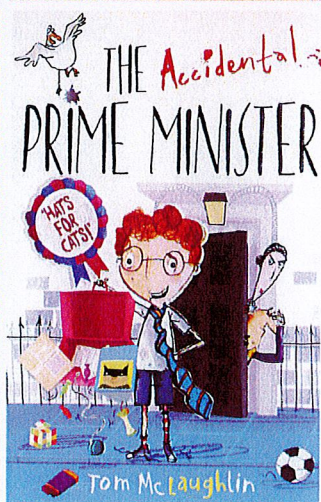
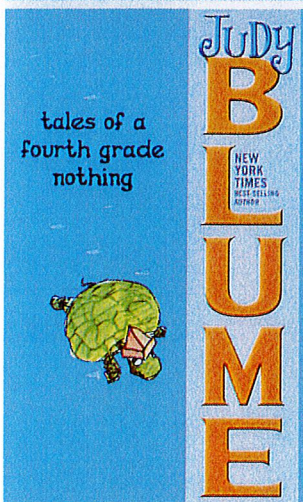
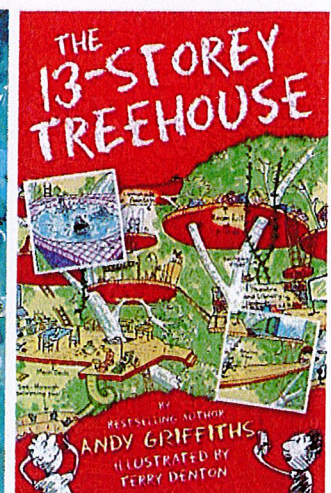
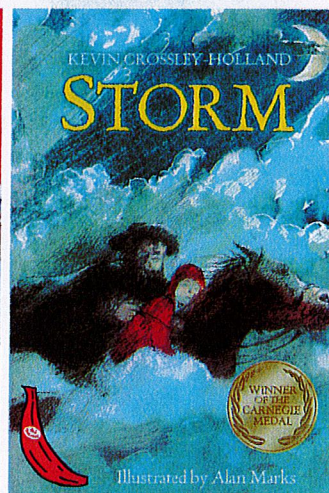
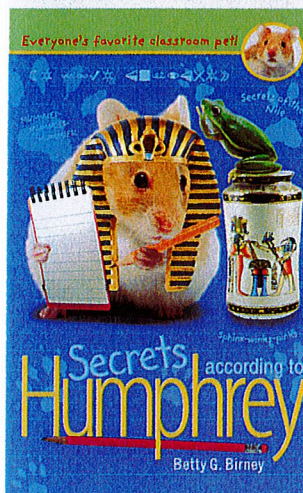
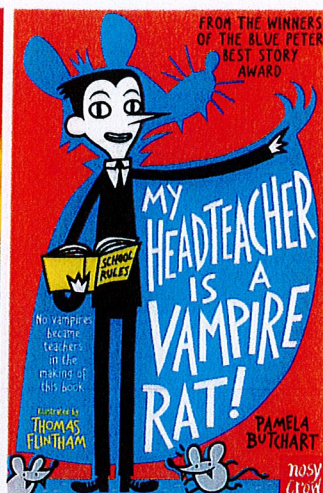
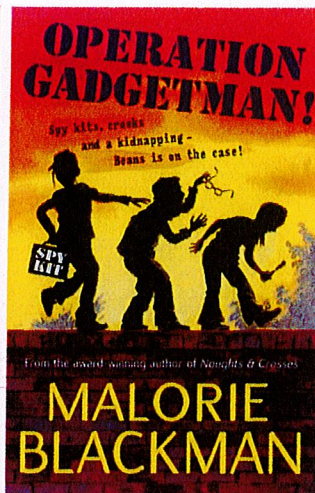
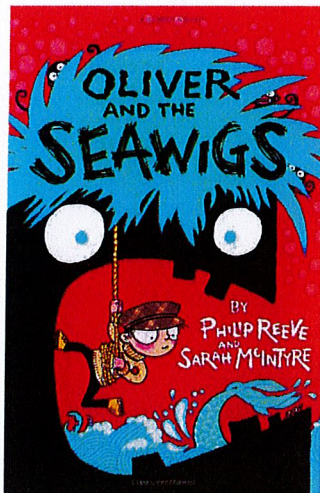
Year 3 recommended reads



Year 3 recommended reads



Year 3 recommended reads



Questions to ask when reading

Questions to ask before you read

Can you look at the pictures and predict what you think will happen in this book?

What makes you think that?

What characters do you think might be in our story?

Do you think there will be a problem in this story? Why or why not?

Does the topic/story relate to you or your family? How?

Questions to ask during the reading

What do you think will happen next?

What can you tell me about the story so far?

Can you predict how the story will end?

Why do you think the character did _____?

What would you have done if you were the character?

How would you have felt if you were the character? (use different characters)

As I read _____, it made me picture _____ in my head. What pictures do you see in your head?

Can you put what you've just read in your own words?

Questions to ask after reading

In your opinion, was it a good title for this book? Why or why not?

If there was a problem, did it get solved?

What happened because of the problem?

What is the most important point the author is trying to make in his writing?

What was your favourite part of the story?

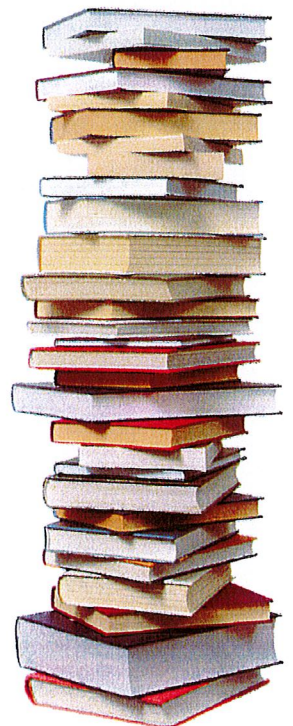
If you could change one thing in the story, what would it be?

Can you retell the story in order?

If you were _____, how would you have felt?

What is the most interesting situation in the story?

Is there a character in the story like you? How are you alike?



What to write in the home-school diaries

Comprehension

- Child could summarise the key points from the story
- Child needed help to summarise the key points from the story
- Child predicted what they thought would happen next
- Child made a link between the book and _____ (eg our enquiry topic)
- Child could explain why the author used ____ (eg capital letters, bold text, ellipses, the word ____)
- Child could tell me more about the characters and their actions
- Child correctly identified the genre of the story
- Child was able to infer meaning from the text

Fluency

- Child read fluently and confidently showing enthusiasm for the story
- Child used great expression reading direct speech
- Child was encouraged to read with more expression in their voice
- Child recognised punctuation and used this to read with great expression
- Child encouraged to take punctuation into account when reading (eg ! ? .)
- Child self-corrected their own errors when reading
- Child is starting to use their voice to show expression and intonation.



Word/ text level

- Child could summarise the main parts of the story
- Child needed help to understand the main parts of the story
- Child used the pictures to help understand the story
- Child added in extra words. Child was encouraged to read the sentence again.
- Child was able to define the word _____ using the context of the sentence.
- Child found the word _____ very tricky
- We discussed the meaning of the word _____
- Child would benefit from reading this story again to build up fluency.

Phonics

- Child correctly sounded out the word _____ (add sound buttons)
- Child read the tricky words we have been looking at in class
- Child read all words correctly
- Child found _____ difficult to sound out (write word with sound buttons)
- Confused sounds but self-corrected
- Confused sounds and needed help to correct
- Child needs to practise recognising the grapheme _____
- Child blended the phonemes beautifully to sound out the word _____.