

## Year 3 – Becoming an ‘exceeding’ reader

We have put together the following guide to help our parents and carers support their children in reading together at home and becoming an ‘exceeding’ reader! An ‘exceeding reader’ is a reader that has mastered the word reading (decoding) aspect of reading, as well as mastering the comprehension content of their year group beyond that of the ‘expected’ standard. When assessing children in school, we have found that there is sometimes inconsistency between a child’s ability to read words and their understanding of the text; a fluent reader may need further support in their comprehension skills which can occasionally be masked by their fluency. Comprehension and fluency should be seen as equal in value in helping a child to become a confident reader. If a child is working at an ‘exceeding’ level in reading they need to be able to complete most of the following objectives in this list across a wide range of books and text types. Some books will lend themselves better to statements than others depending on whether they are fiction or non-fiction texts. Please note that these statements are for an ‘exceeding’ reader, rather than an ‘expected’ reader and do not correlate with the levels in our school reading scheme. The school reading scheme is designed to support children in becoming confident readers by allowing them to develop their reading stamina, comprehension, word recognition and decoding skills at a developmentally appropriate pace. If you have any concerns about your child’s reading please book an appointment with their class teacher to discuss their reading level further.

<b>Exceeding statements: Children can...</b>	<b>How I can help at home...</b>
<b>Fully engage with and enjoy reading a wide range of texts, making choices and explaining preferences; name preferred authors and text types, drawing comparisons; recognise the conventions of a legend or play; discuss books enjoyed both in and out of school; know how to locate books in a library.</b>	<i>Read lots of different types and styles of books by different authors – e.g. comics, poetry books, plays, joke books, story books, information books etc. Look for similarities and differences in the plots, themes (e.g. the theme of ‘poverty’ or ‘life-cycles’), characters and settings between authors and talk about whether they liked the book or not. Remind the children that it is OK to not enjoy a book, but get them to talk about why they didn’t like it! Visit the local library and model reading for enjoyment at home e.g. on I pads, Kindles, books etc. Read more complex books to your children to expose them to new language. Talk about what different words mean.</i>
<b>Listen to, discuss, express and justify views about a wide range of fiction, poetry and plays – sometimes at a level beyond that which they can read independently.</b>	<i>Ask the children how they know the book they are reading is a non-fiction book and talk about how it is different to a story. Ask the children questions that will make them think about how useful a book is for the reader. E.g. Were the facts easy to find? Which book gave you more information? Were the diagrams helpful? This could be linked to research for project homework.</i>
<b>Listen to and discuss a range of non-fiction and reference or text books, that are structured in different ways; identify their particular characteristics confidently and without support; identify typical presentational features. Recognise how a non-fiction book is presented in order to better inform the reader.</b>	<i>Expose the children to different types of poetry and song lyrics. Encourage the children to look for patterns and talk about the language used. Are there any hidden meanings or descriptions that could mean something else?</i>

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<b>Without prompting, draw inferences and justify with evidence</b>	<i>This is about ‘reading between the lines’ e.g. talking about character motives, why characters feel the way they do and predicting what might happen next based on this. You could ask questions such as, ‘Which word tells you that the character was behaving suspiciously? Why were the children nervous of Hagrid to begin with?’</i>
<b>Provide credible predictions about what might happen, within the context.</b>	<i>Stop half way through a story and ask the children to guess what might happen next. Focus on getting the children to explain their thoughts using words or phrases from the text.</i>
<b>Explain the meaning of words in context; use dictionary independently.</b>	<i>Use dictionaries at home to look up new vocabulary – either online or using dictionary books. Get the children to think about how they would explain the meaning of a word to an alien!</i>
<b>Re-read automatically to ensure that the text makes sense, reading to the punctuation.</b>	<i>Encourage your child to react differently to different types of punctuation by changing their voices and expression. Re-read sentences to your children in a monotone voice to show them how punctuation affects the way sentences are interpreted. Encourage your children to read unfamiliar vocabulary aloud so they can check it makes sense within the sentence.</i>
<b>Explain, with sufficient detail, their understanding of the text.</b>	<i>Explain events in a story and talk about how they might be linked. Describe a character’s actions. Answer questions about the text using words and phrases to justify their decision.</i>
<b>Retrieve and record information confidently from non-fiction texts.</b>	<i>Ask the children to find specific facts using an information book. Encourage them to use the contents and index pages to find the information they are looking for.</i>
<b>Identify how language, structure and presentation contribute to meaning.</b>	<i>Ask questions and discuss the language and layout in books. E.g. Talk about how the word ‘threatening’ means that the storm is close and could be dangerous; that the use of bold font makes the important facts stand out.</i>
<b>Discuss and explain vocabulary that captures the reader’s imagination.</b>	<i>Ask the children to pick out describing words. Ask them what this tells them about the character or setting, and what sort of picture it helps to create. How is the picture in your head different to this?</i>
<b>During discussion about texts, ask relevant questions to improve their understanding; takes turns and build on what others have to say.</b>	<i>Encourage your children to ask questions about the books they are reading. If your children find this hard, model examples of questions for them; e.g. Why did the Gingerbread Man trust the fox? How did Ben’s opinion of Gangsta Granny change as the story went on?</i>