

Good questions:

Who was the character that...? Show me in the text where you found...?

What is happening at this point/in this part of the story?

Find one/two things that the main character did in this part of the story.

Why was...important in this story? Tell me about what sort of character/person... was from the things they did/said in the story.

What do you think...thoughts were at this point in the story/play? Use the text to help you think through your answer.

If you were going to interview one of the characters, which questions would you ask and why? How did one of the characters change their ideas/ attitudes during the story/play?

What was it that brought about this change? What do you think would have happened if...?

How has the author used words/phrases to make this character funny/sad/adventurous/clever/frightening/ excited/ disappointed, etc.? Which part of the story best describes the setting/ characters/action? Which words and /or phrases do this? Find some words or phrases that show us that this character is special/helpful/adventurous/ unsure/worried, etc.

How did the story make you feel? Why did it make you feel like this?

Why do you think the author chose this particular setting for this story? How has the author started this in an interesting way.

How does this make the reader want to read on?

Year 3/4 Reading information leaflet



The main focus of reading in Years 3 and 4 is to make sure your child can read fluently—smoothly at almost the speed that we speak—and with expression so that character speech sounds different from story sections but also with sound understanding of what they have read. At school our reading sessions, in groups, focus on children developing an understanding of a wider vocabulary, investigating different techniques authors use and also comprehension of what they have read.

At home you are able to hear your child read one to one and also able to discuss their reading with them. You may have a child who doesn't like reading aloud—take turns and use silly voices to make it fun. Reading is the most important skill your child will learn and they will need to be able to read aloud and silently at speed in order to meet the expectations for their year group.

Some children can read fluently but do not easily understand what they are reading. It is important to make sure your child is reading for understanding. It is important to remember—

- Even when your child “can read” they need to read at home as often as possible and definitely 4 times a week to build up their speed and fluency.
- They need to discuss what they have read to improve their vocabulary and understanding—children who don't do this do not continue to develop well as a reader.
- Buy them good reads—there is a list on our website.

Ask questions which encourage your child to give their own opinions for example, Do you agree with this/the author's opinion? How do you feel about this topic? Why? What do you think about/is your opinion of...? Can you prove your view with evidence from the text? (More examples on the back.)

Encourage your child to read a range of texts such as newspapers, comics, poetry, non-fiction, etc.

When your child reads to you or after they have read alone, check their understanding. Pick out key words from the text and ask what they mean—if your child cannot tell you write a list of 3/4 words and look them up together. Try to put the new word into a sentence.

Children with a large vocabulary bank of words read much better than others and also do better with writing as they have a wider range of language to select from. Your child's writing ability also depends on their reading so it is really important.

There is a reading section on our website with these ideas and more, such as recommended lists for each year group.

If you have any questions, ask your child's teacher for more advice.

Questions for reading are on the back. Happy reading.