Year 3 and 4 reading workshop

Monday 9th November 2026

Aims of the session

- Curriculum expectations
- How we teach reading here at Albrighton
- How to support your child with reading at home
- Activities to enthuse children in reading
- How to ask appropriate questions to develop child understanding in the text

What does the National Curriculum Say?

- By the beginning of 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 is sufficient for them to focus on understanding what they read rather than on decoding individual words. They should be able to **decode** most new words outside their spoken vocabulary, making a good approximation to the word's pronunciation. As their decoding skills become increasingly secure, teaching should be directed more towards **developing their vocabulary** and the **breadth and depth of their reading**, making sure that they become independent, **fluent and enthusiastic** readers who read widely and frequently. They should be developing their **understanding and enjoyment** of stories, **poetry, plays and non-fiction**, and learning to read silently. They should also be developing their knowledge and skills in reading non-fiction about a wide range of subjects. They should be learning to **justify their views** about what they have read: with support at the start of year 3 and **increasingly independently** by the end of year 4.

Creating a love of reading in children is potentially one of the most powerful ways of improving academic standards in school.

There can be few better ways to improve pupils chances in school, or beyond in the wider world than to enable them to become truly independent readers.

In 2013, The National Literacy Trust conducted a survey which included 11,000 children.
Children who read daily outside school were **5x more likely** to perform **above** the expected level for their age in reading.

Reading at Albrighton

- Phonics
- 1:1 reading opportunities
- Independent reading
- Banded books in classrooms
- VIPERS – comprehension
- Lessons dedicated to reading
- Use of reading areas
- story time

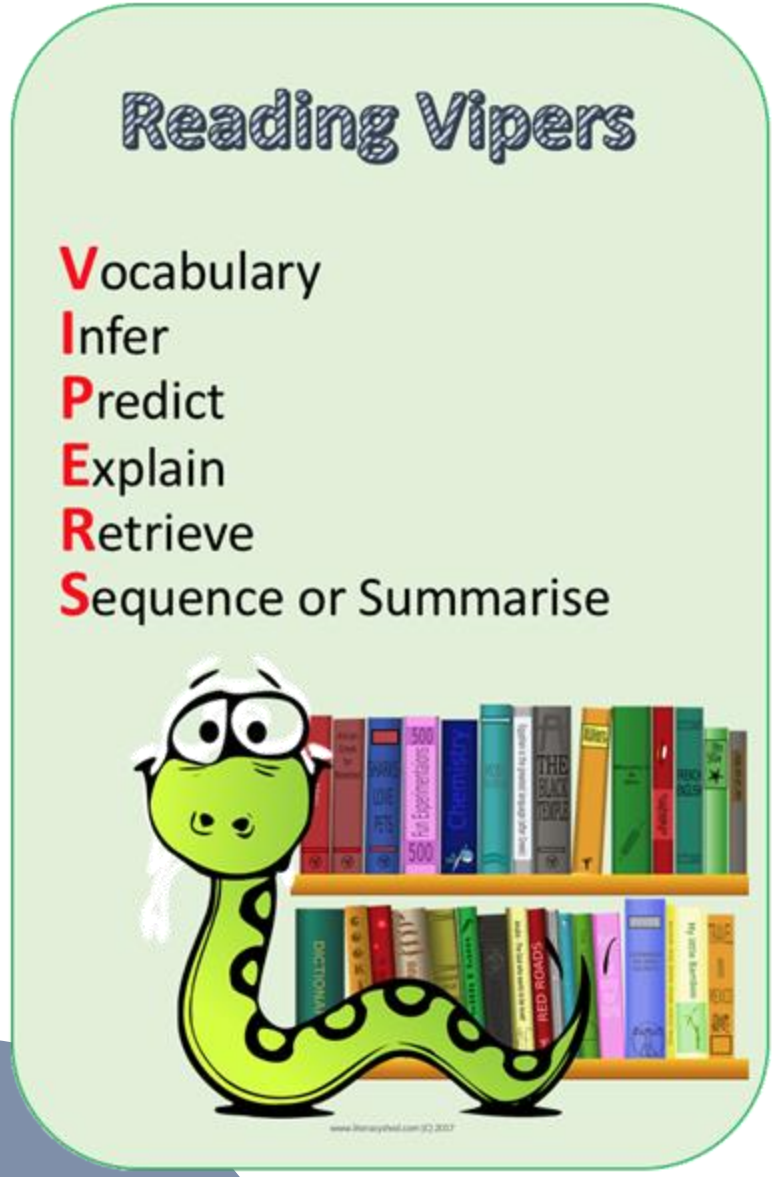
Reading requires two skills

Phonics and Word Recognition

- The ability to recognise words presented in and out of context.
- The ability to blend letter sounds (phonemes) together to read words.

Understanding

- The ability to understand the meaning of the words and sentences in a text.
- The ability to understand the ideas, information and themes in a text.
- If a child understands what they hear, they will understand the same information when they read.



Understanding (Comprehension)

- Finding information on the page.
- Being able to skim the text
- Being able to find information that is *not* on the page. (Looking for clues)
- Thinking about situations and predicting what might happen.
- Putting yourself in a character's shoes and understanding what is going on from their viewpoint.
- Book talk to make your child think.
- Knowing the difference between retrieval, inference, summary, predictions, language choices.

Vocabulary

- Why has the author chosen to use the word *x*?
- Find a synonym for the word *x*
- Define the word *x*
- Use the word *x* in your own sentence
- Find an example of a simile in the text.

Inference

- Find and quote the text to show how the character is feeling at this moment.
- How do you know the character was feeling reluctant to go to school?
- Why has *x* done *x*?
- Susie was stubborn. True or false?

Predict

- What do you think will happen next?
- How do you think *x* will feel about *x*?
- Do you think there will be any consequences for *x*?
- If the author was to write a sequel, what would it be about?

Explain

- How do the author's emotions change throughout the text?
- Why was x surprised by x?
- Why has the author written x in italics?

Retrieve

- Find and copy *x*
- In which country does the story take place?
- What is *x*'s uncle called?
- What did *x* reply to *x*?

Sequence

- Order the following events 1 – 5.
- Did x go to the cinema first or to dinner?
- What is the first step in making a chocolate cake?

Summarise

- Summarise the story in 3 sentences.
- List the places the author visited.
- What were the signs the author reached the beach?

Reading With Your Child

Available on website

Some questions to ask your child whilst reading together:

1. Look at the front cover. What could the book be about?
2. Who is the author?
3. What is an illustrator? What do they do?
4. What does that word mean? Read the words around it to help you figure it out (context).
5. How can you read an unfamiliar word? Can you sound talk and then blend?
6. Who are the main characters?
7. What do you think will happen next?
8. How do you think that character feels? Why? How would you feel in that situation?
9. Can you predict how the book will end?
10. Who is your favourite character? Why?
11. Is there a hidden message in the story? What is it?
12. Can you retell the story in your own words?
13. Do you like how the story ended? Can you think of another way the book could have ended?

How can adults support children in their reading at home?

- Expectation: **ideally** 20 minutes per day. But 3x per week otherwise.
- Try to build this into your daily routine.
- Have a quiet, comfortable space your child (and you) can read in.
- Read with your child and read in front of your child.
- We want your support in encouraging independent reading and in engaging in your child's reading. Hearing texts read aloud is important.
- Create a love of reading – let them choose different texts, whether its fiction or non fiction!

How can adults support children in their reading at home?

- **Before Reading**
  - If it is the first time your child has read the book, look at the cover and title with them to predict what they think the book might be about.
  - Make links to other books read with similar themes, the same characters and/or similar authors/illustrators.
  - Give them time to flick through the book and read the blurb.



Reading for Pleasure

Reading should be fun – that way they will want to read to you. Here are some tips:

- **Book Talk!**
- Funny voices / become illustrators
- Visit library
- Be an active listener – sit and listen, asking questions showing interest
- Create new stories together
- Make space for it to become a special time
- Share more advanced books with your child - read to your child:

This is an opportunity for them to hear stories and language at a higher level than they can read alone. Research shows the hearing texts read aloud is a significant source of vocabulary acquisition. Use audio books/ Amazon Audible.

- Keep positive!

Growth Mindset

- All readers make mistakes. This is how we learn. Encourage a growth mindset in your child by praising them for recognising their mistakes and trying to fix them.
- 'This is what you said ….. Can you spot anything wrong with that?' 'Does that make sense?'



What to do if your child is stuck

- Use phonics first. What sound does the word begin with? Can you say the sounds in the word? Blend them together.
- Read to the end of the sentence. What would make sense?
- What is the text about – what might fit here?
- Does it sound right?
- Look at the picture. Does it help?
- What is the root word? Does this help? (friendly)
- Chunking the word

Always use your own parental judgement. If your child is tired or feeling unconfident, shift the balance of reading more towards you..