Arlo the Author

Content Domain 2g: Identify/explain how meaning is enhanced through choice of words and phrases.

What does the word... tell you about...?

By writing in this way, what effect has the author created?

Which words do you think are the most important? Why?

Reading with Your Year 3 Child

Parent Advice Booklet

National Curriculum Expectations

Year 3

By 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 allows them to focus on understanding what they have read, rather than on decoding individual words. They should be able to decode most new words outside of their spoken vocabulary, making a good attempt at the word's pronunciation. As their decoding skills become more secure, efforts should be made to introduce children to new words which will increase their vocabulary. This can be done through discussion and by introducing children to a wide range of texts, including stories, poems, plays and non-fiction pieces on a wide range of subjects. They should be able to read these texts independently, fluently and enthusiastically, and should be learning to read silently to themselves.

Inference Iggy

Content Domain 2d: Make inferences from the text/explain and justify these with evidence from the text.

What do these words mean and why might the author have chosen them?

Can you explain why...?

Which words give you the impression that...?

Predicting Pip

Content Domain 2e: Predict what might happen from details stated and implied.

Can you think of another story with a similar theme/opening/ending?

Why did the author choose this setting? Will it influence how the story develops?

How is this character like someone you know in real life? Will they act in the same way?

Cassie the Commentator

Content Domains 2f/h: Identify/explain how information/narrative content is related and contributes to meaning as a whole. Make comparisons within the text.

Explain how a character's feelings change throughout the story. How do you know?

What is similar/different about these two characters?

How could this part of the text be improved?

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Content Domain Coverage

In the KS2 English Reading Tests, your child's understanding of reading is tested through different strands, known as 'content domains'. Twinkl's Reading Dogs directly relate to these domains, as follows:

Vocabulary Victor

Content Domain 2a: Give/explain the meaning of words in context.

What does this word/phrase/sentence tell you about the character/ mood/setting?

By writing this way what effect has the author created?

How has the author made you feel happy/sad/angry/frustrated?

Rex Retriever

Content Domain 2b: Retrieve and record information / identify key details from fiction and non-fiction.

Where/when does the story take place?

Where in the text would you find...?

Which part of the story best describes...?

Summarising Sheba

Content Domain 2c: Summarise main ideas from more than one paragraph.

What is the main point in this section of the text?

Recap what has happened so far in 20 words or less.

Which is the most important point in this paragraph?

What This Means for Parents

- Allow your child to experience lots of books on many different topics. This goes beyond the home reading book your child is given by school.
- Encourage your child to attempt to pronounce new words they see on signs or within their environment and model the correct way.
- Broaden the vocabulary you use when speaking to your child and be prepared to clarify the meaning of a wider range of words.

Year 3 children are expected to:	To support this, you could say:
• apply their growing knowledge of root words, prefixes and suffixes, both to read aloud and to understand the meaning of new words they meet	Can you find a word which begins with the prefix dis-? What does the prefix anti- mean? So what might this new word mean?
• develop positive attitudes to reading and an understanding of what they have read	What happened in your story? What kind of text would you like to read next?
• listen to and discuss a wide range of fiction, poetry, plays, non-fiction and reference books	What did you think about...? Shall we go and watch a play about...?
• use dictionaries to check the meaning of words they have read	If you're not sure what a word means, what could you do?
• increase their familiarity with a wide range of books, including fairy stories, myths and legends, and retell some of these orally	What genre is this text? Can you tell me the story of...? Do you know any myths?

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Year 3 children are expected to:	To support this, you could say:
• identify themes and conventions within texts	What message do you think this story is trying to tell us?
• prepare poems and playscripts to read aloud and to perform, showing understanding through intonation, tone, volume and action	Would you like to read a poem to us after dinner? This part of the script is a troll speaking; how might they say it?
• discuss words and phrases that capture the reader's interest and imagination	What an interesting use of words; why do you think the author chose those?
• recognise some forms of poetry, e.g. free verse, narrative poetry	Do you know what kind of poem this is?
• check that the text makes sense to them	Did you understand that?
• discuss their understanding of the text	What do you think that means?
• explain the meaning of new words in context	What does... mean? I've never heard of that before.
• ask questions to improve their understanding of the text	Is there anything you want to ask that you're not sure about?
• draw inferences such as inferring characters' feelings, thoughts and motives	How do you think... is feeling? What makes you think that? Why did he make that choice?

Year 3 children are expected to:	To support this, you could say:
• predict what might happen from the details stated and implied	If they just..., what might they do next? Who could it be? What makes you think that?
• identify the main ideas drawn from more than one paragraph and summarise these	So, what has this part of the story been about? Have you spotted a theme in the story?
• identify how language, structure and presentation contribute to meaning	Why do you think the author has used... in the text?
• retrieve and record information from non-fiction texts	What did...? Which part tells you about...?
• participate in discussion about both books that are read to them and those they can read themselves, taking turns and listening to what others say	Would you like me to read this page? What did you think of...? I thought that... Do you think... would like this book? What makes you think that?

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