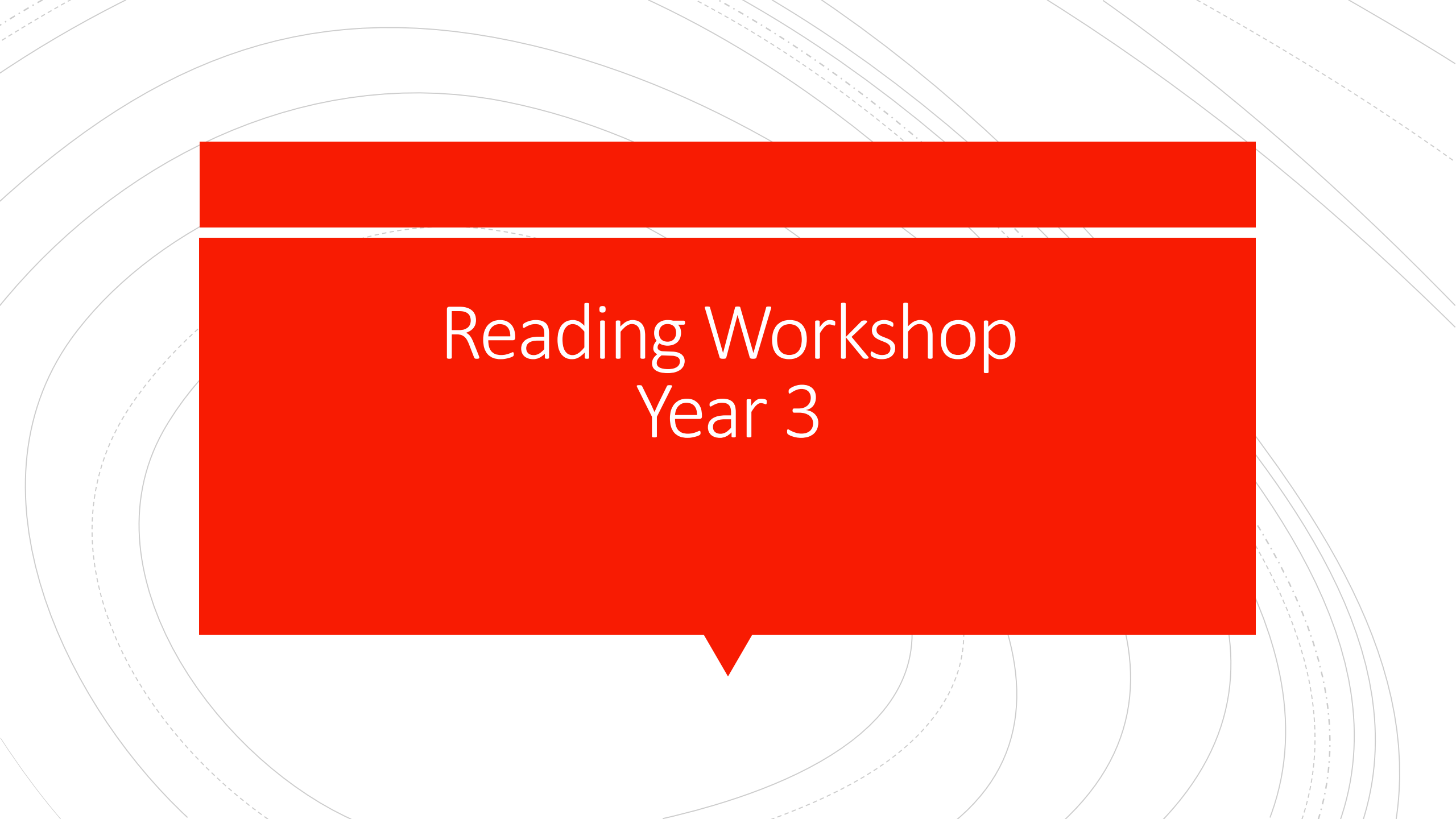


The background features a series of concentric circles in light gray, some solid and some dashed, creating a ripple effect. A large red speech bubble is centered on the page, containing the text.

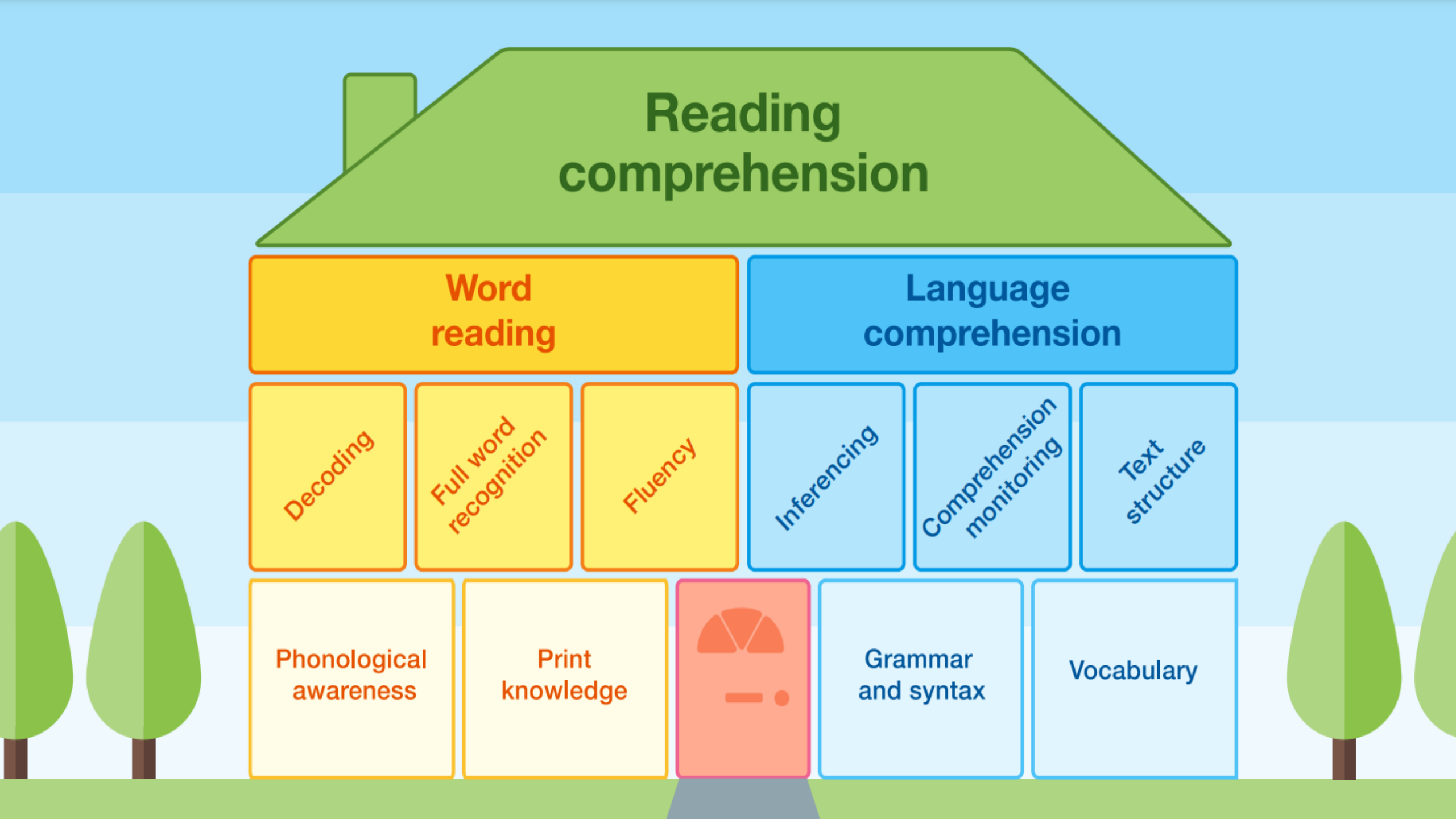
Reading Workshop Year 3

A red speech bubble graphic with a white outline, containing the text 'Aims For Today'.

Aims For Today

- **Share what we mean by 'Reading Comprehension'**
- **Explain how we teach Reading at Shirley Heath.**
- **How you can support children at home.**

Reading comprehension



Word reading

Decoding

Full word recognition

Fluency

Language comprehension

Inferencing

Comprehension monitoring

Text structure

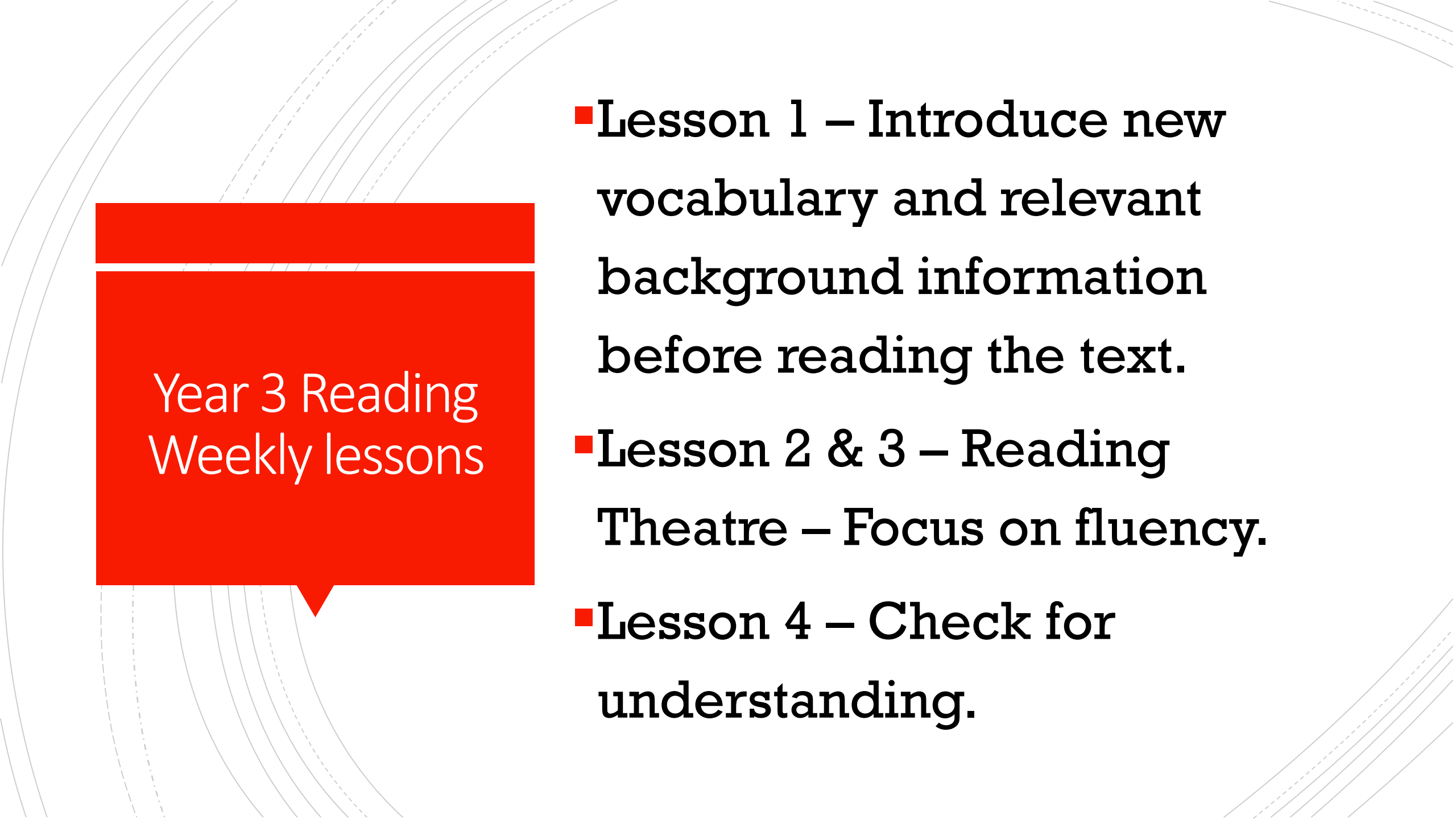
Phonological awareness

Print knowledge



Grammar and syntax

Vocabulary

The background of the slide features several thin, curved lines in a light grey color, creating a sense of motion or a stylized globe. On the left side, there is a large red speech bubble with a white border. Inside the bubble, the text 'Year 3 Reading Weekly lessons' is written in white, sans-serif font. The bubble has a small tail pointing towards the bottom left.

Year 3 Reading Weekly lessons

- **Lesson 1 – Introduce new vocabulary and relevant background information before reading the text.**
- **Lesson 2 & 3 – Reading Theatre – Focus on fluency.**
- **Lesson 4 – Check for understanding.**

This is an example of what reading might feel like for a child with 60% reading accuracy.

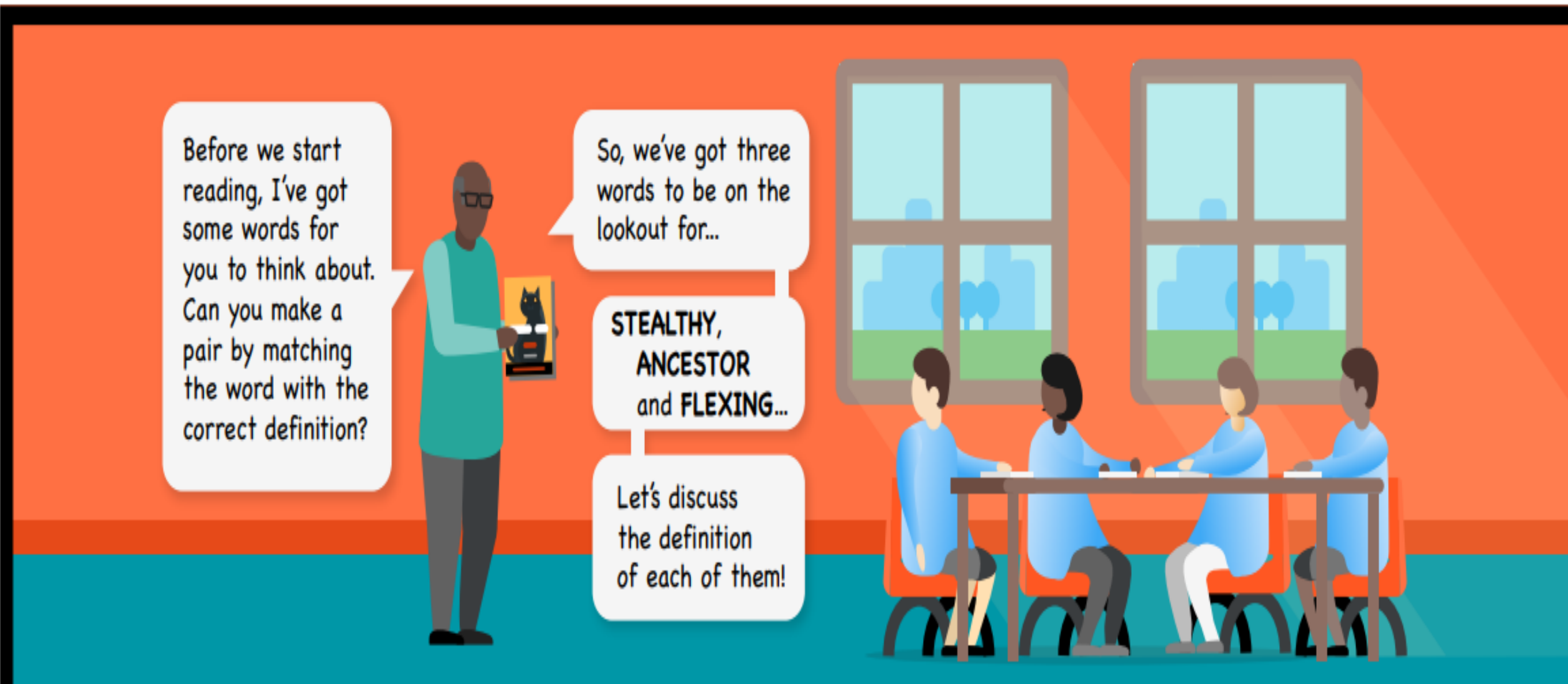
A)

I libbled spig in the croopit on a Morflip hicklepulg. It was filp after we yambled into Huphlup Greep. The webble was yisking. Blord had ippen we'd be yambling just in shrud for the exime. Troosey ugo was there. Just me. The greks were inside the volda with Yabba Hoost, mirriming about the diggle.

This is an example of what reading might feel like for a child with 90% reading accuracy.

B)

I libbled him in the garage on a Sunday holfding. It was the day after we moved into Falconer Greep. The winter was ending. Mum had said we'd be moving just in shrud for the spring. Troosey else was there. Just me. The others were inside the house with Yabba Death, worrying about the baby.



Before we start reading, I've got some words for you to think about. Can you make a pair by matching the word with the correct definition?

So, we've got three words to be on the lookout for...

STEALTHY,
ANCESTOR
and **FLEXING...**

Let's discuss the definition of each of them!

1. Adult Pre-teaching tier two vocabulary



Mr Said...?

When you were reading,
I found the word
stealthy in the story.
It's describing Varjak Paw!

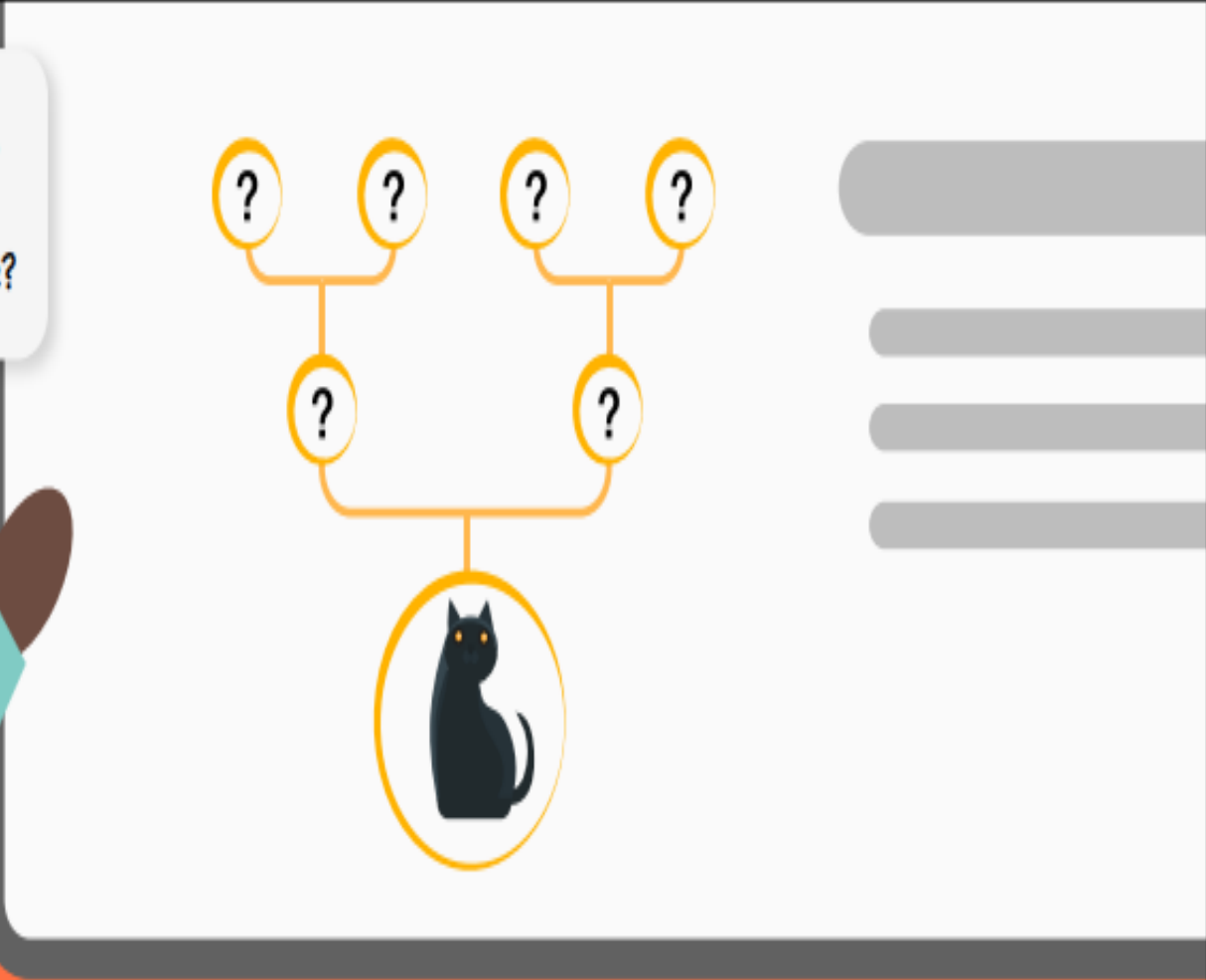
He doesn't want his dad
to see him leave so he
makes sure he is
stealthy when he moves.

Yes, and we could also
make stealthy into an
adverb, 'stealthily'. He
moved **stealthily** away.

2. Children using and developing knowledge of the vocabulary within the text

The author uses the word **ancestor** again here. That was one of the first three words we looked at last week, write a definition of ancestor on your whiteboards.

Josh, can you remind us who the **ancestor** of Varjak Paw's was please?



3. *Teacher providing further opportunities to embed the vocabulary*

LATER IN HISTORY CLASS



I wonder who Odin's ancestors were?

Yes, let's look for Thor's ancestors as well.

Do you think we might have Viking ancestors?

It would be great to know who our ancestors are... like Varjak Paw has Jamal!

4. Children are using and applying their vocabulary across the curriculum, during independent tasks

Accuracy

(Reading words correctly)



- Includes accurate decoding and word recognition
- Enables automaticity and prosody to develop

Automaticity

(Reading words automatically)



- Requires reading accuracy
- Enables an appropriate reading speed
- Feels effortless

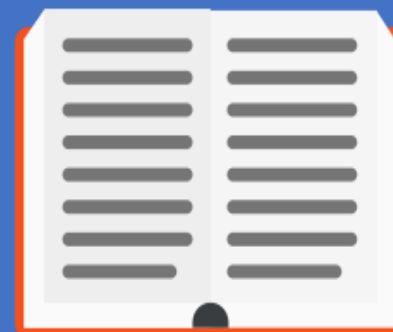
Prosody

(Reading with appropriate stress and intonation)



- Requires reading accuracy and comprehension
- Leads to variation in volume, phrasing, smoothness and pace
- Sounds interesting and engaged

Fluency





Step 1: Adult as model	Step 2: Echo reading	Step 3: Text allocation
The adult reads the selected passage of the class text aloud as an 'expert model' of fluency whilst pupils follow the text with their own copy. This may be repeated multiple times as necessary.	Children echo back the section read by the adult, emulating their intonation, tone, speed, volume, expression, movement, use of punctuation, etc.	Children work in pairs or triads. Each group may: 1. all have the exact same short section of text, or 2. a longer section might be split into short parts, so that each group has a different piece.
Step 4: Repeated choral reading	Step 5: Close reading	Step 6: Text marking
In their groups, children read their section aloud, echoing the initial reading by the adult.	In their pairs/triads children make a close reading of their section of text and think about meaning, audience, and purpose. This requires children to look closely at the writer's use of language and consider characterisations, etc.	Each child has a copy of the text to annotate in order to inform their performance. This is discussed and agreed as a group. Prompts are provided to direct their reading.
Step 7: Practise	Step 8: Perform	Step 9: Reflect
Time is provided for groups to rehearse their reading. They may decide to change or add to their performance slightly as a result of their rehearsal.	Each group performs their rehearsed piece. (Adult may record so that children can appraise their own performance).	Children evaluate their own and/or others' performances and give feedback. They may use a reading fluency rubric or the prompts as success criteria to support articulation of evaluations.

What Can You Do to Help?

As a parent or carer, there are many things that you can do to support your child when they are reading.



Make Reading Fun

Reading should never seem like a punishment or a chore. Try playing games related to the book or try reading something that you both enjoy. Remember, you do not just have to read 'books': you could enjoy an online article, a reference book or even a comic together.





Provide a Choice of Reading Materials

Reading isn't just about school books. Try joining the library together, following instructions from a recipe book or even letting your child be in charge of the shopping list when you are at a supermarket.





Show That You Read Too

Hearing an adult read from a text that is a higher level than they would be able to access on their own is really important for developing new vocabulary. Why not share an interesting article you've found online with your child so that you can learn together?





Ask Lots of Questions

Whatever your child is reading, make sure that you ask them lots of questions about it. Are they enjoying the text? Do they have any new facts to share?



The background features a series of concentric circles in light gray, some solid and some dashed, creating a ripple effect. A large, solid red speech bubble is centered on the page, pointing downwards.

Questions