

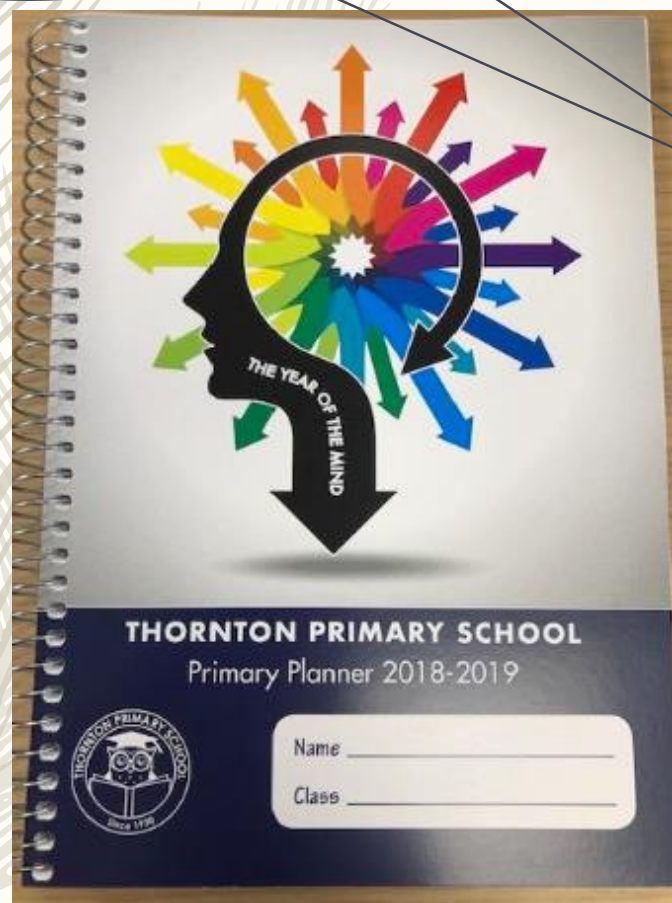
# Reading at Thornton

—  
How do we do  
it?



You can write in  
your child's diary  
when you have  
heard them read.

# Reading Diaries



Day	Reading Book, Pages and Comments	Parent Signature
Monday		
Tuesday		
Wednesday		
Thursday		
Friday		

2018 Week Beginning: 3 December

Spellings / Words I need to practise

Teacher's Signature \_\_\_\_\_ Parent's Signature \_\_\_\_\_

Things I've done well this week


Teacher's Signature \_\_\_\_\_ Parent's Signature \_\_\_\_\_

Home / School Communications

Teacher's Signature \_\_\_\_\_ Parent's Signature \_\_\_\_\_



# Year 3 Reading targets




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## My Reading Targets

**Y3**

- 1 I can use my knowledge of root words, prefixes (including dis-, mis-, il-, im-, ir-) and suffixes (including -ly) to help me read aloud and to understand the meaning of new words
- 2 I can read further exception words including words that do not follow spelling patterns
- 3 I can make reading fun by listening to and discussing stories, poems, plays and non-fiction work
- 4 I can show that I enjoy reading by reading lots of different types of books
- 5 I can read a wide range of books including fairy stories, myths and legends and retell some of them to others
- 6 I can tell you what a book that I am reading is about




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## My Reading Targets

**Y3**

- 7 I can read aloud poems and perform play scripts
- 8 I can discuss words in the books that I read that excite me
- 9 I can understand what I have read, checking that it makes sense by talking to others about it
- 10 I can ask questions about the texts that I have read to help me understand them
- 11 I can predict what might happen from clues in what I have read
- 12 I can tell someone about the main ideas in a paragraph



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## My Reading Targets

**Y3**

- 13 I can say how a text is organised to help me understand it using paragraphs, headings,
- 14 I can use non-fiction texts to find out information on a subject
- 15 I can talk about books and poems and I can take turns in telling people about them

# Guided Reading Groups

Each day the children will do something different.

## Guided Reading

	Thursday
Pink	Activity – Phonics bug club on iPads
Red	Reading for pleasure – using question dice as an extension
Blue	Comprehension
Purple	Comprehension
Green	Reading for pleasure – using question dice as an extension

They will read their reading book which is pitched to their level of reading.

The teacher and TA will hear your child read twice a week as a minimum.

# Our focus

## Activate your prior knowledge



What do I know already that can help me understand?

## Summarise



Sum up the text?

What did you find out?

Were your predictions correct?

## Question



What do I already know?

What clues can I use to help me understand what is happening?

## Predict

What do you think this text will be about?  
What does the cover tell you?  
What clues can you find to tell you what might happen next?



## Clarify

Do I understand all the important words, phrases and ideas?



## Visualise

Can you *imagine* what is going on?

Play the story in your mind like a film.



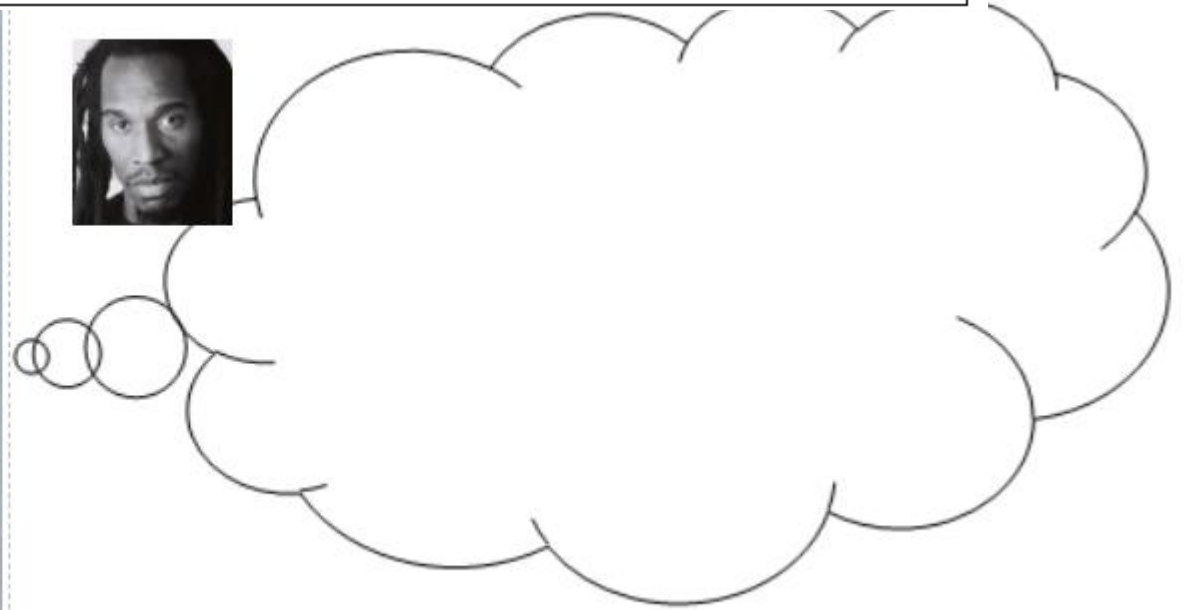
# Guided Reading Comprehension- twice a week

Date: \_\_\_\_\_

LO: Participate in reasoned discussions about poems that are read and those he/she can read, taking turns and listening to what others say.

## Pride

I've got no bodies inside me  
All of me is me,  
I will not eat no body else  
So I am what you see.  
I do not plan to eat young sheep  
I will not eat a hen,  
I'm so proud of what I am  
I must say once again.  
I've got no bodies inside me  
All of me is me,  
I will not eat no body else  
So I am what you see.



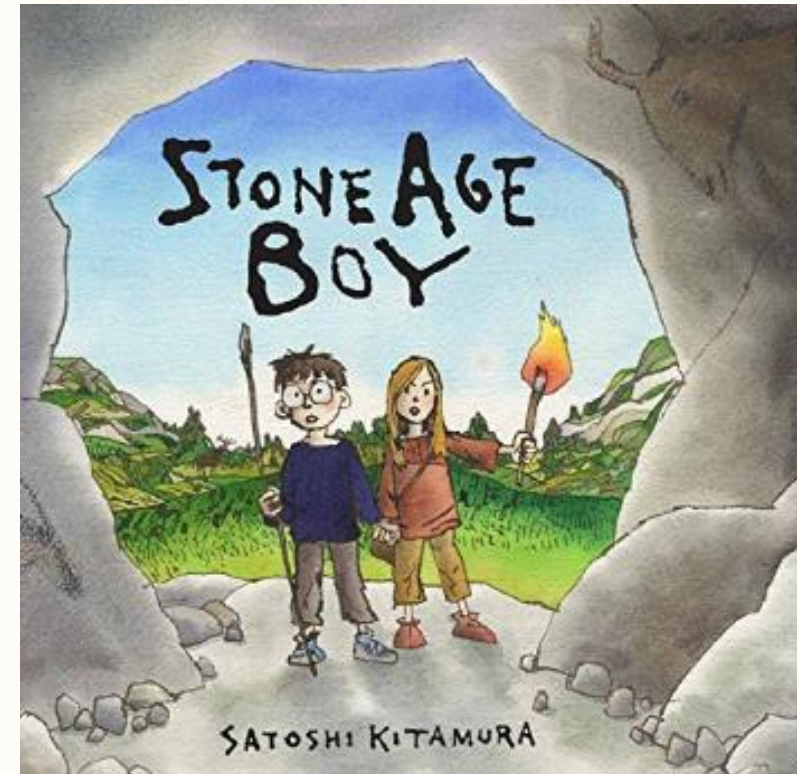
I think the poem is about...

- 1) Complete the thought bubble after discussing with your partner
- 2) '*All of me is me,*' what does this statement suggest?



# Shared Reading

Sometimes we read books together as a whole class. This is called shared reading. We discuss the book together and pose questions about it.



# 'P4L' Prepare for Learning

## There's a Fire in the Forest

*There's a fire in the forest!  
The creatures are fleeing  
The flames close behind  
With the wind driving onward.  
From underbrush up to  
The high moving tree-tops  
The fire's surging forward.  
There's a fire in the forest;  
The whole woods are burning.  
The whole world is burning!*



We look at a  
question  
together to  
warm us up!

2. Give **two** verbs in the poem that suggest movement.

1. \_\_\_\_\_

2. \_\_\_\_\_



# How can you help?

They asked her: "How did you persuade your child to read instead of playing with smart devices?!"

She said : "Children don't hear us, they imitate us"



Read daily with your child.  
Check and sign your child's diary.  
Look at your child's targets.  
Write in the diary when you have read.  
Share a story together.  
Encourage and praise your child.  
Little and often is best.



# Class Visits

Now we can visit your child's class to see Guided Reading in action.

You can find magic  
wherever you look. Sit  
back and relax, all you  
need is a book.  
- Dr. Seuss

