



Birley Primary Academy  
A L.E.A.D. Academy

# Reading in Year 3/4

## Parents Information Presentation



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# Welcome

The importance of reading.

How is reading taught at Birley Primary Academy?

What does reading look like in Year 3/4?

Reading at home.



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# The importance of reading

Reading is of course an essential skill throughout much of life.

Reading can give children the skills and confidence they need to approach many other things and provide more opportunities.

Reading clearly supports children's writing as well as much of their wider learning experiences.

Reading is very much enjoyable and an excellent way to relax.

The wider curriculum.

# How is reading taught at BPA?

## Reading lessons in Year 3/4

We have Reading 4 times a week (Mon-Thurs) for around 30 minutes.

Handful of children still on the Little Wandle phonics programme receive daily support with their individual phase and an additional 3 reading lessons a week.

Some children receive daily support with their individual key words.

Some children have access to the online Lexia programme. We access this 3-4 times a week at school.

Few children receive additional support through an extra lesson with TA once a week.



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# Reading lessons in Year 3/4

The text is often dependant on our current learning journey, stage of the year, additional learning experiences (e.g. Black History Month).

Fiction and non-fiction. Accessing a range of reading materials is so important.

Y3 – Stone Age Boy, Madeline, Meet Me by the Steel Men, Greek Myths, Rhythm of the Rain, The Minpins

Y4 – The Iron Giant, Grim Ghost, Everest, Escape from Pompeii, Beowulf



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# Reading VIPERS

This is a mnemonic we use at school to cover the key comprehension skills that we teach as part of the National Curriculum.

We introduce the VIPERS in Year 2, which continues through school.

V - Vocabulary

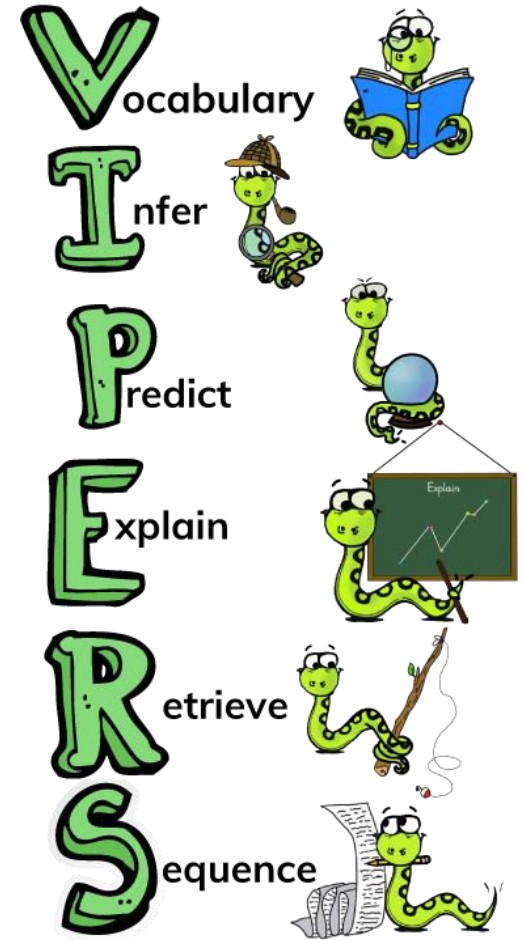
I - Infer

P - Predict

E - Explain

R - Retrieve

S - Summarise



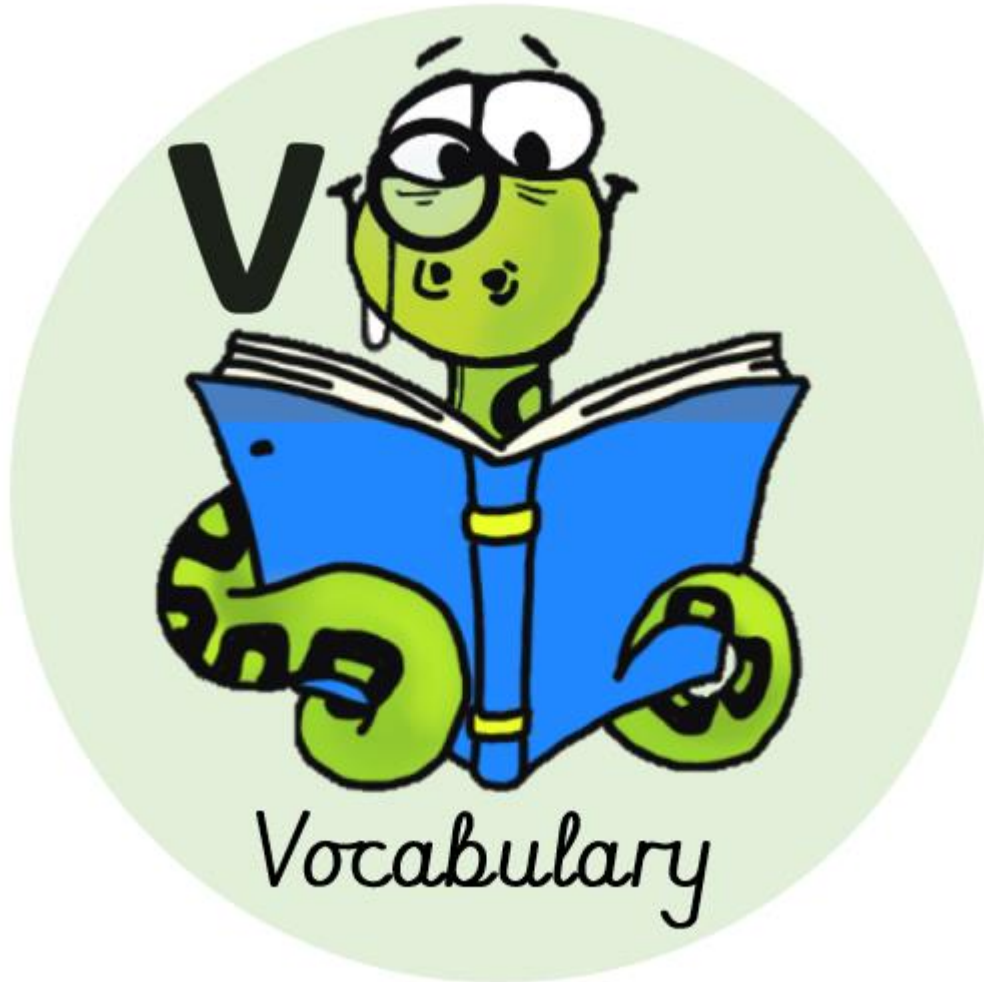


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# Reading Vipers

## **Find and explain meaning of words in context**

- What do the words ..... and ..... suggest about the character, setting and mood?
- Which word tells you that....?
- Which keyword tells you about the character/setting/mood?
- Find one word in the text which means.....
- Find and highlight the word that is closest in meaning to.....
- Find a word or phrase which shows/suggests that.....





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# Reading Vipers



## **Make and justify inferences using evidence from the text.**

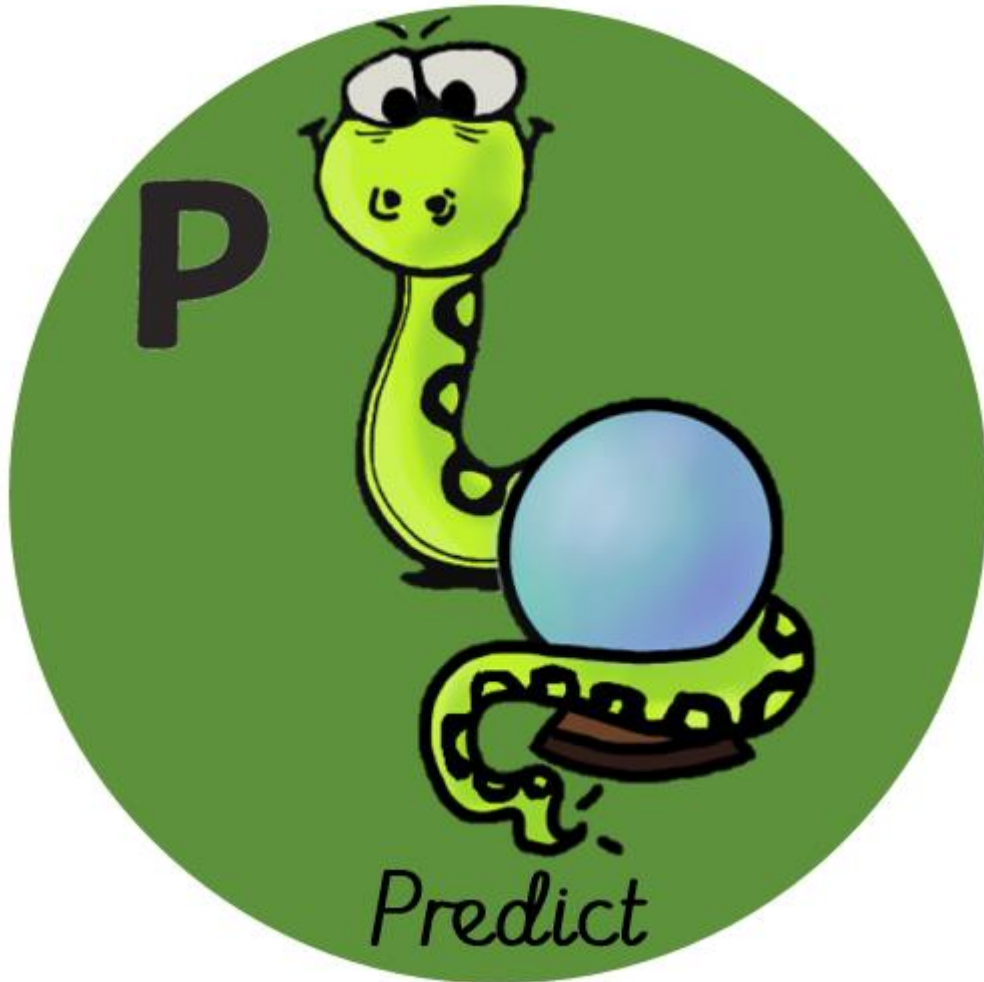
- Find and copy a group of words which show that...
- How do these words make the reader feel?
- How do the descriptions of ..... show...
- How can you tell that.....
- What impression of ..... do you get from these paragraphs?
- What voice might these characters use?
- What was .... thinking when.....
- Who is telling the story?





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# Reading Vipers



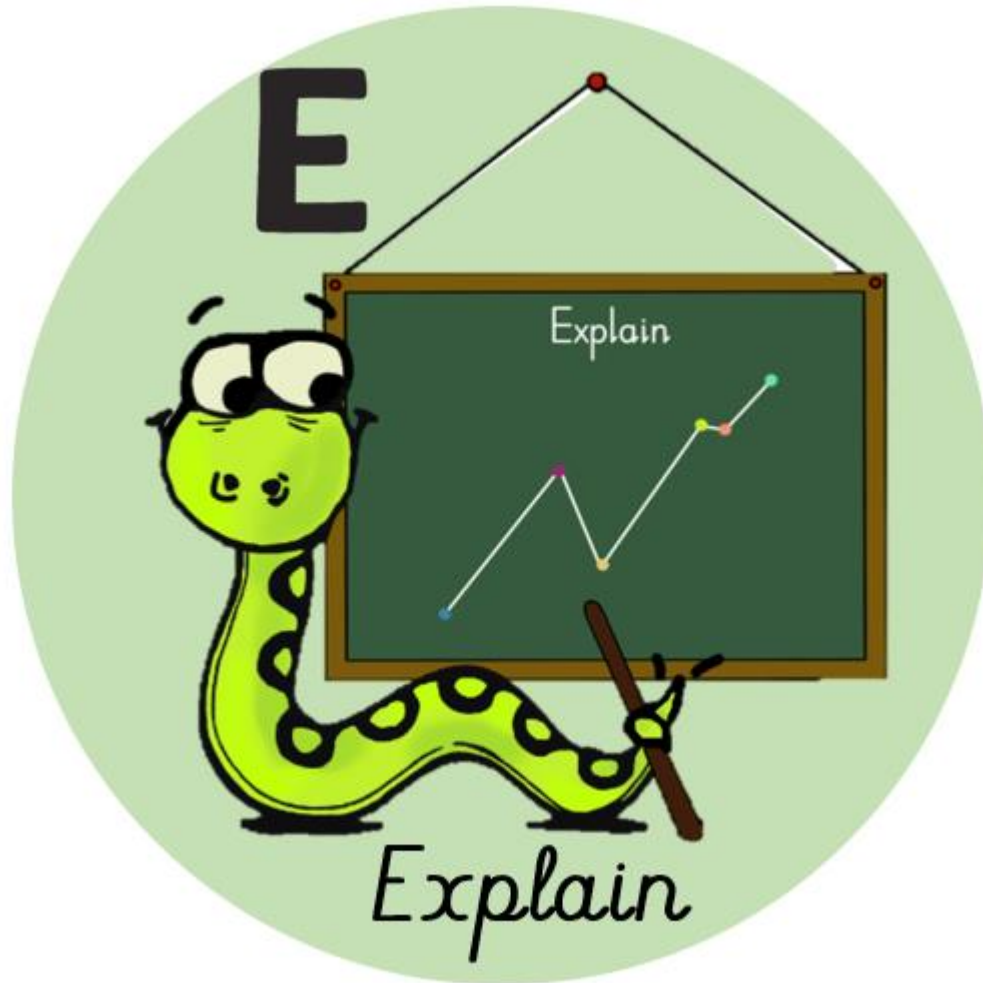
## **Predict what might happen from the details given and implied**

- From the cover what do you think this text is going to be about?
- What is happening now? What happened before this?
- What will happen after?
- What does this paragraph suggest will happen next? What makes you think this?
- Do you think the choice of setting will influence how the plot develops?
- Do you think... will happen? Explain your answer using evidence from the text.



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# Reading Vipers



- > **Explain how content is related and contributes to the meaning**
- > **Explain how meaning is enhanced through choice of language.**
- > **Explain the themes and patterns that develop across the text.**
- > **Explain how information contributes to the overall experience.**

- Why is the text arranged in this way?
- What structures has the author used?
- What is the purpose of this text feature?
- Is the use of ..... effective?
- The mood of the character changes throughout the text. Find and copy the phrases which show this.
- What is the author's point of view?
- What affect does ..... have on the audience?
- How does the author engage the reader here?
- Which words and phrases did ..... effectively?
- Which section was the most interesting/exciting part?
- How are these sections linked?



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# Reading Vipers



## **Retrieve and record information and identify key details.**

- How would you describe this story/text?  
What genre is it? How do you know?
- How did...?
- How often...?
- Who had...? Who is...? Who did....?
- What happened to...?
- What does.... do?
- How ..... is .....?
- What can you learn from ..... from this section?
- Give one example of.....
- The story is told from whose perspective?

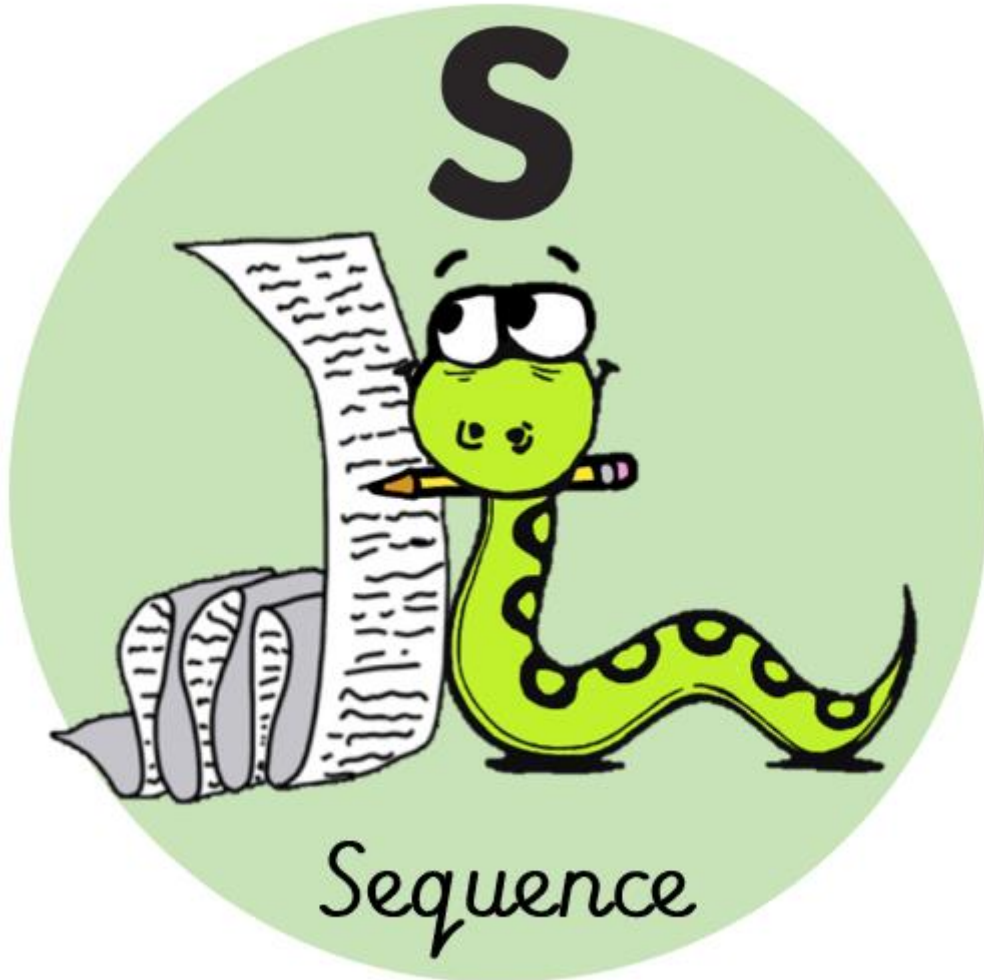




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# Reading Vipers

## **Sequence the key events in the text**



- Can you number these events 1-5 in the order that they happened?
- What happened after .....?
- What was the first thing that happened in the story?
- Can you summarise in a sentence the opening/middle/end of the story?
- In what order do these chapter headings come in the story?



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# Reading at Home

- Reading as often as possible will lead to more fluency in reading. Promote a positive environment and attitude towards reading. Read to your child, ask questions, clarify the meaning of words, role play characters, discuss the pictures, predict what might happen next. Make reading a fun experience!
- Any questions?
- Thank you!



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# Reading Buddies



# Correction Card

## How to give help during reading.

When the reader makes a mistake or gets stuck for more than 4 seconds the Coach says "Check it" then:

If the <u>Reader</u> asks for help		Reader
		"I need some help"
		Coach
		"That word is .....What is the word?"
		Reader
		Reads the word correctly
		Coach
		"Good. Read the sentence again"
If the <u>Reader</u> says the word correctly (self corrects)		Reader
		Reads word correctly
		Coach
		"Good. Read the sentence again"
		Reader
		Re reads the sentence

## How to give help in Paragraph Shrinking.







If the Reader gives a wrong answer the Coach says

















1. "Check it."
2. Let me give you a clue.
3. The answer is....

If the Reader says the main ideas in more than 10 words Coach says "Shrink it."



# Question Card

1. Partner Reading	
 4 minutes	1 <sup>st</sup> Reader reads. 2 <sup>nd</sup> Reader is the coach.
	Swap round
 4 minutes	2 <sup>nd</sup> Reader reads. <u>1<sup>st</sup> Reader is the coach.</u>
2. Retell	
 2 minutes	2 <sup>nd</sup> reader <u>retells</u> the story to 1 <sup>st</sup> reader asks <u>questions</u>  What happened first?  What happened next?  Continue asking what happened in the story

3. Paragraph Shrinking	
 4 minutes	1 <sup>st</sup> Reader starts from where partner reading ended. 2 <sup>nd</sup> Reader is the Coach as says  Name the most important who or what.  Tell the most important thing about <u>the who or what.</u>  Say the main ideas in 10 words or less.
	Swap round
 4 minutes	2 <sup>nd</sup> Reader starts from where 1 <sup>st</sup> reader ended. 1 <sup>st</sup> Reader is the Coach and says  Name the most important who or what.  Tell the most important thing about <u>the who or what.</u>  Say the main ideas in 10 words or less.
4. Prediction Relay	
 4 minutes	Continue from where you ended paragraph shrinking Reader 1 reads half a page Coach says:  What do you predict will happen next? Reader 1 continues to read another half a page  Did the prediction come true?
	Swap round
 4 minutes	Continue from where 1 <sup>st</sup> reader ended. Coach asks:  What do you predict will happen next? Reader 1 continues to read another half a page.  Did the prediction come true?