

- Read your own book, magazine, newspaper etc in front of your child. This shows that you get pleasure from reading. Talk to your child about what you have read.

On later readings:

- Continue to read aloud to your child, even if they're in year six! Hearing an accomplished adult reader read a book is an essential part of the reading process.
- Let your child pause, think about and comment on the pictures.
- If you think your child did not understand something, try to explain: 'Oh! I think what's happening here is that...'
- Chat about the story and pictures: 'I wonder why she did that?'; 'Oh no, I hope she's not going to...'; 'I wouldn't have done that, would you?'
- Link the stories to your own family experiences: 'This reminds me of when ...'
- Link stories to others that your child knows: 'Ah! Do you remember the dragon in? Do you remember what happened to him?'
- Encourage your child to join in with the bits they know.

Happy reading! Sharing books and learning to read is crucial for a child to become a happy, confident learner. Many of the books will also be available on youtube for free. The best way to use a youtube book is to pause it and read the story yourself. This maintains the intimate relationship reading often has between parent/carer and child and helps children to recognise your love of reading. Teachers, parents and carers are partners in teaching children to read and we will endeavour to work together in partnership with you. We thank you for your time and support.

Kind regards,

Ms. Miller (Reading Co-ordinator).



Reading At Great Crosby Catholic Primary School Year 3



Hello and welcome to the new school year! Let's hope it's a happy and safe one for all of us. Here are a few immediate things you might like to know about reading at Great Crosby Catholic Primary School.

How the lending of books works:

Reading scheme materials. In year three, some children will be reading the Little Wandle e reading books in a similar way to how they read them in year two, in that children and parents/carers can access the book through the Collins e reading website, or via a hard copy of the book. Some children will be accessing a range of different scheme materials which are colour banded from turquoise to lime. Your child's class teacher will read these with them and your child will bring them home to be read each night for a week. A new book will be provided each week. Your child's reading books should come in and out of school each day. Please look out for the book in your child's book bag. Once a child is passed lime level, they become a free reader, which means that they are independent readers and can choose their own books to read from the class library or home. Your child will receive a book mark to say that they are now a free reader. This will in turn let you know not to expect a scheme book home. Because our stocks are ever depleting, despite having spent many thousands of pounds on books in the very recent past, we are afraid we have made the decision that, if a child does not return their book, they will not receive a new one to take home. You will receive a letter to ask you to return the book.

Your partnership in the reading process is absolutely essential, and extremely appreciated, so please endeavour to keep your child's book in their book wallet and send it in to school every day.

Class libraries. In the classroom, we have some well stocked class libraries. These provide a range of books- non-fiction, fiction and poetry. The children choose their own book from this library and take them in and out of school each day. The element of choice is a really important part of the reading process, allowing children to develop preferences. This book should be shared with your child each night. By sharing, we mean that an adult, or an older sibling, should read the book to the child and involve them in the book by asking questions, looking at the pictures etc, not necessarily the child reading it independently. Sharing a book with an adult is an essential part of the reading process and allows a child to understand intonation, fluency, stopping at punctuation, characterisation, plot etc. If it is a lengthier book, your child may keep it until they've completed it. The class libraries have been designed to encourage children to read a range of texts and a range of different authors, so we really would encourage children to choose books from school.

Reading mastery and reading mastery books. Reading Mastery (RM5) is an essential part of the reading process at Great Crosby. This is where children share the same extract or text for a week and study important reading skills such as summarising, prediction, using what they know already about a subject or a setting (prior knowledge), retrieving information (where the answer can be found in the text) and inferring meaning (where the children have to think about what they know about the text in order to answer questions, because the answer isn't directly there.) Some year groups send the extract home at the end of the week for the children to read to you, so please look in your child's book wallet for the extract. Reading Mastery is a whole school initiative and takes place from Reception to year six.

In key stage two, the PTA very kindly provided sets of books linked to the RM5 extracts covered in class. The idea behind this was to develop Reading for Pleasure (RfP), as many of the children wanted to read the whole of the text they'd studied in Reading Mastery. If your child brings home one of these books, please share it with them in the way you would share a class library book and bring it in and out of school each day, so your child can continue to read it in school.

Home school reading diary. Your child will have a reading diary in their book wallet. This is so that we can keep track of what and how your child is reading at home. Please write a comment in the diary or on the reading card when your child has read. Your child is also very welcome to write a comment in the diary as well. Your child's class teacher will read what you've written.

Reading for pleasure. A whole host of things come in to this. At the start of every school year, we try really hard to set up an environment which encourages children to want to read, choose books and develop preferences. Older children may have a book they have at home that they would like to read in school. This is absolutely fine, and should be brought in and out of school on a daily basis. Those children who are free readers can bring in their own book or choose one from our class library.

Many parents ask us to recommend books for their children to read. Below is a website which provides recommendations for year three. Please review the book lists with your children and see which ones they would like to read.

Year three:

<https://www.booksfortopics.com/year-3>

Please note that some of the books will be suitable for lots of different age ranges.

Recently, the Department for Education issued some support for parents when reading with their children. Some of the ideas apply to older, more confident readers as well as early readers. Please find the advice attached below. We've added some advice of our own to the suggestions as well:

How to read a story to your child -If you can find the time beforehand, read the read-aloud book to yourself first, so you can think about how you're going to read it to your child.

On the first reading:

- Make reading aloud feel like a treat. Make it a special, quiet time and cuddle up so you can both see the book. Set a routine for when to read, such as every night just before bed time.
- Show curiosity about what you're going to read: 'This book looks interesting. It's about an angry child. I wonder how angry he gets...'
- Read through the whole story, or chapter if it's a longer book, the first time without stopping too much. Use different voices and intonation. Let the story weave its own magic.
- Read with enjoyment. If you're not enjoying it, your child won't enjoy the book either. Read favourite stories over and over again.