

Predicting what might happen from details stated and implied

- Knowing what you do about (a character/an event), what might happen next? Why do you think this?
- If the story develops in the way you have predicted, how will (a character) respond? Can you find evidence in the text to explain why you think this is?
- How does the author indicate that (a character) feels excited/worried/scared? Does the author show this directly?

Identifying how language, structure and presentation contribute to meaning

- How are the beginning and end similar? Is the order of events important?
- Why do you think authors use short sentences?
- How do the illustrations/choice of font/bold type/italics contribute to the meaning?

Retrieve and record information from non-fiction

- What is the text about?
- What type of text is it?
- Which subheading could you use instead of this one?
- What title could you give this text?
- When did (an event) first take place? : key people involved?



For further support or additional information, please contact reception and make an appointment with your child's class teacher or a member of the Senior Leadership Team



Watling Rd, Ferry Fryston, Castleford, WF10 3SN
Telephone: 01977 515994 Website: www.oysterpark.co.uk
Email: admin@oysterpark.co.uk



Reading Comprehension

Year 3 Parent Information

Oyster Park Primary Academy



Reading is an important skill, which aids learning in all curriculum areas. At Oyster Park Primary we are dedicated to ensuring children develop a love of reading and become confident readers. We understand the importance of parent partnerships and this booklet provides information for parents and carers on strategies to support and develop reading comprehension at home.

If you have any queries regarding the content of this booklet or want support in knowing, how best to help your child please talk to your child's teacher.

"The more that you read, the more things you will know. The more that you learn, the more places you will go!"

Dr Seuss



SAFE ● RESPECT ● LEARN



KS2

Reading Strands

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

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

2c: Summarise main ideas from more than one paragraph

2d: Make inferences from the text/ explain and justify inferences with evidence from the text



Year 3 Question Prompts

Develop positive attitudes to reading and understand what they have ready by:

Listening to and discussing a wide range of fiction, poetry, plays, non-fiction and reference books or textbooks

- What happened in the story?
- Where does the story take place?
- Who is telling the story?
- Can you find some words or phrases that tell you about this character?
- How are you going to use this book to find out about...?
Reading books that are structured in different ways and reading for a range of purposes

- Why is the text arranged in this way?
- Does the layout and colour of the text have an impact on the reader?
- How are the beginning and end similar?
- What features make this book similar to ...?

Using dictionaries to check the meaning of words they have read

- Can you use alphabetical order to find this word in the dictionary?
- Which of the meanings given is the correct one for this context?

Increasing their familiarity with a wide range of books, including fairy stories, myths and legends and re-telling some of these orally

- Where and when is this story/text set? How does the writer show this?
- What effect does the setting have on the story?
- How did this character respond to *(an event)*?
- Can you use a particular action, or tone, to show this?

Identifying themes and conventions in a wide range of books

- What is the genre of this story? How do you know?
- Have you read any other books in this series/by the same author/about this topic?

Discussing words and phrases that capture the reader's interest and imagination

- What did you enjoy about this story?
- What was the most exciting or interesting part? Can you explain why?
- Which part of the story best describes the setting?
- Can you identify words in the text which help the author create mood/effect?

Recognising some different forms of poetry (e.g. free verse, narrative poetry)

- Did you hear any repeating patterns or patterns in structure in this poem?
- Does this poem tell a story?
- How does the author use the shape of the poem to reflect its meaning?
- Does the poem follow the pattern of natural speech?

Understand what they read, in books they can read independently by:

Checking that the text makes sense, discussing their understanding and explaining the meaning of words in context

- Drawing on what you know about this character already, does his response to (an event) make sense?
- Can the context of (an unfamiliar word) help you to understand what it means?
- Why is there a bullet point/exclamation mark/question mark here? What effect does it have?

Drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence

- Can you choose a character and say what they felt/thought/did in response to events? How do you know?
- What does... tell you about how the character is feeling?
- How did this character's actions affect the outcome of the story?



KS2

Reading Strands

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

2f: Identify/explain how information/ narrative content is related and contributes to meaning as a whole

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

2h: Make comparisons within the text

