

Supporting Reading at Home

Guide for Year 3 parents & carers

Read Write Inc. → fluency → comprehension → reading for
pleasure

The KS1 and Year 2 reading journey

1

Read words accurately

Use phonics to decode unfamiliar words.

2

Read fluently

Less sounding out;
smoother, expressive
reading.

3

Understand

Think about vocabulary,
events, ideas and
characters (looking at
comprehension).

4

Read widely

Fiction, non-fiction,
poetry, comics and
books for pleasure.

It might be that your child is already reading fluently, or it might be they still need some support with decoding. If your child received a report from Year 2 that they are 'working below age expected levels' then they will be put into a reading intervention to close the gaps with their phonics or comprehension skills.

All children will be part of guided reading sessions in class that aim to encourage inference, prediction and to introduce new vocabulary and punctuation.

Phonics: what is it?

Phonics = sounds + letters

Children learn the relationship between phonemes (sounds) and graphemes (letters/letter groups), then blend them to read words.

Fred Talk

If a word is unfamiliar, children can say the sounds and blend them together. For example: c-a-t → cat.

- Children continue to use phonics until decoding becomes automatic and fluent.
- Read Write Inc. books are matched to the sounds children have been taught, supporting success and confidence.
- Some words are taught as 'tricky' 'red' words because they cannot always be decoded using the patterns already learned.
- Even in Year 2 and KS2 phonics remains useful when a child meets an unfamiliar word.

How to support Phonics at home

- Listen to the school reading book regularly. Let your child practise a book they know so they can build accuracy, then fluency and expression. This can also help build confidence!
- Encourage 'pure' sounds: mmm, sss, fff rather than adding an 'uh' sound.
- If your child is stuck: pause → look at the word → use the sounds they know → blend → reread the whole sentence.
- Do not rush to tell them the word. Give them thinking time.
- Keep phonics practice short and positive. Follow the sounds and words your school has taught.
- Read aloud to your child too — this builds vocabulary, comprehension and a love of stories.

A great habit

After decoding a tricky word, ask your child to reread the sentence. This helps the reading sound like language rather than a list of words.

From decoding to comprehension

Decoding

"What does this word say?"
Using phonics to work out unfamiliar words.

Fluency

"Can I read this smoothly?"
Accurate, increasingly automatic reading with expression.

Comprehension

"What does this mean?"
Understanding, explaining, predicting, inferring and discussing.

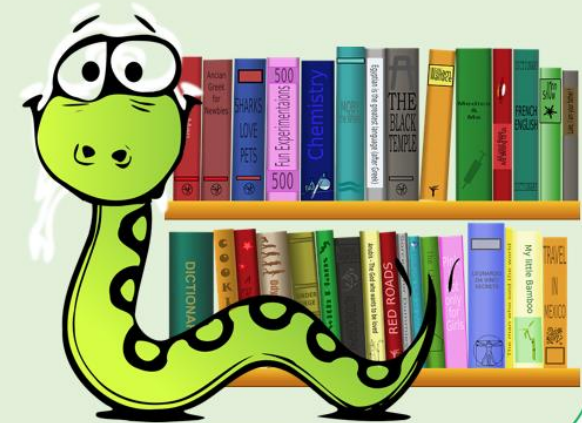
- These skills overlap as children do not suddenly 'finish phonics' and start comprehension.
- As decoding becomes more automatic, more attention can be given to meaning.
- Children can discuss and understand books that are too difficult for them to read independently. Reading aloud to them is therefore still essential.

What does comprehension mean?

- Vocabulary - work out or discuss the meaning of words and phrases.
- Inference - read between the lines: what can we work out from clues?
- Prediction- use clues to say what might happen next.
- Evidence- give an idea and explain it using evidence from the book.
- Retrieval - find information that is stated in the text.
- Sequencing/Summarising — explain what happened and put events in order.

Reading Vipers

Vocabulary
Infer
Predict
Explain
Retrieve
Sequence or Summarise



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Questions to ask while reading

Before

Look at the title and pictures.

- What do you think this might be about?
- What do you already know?
 - What might happen?

During

Pause at interesting points.

- What does this word mean?
 - Why did they do that?
- What might happen next?
 - How do you know?

After

Talk about the whole text.

- What was the main event/idea?
- How did the character feel?
 - What did you learn?
- Would you recommend it? Why?

Vocabulary: the hidden key to comprehension

- Children understand texts better when they know the meanings of the words they meet.
- Stop occasionally for a word that is interesting or important — but you do not need to explain every unfamiliar word.
- Try: "What do you think ____ means here?" "What word could we use instead?" "Can you use it in a sentence?"
- Read widely: stories, non-fiction, poetry, comics, recipes, instructions, magazines and information online.
- Keep talking! Everyday conversation, questions and explanations build the language children bring to reading.

Reading for pleasure counts

- Your child does not have to read a 'school book' every time.
- Let them choose sometimes — interest and enjoyment are powerful motivators.
- Share books that are above their independent reading level by reading them aloud.
- Try comics, poetry, joke books, non-fiction, magazines, audiobooks and familiar favourites.
- Re-reading is not wasted reading. Familiar texts help children build fluency, vocabulary and confidence (confidence is the key to building the reading for pleasure!)
- Make reading part of family life: bedtime stories, recipes, instructions, maps, menus and signs all count.

Recommended books for Year 3

<https://schoolreadinglist.co.uk/reading-lists-for-ks2-school-pupils/year-3/>

Reading for pleasure should be done with books that are at the children's level.

It is still very much ok for you to read to your child in Year 3! It might be more challenging texts that children can't yet access can be read to them by an adult. The process of listening to a story and hearing the language is incredibly beneficial.

Helpful comprehension resources

Oxford Progress with Oxford: Comprehension Age 6-7

Short activities focused on understanding text; suitable for Year 2.

Schofield & Sims First Comprehension 1: Year 2

Graded texts and questions practising core comprehension skills.

Oxford Owl: free eBook Library

Free online books, including fiction and non-fiction, with reading support.

School reading books + library books

Often the best resource: read, reread, talk and ask questions together.

Keep it positive: common worries

"They keep guessing!"

Encourage them to look carefully at the word and use phonics. Praise checking and correcting.

"They don't want to read."

Offer choice, keep sessions short, read aloud, and connect books to their interests.

"They read the words but don't understand."

Slow down and talk about vocabulary, events, characters and ideas. Ask 'how do you know?'

"The book is too easy."

Easy books still build fluency. Add a richer read-aloud or discussion rather than jumping too far ahead.

Useful websites & further reading

Oxford Owl — Read Write Inc. parent guide

<https://home.oxfordowl.co.uk/reading/reading-schemes-oxford-levels/read-write-inc-phonics-guide/>

Oxford Owl — Reading in Year 2

<https://home.oxfordowl.co.uk/reading/reading-age-6-7-year-2/>

Oxford Owl — Free eBook Library

<https://home.oxfordowl.co.uk/reading/free-ebooks/>

BookTrust — Books to read aloud to ages 6-7

<https://www.booktrust.org.uk/book-recommendations/booklists/books-to-read-aloud-to-ages-6-and-7/>

GOV.UK — National Curriculum: English

<https://www.gov.uk/government/publications/national-curriculum-in-england-english-programmes-of-study/national-curriculum-in-england-english-programmes-of-study>

GOV.UK — Optional KS1 tests: parent information

<https://www.gov.uk/government/publications/optional-key-stage-1-national-curriculum-tests-information-for-parents>