



## Reading in Year 3

## Reading question starters to support your child at home

### *Word Reading:*

- 1. Apply his/her growing knowledge of root words, prefixes and suffixes (etymology and morphology), both to read aloud and to understand the meaning of new words he/she meets, including dis-, mis-, in-, il-, im-, ir-, -ly,**
- 2. Read further exception words, noting the unusual correspondences between spelling and sound, and where these occur in the word.**

### *Comprehension*

#### LITERAL

- 1. Maintain positive attitudes to reading and understanding of what he/she reads by listening to and discussing a wide range of fiction, poetry, plays and non-fiction.**
- 2. Maintain positive attitudes to reading and understanding of what he/she reads by identifying themes in books.**
- 3. Maintain positive attitudes to reading and understanding of what he/she reads by increasing his/her familiarity with a wide range of books, including fairy stories, myths and legends, and retell some of these orally.**
- 4. Understand what he/she reads independently by checking that the text makes sense to him/her, discussing his/her understanding of words.**
- 5. Understand what he/she reads independently by asking questions to improve his/her understanding of a text.**
- 6. Understand what he/she reads independently by identifying main ideas drawn from within one paragraph and summarise these.**

### *Literal question starters:*

- Who are the main characters in the story?
- What did the character say? What does this tell us about them?
- Where is the story set? Can you describe the setting?
- Can you find the part of the text/story that tells us that...?
- What happens at the beginning/middle/end of the story?
- Can you tell me three things to describe what the character is feeling when...?
- What are some of the key words in the text that tell us about the setting / characters?
- What have you found out about from reading this text?
- What are the main ideas?

### *Inference Question starters:*

- From your reading so far, what do you predict will happen next? How will it end?
- What is this character like? Why do you think that?
- What do you think...is thinking/feeling? What makes you think that?
- Why do you think the character did...?
- Do you think the character was being honest when they said...?
- Look at the speech. What clues do they give us about the character's thoughts/feelings/actions?
- What are we told about what the character is thinking? What clues are there?  
(Non-fiction)
- How does this information help you answer the following question?  
What do you think the main theme is? Why



## INFERENCE

1. Understand what he/she reads independently by drawing inferences, such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence.
2. Understand what he/she reads independently by predicting what might happen from details stated.

## STRUCTURE

1. Retrieve and record information from non - fiction.
2. Understand what he/she reads independently by identifying how language, structure, and presentation contribute to meaning, including, paragraphs, headings, sub-headings, and inverted commas to punctuate speech.

### ***Structure Question starters:***

- How is the story/text organised? What are the different sections/parts?
- What are the main features of this type of writing?
- How is the text presented? Why? (E.g. sub-headings-bold-italics-bullet points, etc.)
- How do the illustrations /diagrams/photographs support our understanding of the text?
- How does the sentence structure affect the way we read this?
- How does the punctuation in this sentence help us to read it?

## LANGUAGE FOR EFFECT

1. Maintain positive attitudes and understanding of what he/she reads by discussing words that capture the reader's interest and imagination.

## ATTITUDE

1. Maintain positive attitudes and understanding of what he/she reads by reading books that are structured in different ways. (falls under 'structure' also)
2. Maintain positive attitudes and understanding of what he/she reads by reading aloud poems and performing play scripts.
3. Participate in reasoned discussion about books, poems and other material that is read to him/her and those he/she can read for himself/herself, taking turns and listening to what others say.

### ***Language for Effect Question starters:***

- The author used the phrase... What do you think he meant by that?
- Which words/phrases tell the reader that the main theme/idea is...?
- Which words do you think are particularly effective?
- What does this word tell us about the character/setting etc?
- Which verbs/adverbs/adjectives/ have been used in this section?
- What is the effect?
- How does the dialogue help to move the story on?
- What technical vocabulary has been used? How does this support you as a reader?
- How is the atmosphere/mood conveyed in this text?
- Why do you think the following have been used? Alliteration/ repetition/ varying sentence lengths /rhyme /similes /metaphors/ personification, etc.