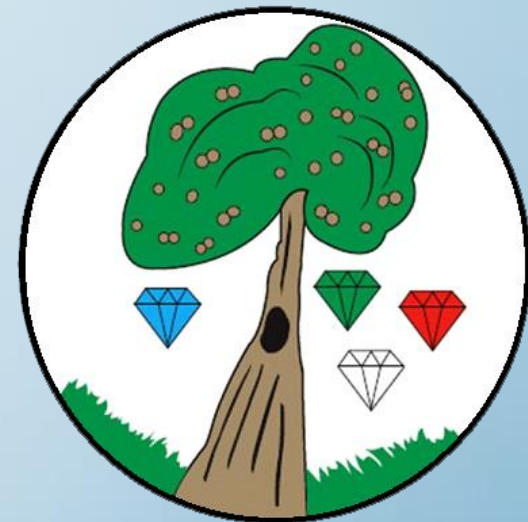




# Parent Reading Workshop

Year 3&4 Focus  
Alex Kershaw



# Reading Workshop

- Big Cat Reading Scheme
- Phonics
- Supporting Reading at Home
- Reading Expectations
- Useful Websites

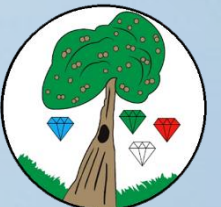


# Big Cat Reading

Book band	Age (years)	Year group	Additional information
Lilac/Band 0	Up to age 4	Nursery	Letters and Sounds Phase 1
Pink A/Band 1A	4–5	YR/P1	Letters and Sounds Phase 2
Pink B/Band 1B	4–5	YR/P1	Letters and Sounds Phase 2
Red A/Band 2A	4–5	YR/P1	Letters and Sounds Phase 3
Red B/Band 2B	4–5	YR/P1	Letters and Sounds Phase 3
Yellow/Band 3	4–5	YR/P1	Letters and Sounds Phase 4
Blue/Band 4	5–6	Y1/P2	Letters and Sounds Phase 4
Green/Band 5	5–6	Y1/P2	Letters and Sounds Phase 5
Orange/Band 6	5–6	Y1/P2	Letters and Sounds Phase 5
Turquoise/Band 7	5–6	Y1/P2	Letters and Sounds Phase 5 & 6
Purple/Band 8	6–7	Y2/P3	
Gold/Band 9	6–7	Y2/P3	
White/Band 10	6–7	Y2/P3	
Lime/Band 11	6–7	Y2/P3	
Copper/Band 12	7–8	Y3/P4	
Topaz/Band 13	7–8	Y3/P4	
Ruby/Band 14	8–9	Y4/P5	
Emerald/Band 15	8–9	Y4/P5	
Sapphire/Band 16	9–10	Y5/P6	
Diamond/Band 17	10–11	Y6/P7	
Pearl/Band 18	10–11	Y6/P7	



Collins  
**BIG CAT**



# Phonics



Phase 5 Sounds

## Before reading

### Practising phonics: Phase 4

- Your child is learning to read words that contain adjacent consonants with short vowel sounds (e.g. *trip*).
- Read the words together.

and plan trip plum slip  
slop best felt stand splat

Common exception words:

to the I we was said have like so  
do some there little of here

### Check understanding

- Ask your child:
  - What do these words mean?

plan spot slop

- In this book, **spot** means place, like under a tree. Also, **Spot** (with a capital) is the name of one of the deer.

### Talk about it

- Look at the cover together and read the title. Ask your child:
  - What can you see in the picture? (*deer, plums on a tree*)
  - Have you eaten any plums or similar fruit?
  - What do you think the deer are thinking about?
  - What do you think will happen in this story?
- Now read the book. Enjoy looking at the pictures and talking about them.

If your child is still sounding out words please read through the story 3 times, first to practice phonics, second to gain fluency and third to ensure understanding.





# Supporting Reading at Home

## Recall Questions

- Where does the story take place?
- Who are the characters in the book?

## Application Questions

- Can you think of another story that has a similar theme? E.g. good vs evil or weak vs strong.
- What other authors have you read that write in a similar style? E.g. multiple perspectives, flashbacks.

## Analytical Questions

- What do you think the character is going to do?
- What synonyms could the writer have used to replace this word? Why do you think they chose this word?

### *Proven power of reading*

- Reading for pleasure is more important for children's cognitive development than their parents' level of education and is a more powerful factor in life achievement than socio-economic background. <sup>6</sup>
- 16-year-olds who choose to read books for pleasure outside of school are more likely to secure managerial or professional jobs in later life. <sup>7</sup>
- Having books in the home is associated with both reading enjoyment and confidence. Of children who report having fewer than 10 books in their homes, 42% say they do not like reading and only 32% say they are 'very confident' readers. For children who report having over 200 books at home, only 12% say they do not like reading and 73% consider themselves 'very confident' readers. <sup>8</sup>
- Children who read books often at age 10 and more than once a week at age 16 gain higher results in maths, vocabulary and spelling tests at age 16 than those who read less regularly. <sup>9</sup>

The Reading Agency



## Home Reading Expectations- Year 3 and 4



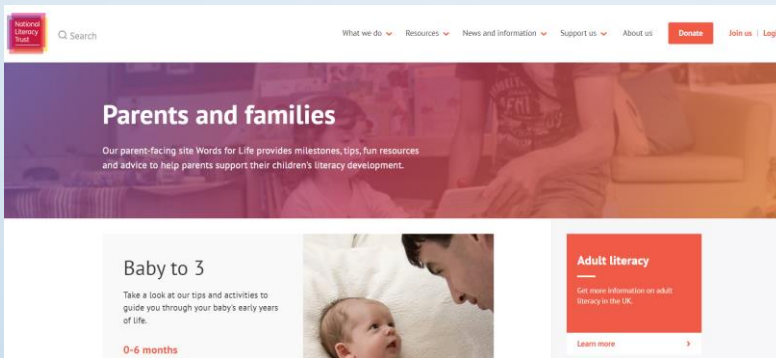
- Children are expected to read their school reading book at home daily.
- Children are expected to bring their reading book to school daily.
- Children's reading records and levelled reading books are monitored regularly to ensure:
  - Children are reading regularly.
  - Children are able to talk about the text.
  - Children can answer comprehension questions about what they have read.

When reading, children need to:

- Observe and respond to different punctuation e.g. 'pause at the comma' or 'change their voice when asking a question.'
- Find out about or discuss new vocabulary e.g. 'why might the author have chosen to use that word?' What is the meaning of the word?
- Talk about the effectiveness of description in the story e.g. 'What effect does that have on the reader?' 'Why?' Discuss characters behaviour and actions and possible reasons behind it.
- Children should be able to recount the sequence of events in a story in order to make predictions.
- Parents/~~Carers~~ are expected to record each home read in the reading diary and sign the reading record to earn rewards for the frequency of their child's reading.
- Teachers and TA's will sign the diary weekly or comment when/as appropriate using green pen
- If a child loses or damages a school reading book. A letter will be sent home to parents requesting £5 to replace the book.



## Useful Websites



- <https://www.thereaderteacher.com/>
- <https://storylineonline.net/>
- <https://literacytrust.org.uk/parents-and-families/>
- <https://www.booktrust.org/familyresources/>
- Reading Eggs



If you have any questions or queries about reading at home please ask your child's class teacher or email me.

[akershaw@bessemergrange.southwark.sch.uk](mailto:akershaw@bessemergrange.southwark.sch.uk)

