



## Reading

Your child will be revising the 42+ sounds (phonemes) and all their spelling patterns (graphemes) in school. Your child's teacher will be happy to give you a sound grid if you wish, to further support your child at home (grid with all the letters relating to the 42+ sounds, and pictures which remind the children of the sound they make).

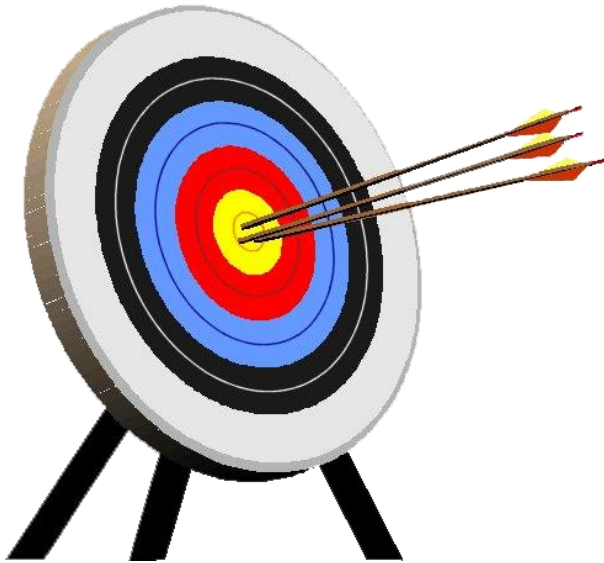
Spending time reading to your child is just as important as hearing them read. Children need to hear stories to increase their vocabulary and develop their understanding. When reading with them, point out good descriptions and interesting words or ask them to predict what might happen next. Help them to think about characterisation and inferred meanings, eg- Why do you think they did that? How do you imagine they are feeling?

As children progress in reading, it is no longer about learning to read, but reading to learn, and good comprehension is vital. As children become more confident and competent readers, they often want to read more on their own. This is fine, but do still talk about what they have learnt, to check their comprehension.

Reading isn't only about books. Involve your child in reading whenever you can, for example pick up leaflets if you visit a museum or a zoo and ask them to choose what to see first / find out where the giraffes are or help them find out more information on a school topic on the internet.

# **Literacy in Year Three**

**Ways to Support Your Child  
and  
Termly Targets**





## Termly Targets

At Milton we are focusing on improving our writing.

In Year Three the children will be progressing through the targets below.



1. I can write in sentences that start with capital letters and end in full stops.
2. I can use different words to join simple sentences/ phrases, for example- but, while, because, so.
3. I can use interesting words in my writing (verbs, adverbs and adjectives), for example- razor-sharp axe 'lurched' (instead of 'walked').
4. I can start sentences in different ways (eg- with a descriptive phrase) and add detail to my writing.  
For example: **Slowly and quietly**, Jack peered around the beanstalk to check if the giant was following him.  
**An old grey haired man** was shuffling down the long road towards him.

You can support your child in the work they are doing in school. The following pages give you some ideas.

## Ways to Help at Home



### Writing

Encourage them to write wherever possible, this can be anything at all from, creating a scrapbook for a special holiday, writing down information they have found out for a topic in school, to writing an e-mail to granny. Help your child think about what they are going to write, "Do we need to write this in an order?", and also prompt them to include detail "tell granny about what we did on Saturday".

As well as needing to ask you for the correct spelling pattern for a particular sound, children need help to remember tricky words (words that we can't sound out). You can use any method to help them from mnemonics to a 'look at it, say it, write it, check it' method. As you are reading together, point out spelling patterns to increase their awareness.



### Speaking and Listening

Encourage your child to bring in items connected with topics and help them prepare what they are going to tell the class. Encourage your child to explain to you the reasons why they liked or disliked a book. Help them read a poem out loud, thinking about expression, tone and volume of their voice (they could perform it to their class).