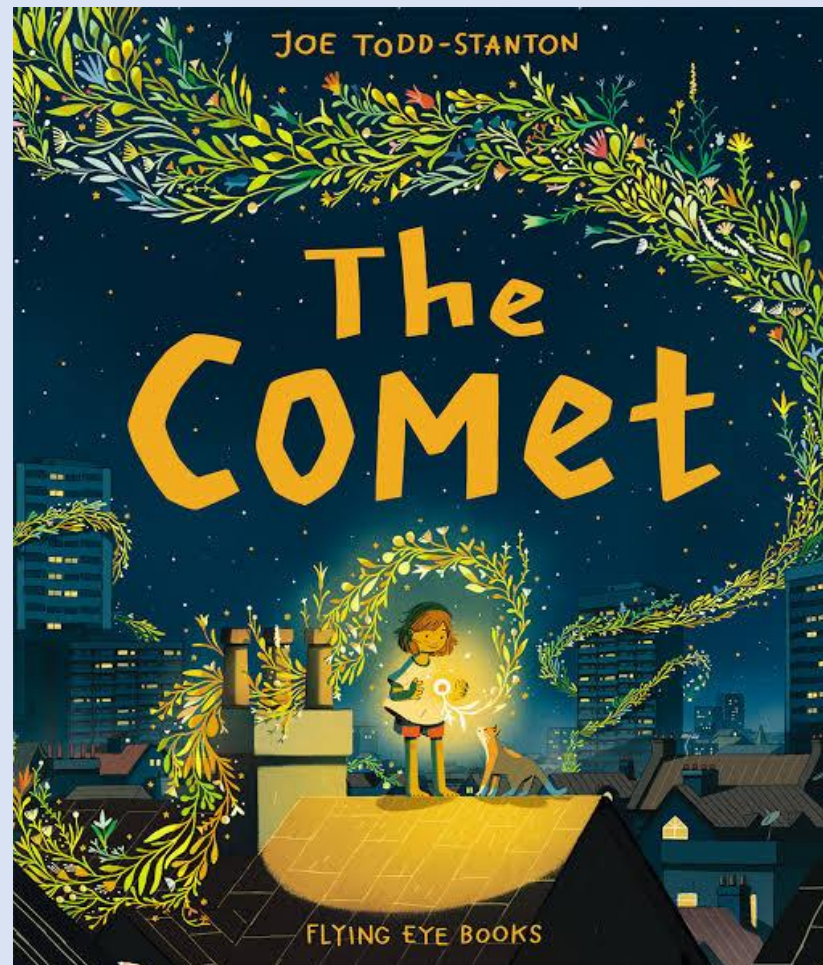


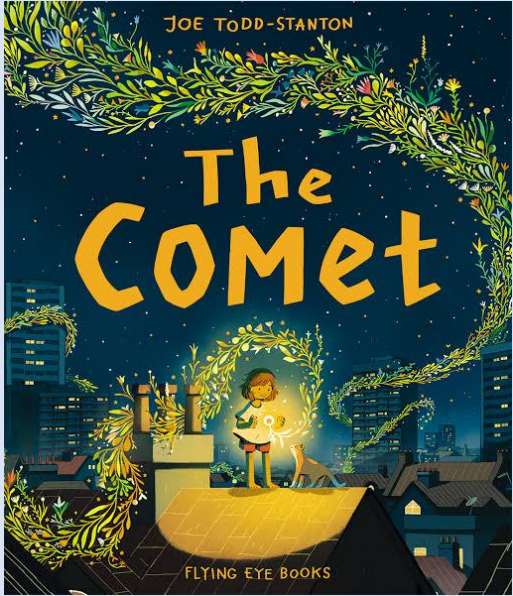
Year 3 Reading Workshop

Each half term, the children focus on two texts which they explore in depth, first to understand the vocabulary and story line and then to create a piece of writing.

The children are going to model how we use **echo reading**, **choral reading** and **partner reading** to build fluency.



In guided reading sessions, when we are not reading the text for fluency, we focus on book talk and reading skills.



Retrieval questions (directly from the text):

What sound did Nyla like to listen to when she fell asleep in her old house?

Inference questions (making a smart guess by putting clues together):

Why does Nyla feel like her dad is "far away" even though they live in the same city apartment?

Because he went back to their seaside house.

Because his mind is completely focused on his busy new job.

Because they live in a massive, giant castle.

Because he is hiding from Nyla in a secret room.

Summarising questions (retelling the most important parts):

Number the sentences from 1 to 4 to show the order they happen in the story. The first one has been done for you.

[] A magical comet crashes into the city streets.

[**1**] Nyla and her dad live in a cosy house by the sea.

[] Nyla and her dad paint together and make the city feel like home.

[] Nyla moves to a grey, noisy city and feels very lonely.

Book talk can be before reading the text or in the middle of it.



Prediction:

What do you think is happening in the picture?

What do you think the book is going to be about?

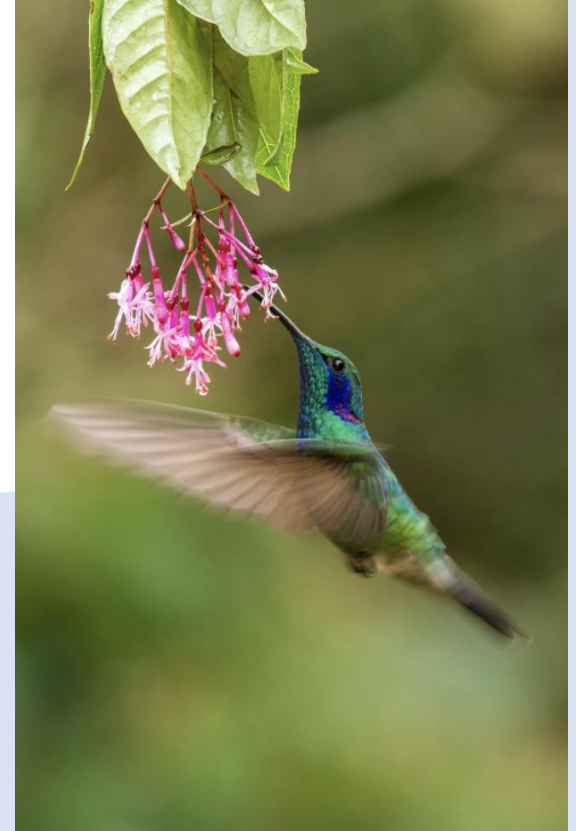
Does it remind you of any other books you have read before?

Asking questions:

Think of three questions that you could ask to find out more about this part of the story.

Fluent Zoo – Sloth and Hummingbird

Now we are going to read a playscript featuring two very different characters.



Are these animals that you recognise?

Do you know anything about them?

If they were characters in a book or film, what might they be like?

Listen to the lines from this playscript below being read out loud.

How does the reader use the **stage directions** and **punctuation** to help them read in a particular way this time?

Sloth (*impossibly slowly*): Hello ... Humming ... bird.

Hummingbird (*at 100 miles an hour*): Hi Sloth! How are you? What have you been up to today? Have you been anywhere? Has anyone been to visit you? Have you had breakfast?

Sloth: I ate some ... leaves ... for ... breakfast.



Working with a partner, read this script together.

Can you use your voice to show the characters' personalities and reflect how they speak?

You can swap roles once you've finished. Which character do you prefer being this time?



Sloth and Hummingbird

Sloth and Hummingbird were the best of friends.

Hummingbird was very fast and Sloth was very...

Sloth: *(impossibly slowly)* Hello ... Humming ... bird.

Hummingbird: *(at 100 miles an hour)* Hi Sloth! How are you? What have you been up to today? Have you been anywhere? Has anyone been to visit you? Have you had breakfast?

Sloth: I ate some ... leaves ... for ... breakfast.

Hummingbird: Sounds delicious! I've been drinking sweet nectar from flowers all morning. I need lots of energy to keep these wings flapping, you see. It gives me a bit of a sugar rush, though.

Sloth: Maybe ... I should try ... some nectar...

Hummingbird: Great idea! I'll get you some. Wait there!

Hummingbird flies off at great speed.

Sloth: ... it might give ... me some ...

Hummingbird: I'm back! Here you go!

Sloth: ... energy.

Very slowly, Sloth takes a sip of nectar. Hummingbird watches expectantly.

Hummingbird: Well? Is it working? Are you feeling more energetic?

Sloth: Yes, I think I ... zzzzzzz *(Sloth begins to snore. Loudly.)*.

This is the list of Year $\frac{3}{4}$ common exception words that your child needs to know.

accident		complete		fruit	
accidentally		consider		grammar	
actual		continue		group	
actually		decide		guard	
address		describe		guide	
although		different		heard	
answer		difficult		heart	
appear		disappear		height	
arrive		early		history	
believe		earth		imagine	
bicycle		eight		increase	
breath		eighth		important	
breathe		enough		interest	
build		exercise		island	
business		experience		knowledge	
busy		experiment		learn	
calendar		extreme		length	
caught		famous		library	
centre		favourite		material	
century		February		medicine	
certain		forward		mention	
circle		forwards		minute	
natural		question			
naughty		recent			
notice		regular			
occasion		reign			
occasionally		remember			
often		sentence			
opposite		separate			
ordinary		special			
particular		straight			
peculiar		strange			
perhaps		strength			
popular		suppose			
position		surprise			
possess		therefore			
possession		though			
possible		thought			
potatoes		through			
pressure		various			
probably		weight			
promise		woman			
purpose		women			
quarter					

Spelling Shed – Year 3

<i>actual</i>	<i>centre</i>	<i>build</i>	<i>address</i>	<i>accidentally</i>	<i>special</i>
<i>bicycle</i>	<i>disappear</i>	<i>describe</i>	<i>mention</i>	<i>breathe</i>	<i>strange</i>
<i>answer</i>	<i>heart</i>	<i>imagine</i>	<i>arrive</i>	<i>century</i>	<i>difficult</i>
<i>circle</i>	<i>minute</i>	<i>library</i>	<i>occasionally</i>	<i>eight</i>	<i>important</i>
<i>earth</i>	<i>regular</i>	<i>natural</i>	<i>certainly</i>	<i>consider</i>	<i>length</i>
<i>enough</i>	<i>decide</i>	<i>ordinary</i>	<i>probably</i>	<i>guard</i>	<i>perhaps</i>
<i>island</i>	<i>early</i>	<i>promise</i>	<i>experience</i>	<i>heard</i>	<i>position</i>
<i>fruit</i>	<i>learn</i>	<i>recent</i>	<i>reign</i>	<i>peculiar</i>	<i>pressure</i>
<i>often</i>	<i>notice</i>	<i>suppose</i>	<i>history</i>	<i>possible</i>	<i>question</i>
<i>popular</i>	<i>therefore</i>	<i>weight</i>	<i>sentence</i>	<i>quarter</i>	<i>purpose</i>

Spelling Shed – Year 4

strength	favourite	extreme	surprise	guide	
grammar	complete	although	separate	possess	
calendar	continue	breath	group	forwards	
Women	experiment	caught	height	accident	
appear	February	different	potatoes	eighth	
straight	naughty	exercise	though	occasion	
interest	material	medicine	particular	Wednesday	
opposite	knowledge	thought	through	actually	
increase	remember	business	caught	busy	
believe	famous	possession	woman	forward	

Y1 CEW

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Y2 CEW

after			eye			only		
again			fast			parents		
any			father			pass		
bath			find			past		
beautiful			floor			path		
because			gold			people		
behind			grass			plant		
both			great			poor		
break			half			pretty		
busy			hold			prove		
child			hour			should		
children			improve			steak		
Christmas			kind			sugar		
class			last			sure		
climb			many			told		
clothes			mind			water		
cold			money			who		
could			most			whole		
door			move			wild		
even			Mr			would		
every			Mrs					
everybody			old					

When your child reads at home, please log it on 'Learning with Parents'.

This allows us to see what sort of genres they are reading, how often they are reading / being read to and how well they have understood the text.

<https://learningwithparents.com/>