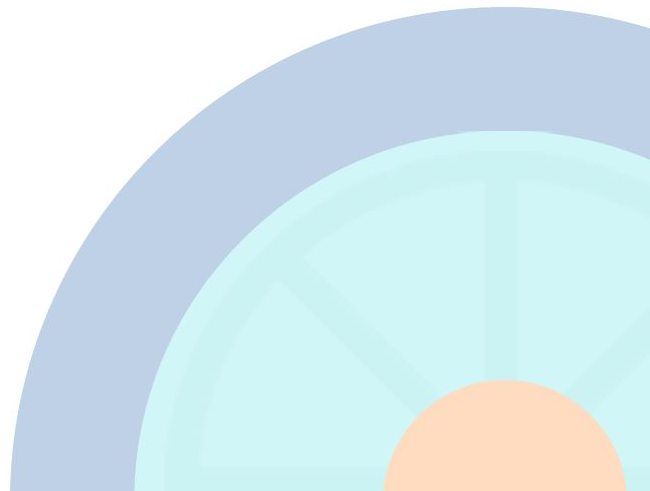




# Portway Junior School Reading and Handwriting Workshop to Year 3 Parents'



Portway Junior School



## Aims of reading workshop:

- A. The reading process – how we teach your children to read and develop into confident, fluent, independent readers.
- B. Helping your child – useful strategies to support your child at home.
- C. Useful links and resources – links and resources to make reading enjoyable for you and your children.



# Why is reading important?







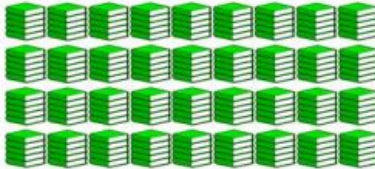



**Improves Vocabulary:** Reading together introduces new words, helping expand your child's vocabulary and language skills.

**Enhances Comprehension:** It helps your child understand and retain stories, boosting their ability to think critically about what they read.

**Builds Bonding Time:** Reading together creates quality time for connection, fostering a love of books and learning.

**Develops Fluency:** Hearing fluent reading and practicing aloud helps your child improve their reading speed and accuracy.

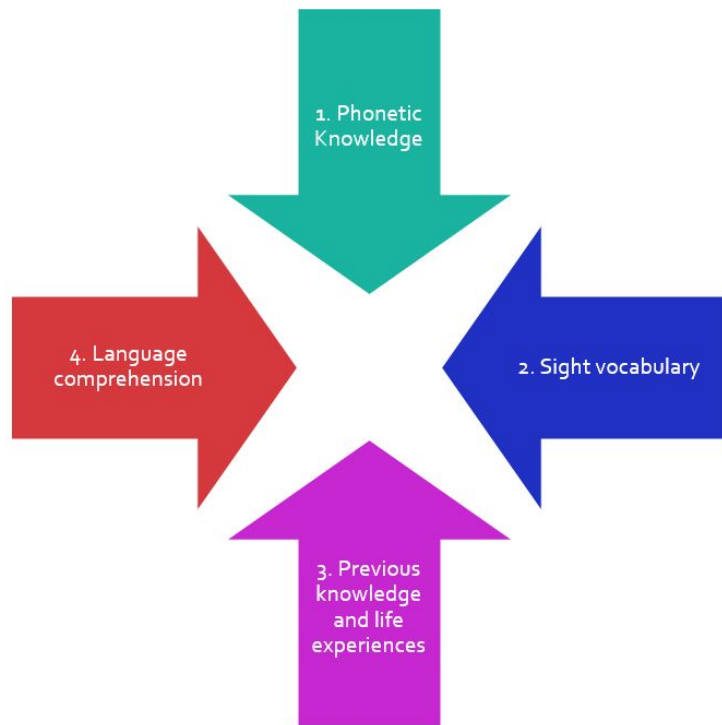
**Strengthens Cognitive Skills:** Regular reading enhances memory, attention, and problem-solving abilities, supporting overall cognitive development.

Child A reads for <b>20</b> minutes per night, 5 times a week 	Child B reads for <b>4</b> minutes per night...or not at all 
<b>In one week:</b> <b>100</b> minutes of reading 	<b>In one week:</b> <b>20</b> minutes of reading 
<b>In one month:</b> <b>400</b> minutes of reading 	<b>In one month:</b> <b>80</b> minutes of reading 
<b>In one school year (9 months):</b> <b>3,600</b> minutes of reading 	<b>In one school year (9 months):</b> <b>720</b> minutes of reading 
<b>By the end of year 6:</b> <b>28,800</b> minutes of reading (80 school days) 	<b>By the end of year 6:</b> <b>5,760</b> minutes of reading (16 school days) 

# Reading is a complex process



A good reader will have good recognition and good comprehension. Both comprehension age and reading age are important!

1. EYFS – Beginner readers to developing readers
2. Key Stage One – Developing readers to developing fluency
3. Key Stage Two – Developing fluency to confident, fluent and independent readers.





# Reading at Portway Junior School

- Teacher reading aloud sessions
  - 1:1 teaching with the teacher or teaching assistant
  - Read books independently
  - 4x per week reading comprehension lessons
  - Daily RWInc phonics lessons
  - Regular visits to the fiction and non-fiction library
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# End of year expectations

- Pupils will be able to read 130 words per minute at the end of Year 3
- Pupils will be able to read 140 words per minute at the end of Year 4
- Pupils will be able to read 160 words per minute at the end of Year 5
- Pupils will be able to read 170 words per minute at the end of Year 6

Year 3 children are expected to:	To support this, you could say:
<ul style="list-style-type: none"> <li>• apply their growing knowledge of root words, prefixes and suffixes, both to read aloud and to understand the meaning of new words they meet</li> </ul>	<p>Can you find a word which begins with the prefix dis-?</p> <p>What does the prefix anti- mean? So what might this new word mean?</p>
<ul style="list-style-type: none"> <li>• develop positive attitudes to reading and an understanding of what they have read</li> </ul>	<p>What happened in your story?</p> <p>What kind of text would you like to read next?</p>
<ul style="list-style-type: none"> <li>• listen to and discuss a wide range of fiction, poetry, plays, non-fiction and reference books</li> </ul>	<p>What did you think about...?</p> <p>Shall we go and watch a play about...?</p>
<ul style="list-style-type: none"> <li>• use dictionaries to check the meaning of words they have read</li> </ul>	<p>If you're not sure what a word means, what could you do?</p>
<ul style="list-style-type: none"> <li>• increase their familiarity with a wide range of books, including fairy stories, myths and legends, and retell some of these orally</li> </ul>	<p>What genre is this text?</p> <p>Can you tell me the story of...?</p> <p>Do you know any myths?</p>

Year 3 children are expected to:	To support this, you could say:
<ul style="list-style-type: none"> <li>• identify themes and conventions within texts</li> </ul>	<p>What message do you think this story is trying to tell us?</p>
<ul style="list-style-type: none"> <li>• prepare poems and playscripts to read aloud and to perform, showing understanding through intonation, tone, volume and action</li> </ul>	<p>Would you like to read a poem to us after dinner?</p> <p>This part of the script is a troll speaking; how might they say it?</p>
<ul style="list-style-type: none"> <li>• discuss words and phrases that capture the reader's interest and imagination</li> </ul>	<p>What an interesting use of words; why do you think the author chose those?</p>
<ul style="list-style-type: none"> <li>• recognise some forms of poetry, e.g. free verse, narrative poetry</li> </ul>	<p>Do you know what kind of poem this is?</p>
<ul style="list-style-type: none"> <li>• check that the text makes sense to them</li> </ul>	<p>Did you understand that?</p>
<ul style="list-style-type: none"> <li>• discuss their understanding of the text</li> </ul>	<p>What do you think that means?</p>
<ul style="list-style-type: none"> <li>• explain the meaning of new words in context</li> </ul>	<p>What does... mean? I've never heard of that before.</p>
<ul style="list-style-type: none"> <li>• ask questions to improve their understanding of the text</li> </ul>	<p>Is there anything you want to ask that you're not sure about?</p>
<ul style="list-style-type: none"> <li>• draw inferences such as inferring characters' feelings, thoughts and motives</li> </ul>	<p>How do you think... is feeling? What makes you think that?</p> <p>Why did he make that choice?</p>

Year 3 children are expected to:	To support this, you could say:
<ul style="list-style-type: none"> <li>• predict what might happen from the details stated and implied</li> </ul>	<p>If they just..., what might they do next?</p> <p>Who could it be? What makes you think that?</p>
<ul style="list-style-type: none"> <li>• identify the main ideas drawn from more than one paragraph and summarise these</li> </ul>	<p>So, what has this part of the story been about?</p> <p>Have you spotted a theme in the story?</p>
<ul style="list-style-type: none"> <li>• identify how language, structure and presentation contribute to meaning</li> </ul>	<p>Why do you think the author has used... in the text?</p>
<ul style="list-style-type: none"> <li>• retrieve and record information from non-fiction texts</li> </ul>	<p>What did...?</p> <p>Which part tells you about...?</p>
<ul style="list-style-type: none"> <li>• participate in discussion about both books that are read to them and those they can read themselves, taking turns and listening to what others say</li> </ul>	<p>Would you like me to read this page?</p> <p>What did you think of...?</p> <p>I thought that...</p> <p>Do you think... would like this book?</p> <p>What makes you think that?</p>



## Reading at Portway Junior School

Children throughout Y3, 4, 5 and 6 are taught different strategies to help them determine the meaning of unfamiliar words. You can encourage your children to use these at home.

Look for words within the words.

E.g. The boy stared at the crowd in **amazement**.

Read around the word to find meaning.

E.g. The girl **peered** at the screen.

If you think you know, replace it with a synonym (a word with the same or similar meaning) to see if it makes sense.

E.g. The lion **devoured** its prey.





# Reading strategies you can do at home

**Echo Reading:** The adult reads a sentence, and the child repeats it, imitating tone and expression. This builds fluency and pronunciation.

**Paired Reading:** Parent and child read the book together, taking it in turns to read each sentence. This builds fluency.

**Interactive Reading:** Ask questions before, during, and after reading to encourage comprehension and engagement with the story.

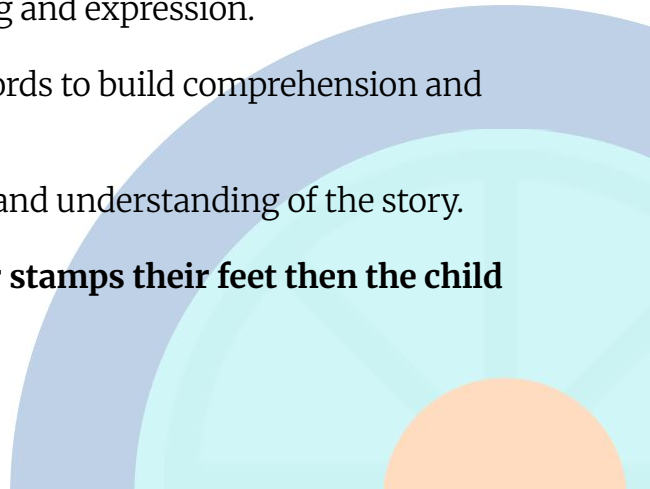
**Repeated Reading:** Have children read the same passage multiple times to improve fluency and confidence.

**Choral Reading:** Parent and child read aloud together, helping improve pacing and expression.

**Story Retelling:** After reading, ask the child to retell the story in their own words to build comprehension and sequencing.

**Picture Walks:** Discuss the pictures before reading to help build anticipation and understanding of the story.

**Expressive reading:** Act actions when reading. **For example, if the character stamps their feet then the child stamps their feet too.**





# What you can do to help

## Opening hours

- Mon 9:30am to 5pm
- Tue 9:30am to 1:30pm
- Wed 9:30am to 5pm
- Thu 9:30am to 5pm
- Fri 9:30am to 5pm
- Sat 9:30am to 5pm
- Sun Closed



# Sora

Where students read.

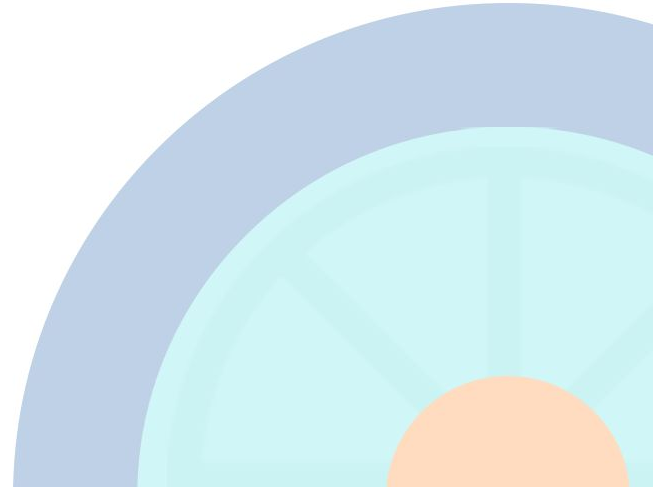


# Homework

This summer term we have changed our homework policy.

In year 3, we are sending home a text that the children would have studied 3 times earlier that week. Therefore, your child should be confident reading the text at home. They will then have 5 style of questions to answer:

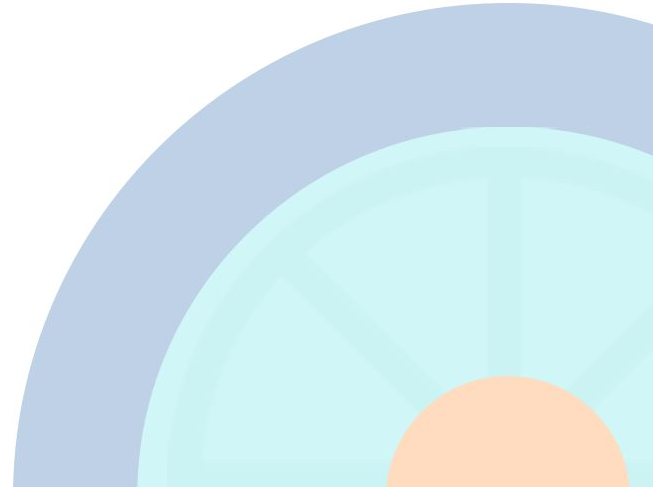
- Vocabulary
- Inference
- Predict
- Summary
- Explain
- Retrieve





# Why does handwriting matter so much?

- Gives children confidence and pride in their work
- Allows children to become effortless with their letter formation so they can concentrate on their ideas
- Research shows it supports brain development to help focus and organise thoughts...





# Research

**Brain Engagement:** A 2025 study showed that handwriting activates more areas of the brain than typing, which boosts learning. This suggests that handwriting is essential for education, especially for young children whose brains are still developing.

[PsyPost – Psychology News](#)

**Reading and Writing Skills:** Handwriting helps build brain connections linked to reading and writing. Children who write by hand tend to have better recall and literacy than those who type.

[Frontiers](#)

**Early Development:** Experts say too much screen time may delay fine motor skills needed for handwriting. Many young children struggle with basic skills like sitting still or holding a pencil, emphasizing the need for balanced screen time and physical activities.

[The Guardian](#)



# Continuous Cursive Handwriting

The most widely recommended handwriting style is called continuous cursive. Its most important feature is that each letter is formed without taking the pencil off the paper –and consequently each word is formed in one, flowing movement.

## Continuous Cursive Handwriting

Aa Bb Cc Dd Ee Ff Gg Hh Ii Jj

Kk Ll Mm Nn Oo Pp Qq Rr Ss Tt

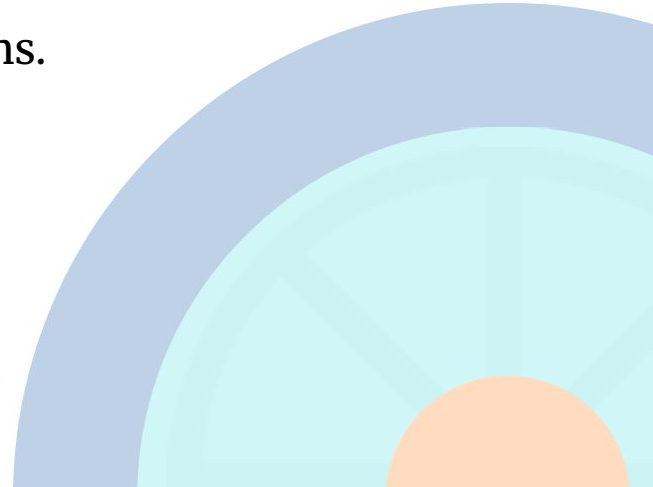
Uu Vv Ww Xx Yy Zz





# Benefits of cursive handwriting

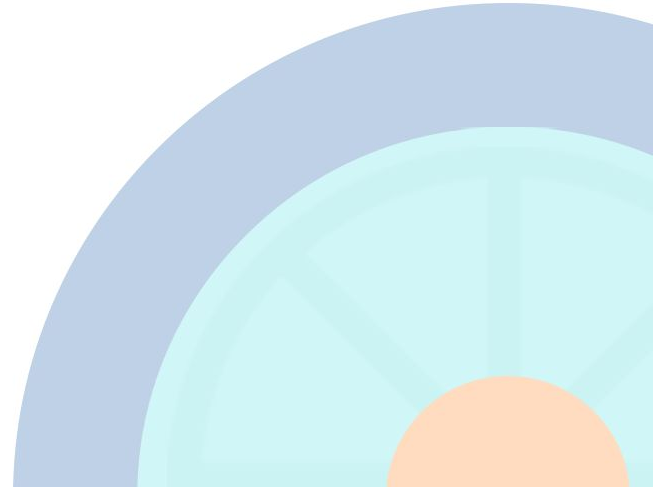
- Writing each letter in one motion helps children remember its shape.
- Lead-in and out strokes prevent confusion in letter formation.
- Left-to-right flow reduces letter reversals (e.g., b/d, p/q).
- Clear distinction between capital and lowercase letters.
- Continuous writing improves speed and spelling.
- Enhances clarity, fluency, legibility, and writing speed.
- Benefits children with poor hand control and dyslexia.
- Fewer pencil lifts reinforce phonics and spelling patterns.



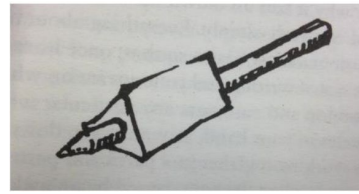


## Common Errors

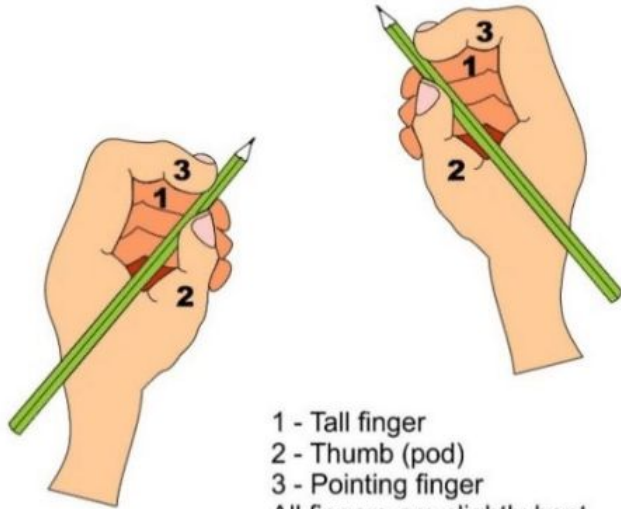
- Grip
- Writing not sitting on the line
- Letter formation
- Letter spacing
- Pressure
- Letters not joined correctly



# Grip and seating position

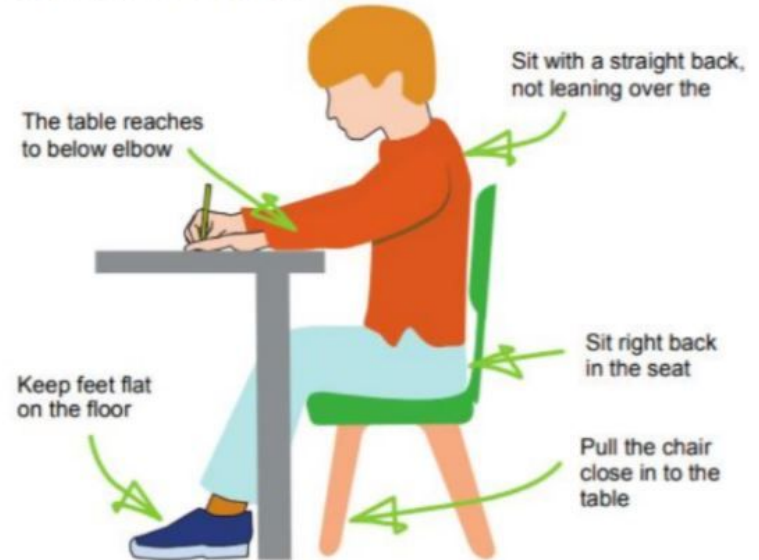


## TRIPOD GRIP



- 1 - Tall finger
  - 2 - Thumb (pod)
  - 3 - Pointing finger
- All fingers are slightly bent

## SITTING POSITION







Palmar Grasp (4-6 months). This is where children are just learning to pick things up.



Pincer Grasp (9-10 months). This happens when children begin to finger feed. This is a precursor for a tripod grasp (which is what we're aiming for)



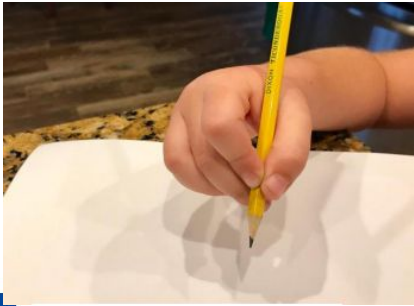
Palmar Supinate Grasp (9-12 months): Pencil held in palm of hand. Children do this by using their palm of their hand without their little finger stability and it is likely that they're using their arm to move the pencil. Maybe, some wrist movements.



Digital Pronate Grasp (12-15 months): this is where children begin to move the pencil into their fingers.

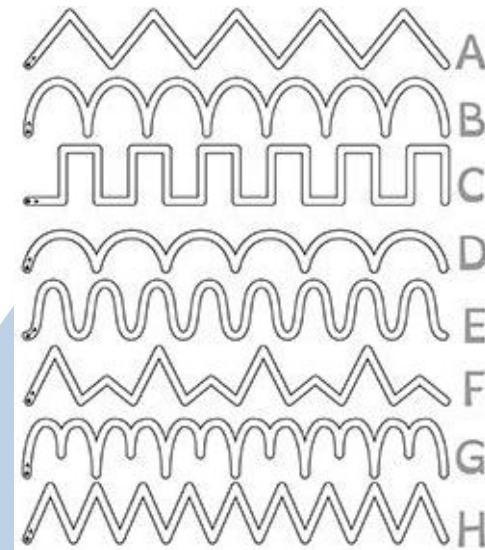
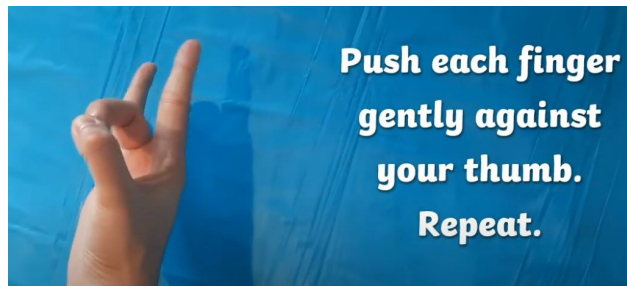
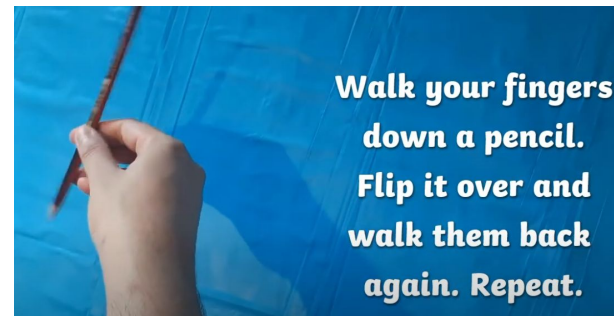
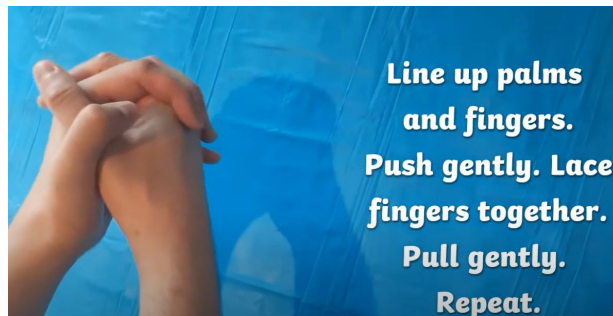


Quadrupod Grasp (3-4 years). This is where all fingers are on the pencil.



Tripod Grasp (4-5 years): Three points of contact on the pencil.

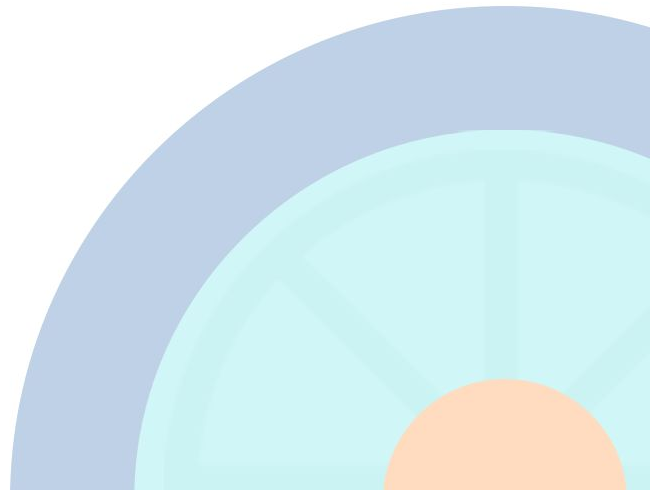
# Handwriting warm-up games






# How we are helping at school

- Handwriting lessons/interventions
- Sentence stems children can use
- Handwriting books for handwriting practise
- Children are given the option to write in pen or pencil
- Lined paper
- Modelling handwriting





# How you can help at home

- **Encourage Regular Handwriting:** Integrate handwriting activities into daily routines, such as writing shopping lists, journaling, or sending handwritten notes. This practice not only enhances motor skills but also reinforces learning and memory.
  - **Little and Often:** Short, frequent handwriting practice is more effective than long sessions. Encourage children to write a little each day to build confidence and consistency.
  - **Focus on Formation Rather Than Neatness and Size:** When children are learning to write, correct letter formation is more important than making letters look perfect. Proper formation helps with fluency and ease of writing later on.
  - **Later Focus on Neatness:** Once children are comfortable with letter formation, they can gradually work on making their writing neater and more legible.
  - **Balance Screen Time:** While digital literacy is important, it's crucial to balance screen time with activities that promote physical movement and fine motor skill development. Encourage outdoor play, arts and crafts, and other hands-on activities.
  - **Provide Positive Reinforcement:** Celebrate children's handwriting efforts to build their confidence and motivation. Display their written work and acknowledge their progress to foster a positive attitude toward handwriting.
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