

- **Read books fluently (appropriate to age related reading age) that are structured in different ways and is beginning to read for a range of purposes. (1)**
- **Read further exception words, noting the unusual correspondences between spelling and sound and where these occur in the word (reads correctly words that are commonly misspelt. e.g. oppose to opposite) (2)**
- **Identify language ad techniques that the author has used (e.g. to create tension, short sentences)* (3)**
- **Gather information from more than one point across the text to draw together an inferential opinion about a character or event (e.g. what different emotions might a gladiator have felt and how do you know). * (4)**
- **Skim (general 'feel of text') and scan (for specific words) short texts to identify key words / purpose of the text. Begin to text mark.* (5)**
- Read and use further root words, prefixes and suffixes taught so far (spelling Y3 appendix 1). (6)
- Read, paying attention to a wider range of punctuation to clarify meaning (? ! “ “ ,.). (7)
- Demonstrate a knowledge of vocabulary by substituting vocabulary effectively* (8)
- Read and use word families to support reading and understanding of new words (e.g. solve, solution, soluble, solved, dissolve). (9)
- Listen to, discuss and express a view about a wide range of fiction, poetry, plays, non-fiction and reference books or textbooks. (10)
- Confidently use knowledge of the alphabet to locate information (index, glossary, contents page)* (11)
- Use a dictionary to check the meaning of words that they have read using the first two letters to check meaning. (12)
- Experience and increase their familiarity with a wider range of books and retell some of these orally (e.g. fairy tales). (13)
- Identify the main themes in a wide range of books or stories. (14)
- Perform poems and play scripts aloud, showing understanding through intonation, volume and action (may include role play). 15)
- Recognise some different forms of poetry. (16)
- Check that the text makes sense to them and can discuss their understanding (text appropriate to year group). (17)
- Explain the meaning of words in context (words from text appropriate to year group). (18)
- Ask questions to improve their understanding of a text. (19)
- Summarise the main points in a text, in both fiction and non-fiction examples.* (20)
- Identify themes and conventions within texts* e.g. diary entry is written in the first person, the purpose of different parts of non-fiction texts (subheadings, captions, numbering) and different forms of poetry. Bold, italics, rhetorical questions (21)
- Understand the purpose of a paragraph and chapter in the organisation of a narrative.* (22)
- Retrieve and record information from non-fiction texts (may still include some information not relevant). (23)
- Participate in discussion about both books that are read to them and those they can read for themselves (at age related levels). (24)
- Make predictions from what is stated, implied and wider experience* (25)

***These objectives link to the Trust Comprehension Curriculum.**







This Reading Long Term Plan contains a variety of core texts and linked texts suitable for Year 3. The texts include rich, high-quality whole novels or extracts from these, picture books, poetry, songs and whole non-fiction texts or extracts from these. Class novels can be selected from the choice of texts available. The specified linked texts are options linked to the specific genres and can be adapted and added to suit the needs of the class or to link to other curriculum areas. There are also additional whole text options for our 'We Love to Read' time which are read to the children. The six core texts that link to our school values must be read over the course of the year. The options of fiction, non-fiction and poetry books can be selected from and added to by the teacher, including re-reading books from previous year groups that the children have enjoyed. Teachers may also select from these texts during our Friday Class Book Vote.





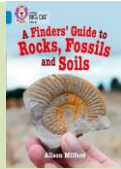
Year 3
Autumn 1


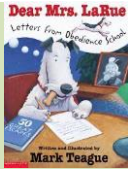

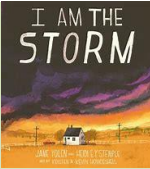




Year 3								
Autumn 1								
Class Novel								
Linked Text	Sir Christopher Wren and Lewis Carroll by Edmund Clerihew Bentley Einstein by Joseph Coelho Mr Wilson by Gervase Phinn Clerihews by Roger McGough							
Genre:	Clerihew Poetry	Recount in the Form of a Letter	Recount in the Form of a Diary	Fairy Tales: Choose Your Own Story	Tales with a Traditional Feel	Explanation Texts	Explanation in the Form of a Flow Chart	Multi-Step Instructions for Doing Something
Fluency	<p>Read books fluently (appropriate to age related reading age) that are structured in different ways and is beginning to read for a range of purposes.</p> <p>Read and use further root words, prefixes and suffixes taught so far (spelling Y3 appendix 1).</p> <p>Read, paying attention to a wider range of punctuation to clarify meaning (? ! “ “ ,.).</p> <p>Read and use word families to support reading and understanding of new words (e.g. solve, solution, soluble, solved, dissolve).</p>							
Text Teaching Focus	Fiction (including Class Novel)		Non Fiction			Poetry		
	<ul style="list-style-type: none"> Develop an active attitude towards reading: seeking answers, anticipating events, empathising with characters and imagining events that are described. Investigate and compare the styles and voices of traditional story language and collect examples, e.g. story openings and endings, scene openers, e.g. Now... When... A long time ago... 		<ul style="list-style-type: none"> Locate information using the contents, index, headings, subheadings and page numbers. Retrieve and record information from non-fiction, discussing main ideas, taking and organising notes. 			<ul style="list-style-type: none"> Describe the effect a poem has and suggest possible interpretations. Explore Clerihews (a four line poem with rhyming couplets) noting structure, rhyme pattern and mood. Read aloud and recite poems, comparing different views of the same subject. 		
Comprehension	VOCABULARY	IDENTIFY & RETRIEVE	SEQUENCE & SUMMARISE	INFER	PREDICT	CONTENT & STRUCTURE	ENHANCED MEANING	COMPARISON
	Draw on knowledge of vocabulary to understand texts	Identify and explain key aspects of fiction and non-fiction texts such as characters, events, titles and information	Identify and explain the sequence of events in texts	Make inferences from the text	Predict what might happen on the basis of what has been read so far	Understand the features and structures of texts	Understand impact of word choice and language tools	Draw comparisons across a text and between texts
	<ul style="list-style-type: none"> Attempt to explore the meanings of new ambitious vocabulary read in context by using knowledge of etymology (origin), morphology (the root word) or the context of the word (sentence, paragraph, text themes). <i>This is progressive via the texts chosen and vocabulary choices afforded.</i> Demonstrate a knowledge of vocabulary by substituting vocabulary effectively. 	<ul style="list-style-type: none"> Skim (general 'feel of text') and scan (for specific words) short texts to identify key words / purpose of the text. Begin to text mark. Confidently use knowledge of the alphabet to locate information (dictionary / index). 	<ul style="list-style-type: none"> Identify the events that are presented in more detail and those that are 'skimmed over'. Summarise the main points in a text, in both fiction and non-fiction examples. 	<ul style="list-style-type: none"> Gather information from more than one point across the text to draw together an inferential opinion about a character or event e.g. <i>Why do you think King Midas's daughter was called Marigold? What different emotions might the gladiator have felt, and how do you know?</i> 	<ul style="list-style-type: none"> Make predictions from what is stated, implied and wider experience. e.g. <i>How do you think the character may feel when she returned to the farm, looking a mess (how do you feel when looking a mess, think about the weather and relationships with other characters).</i> 	<ul style="list-style-type: none"> Understand the purpose of a paragraph and chapter in the organisation of a narrative Identify themes and conventions within texts e.g. <i>diary entry is written in the first person, the purpose of different parts of non-fiction texts (subheadings, captions, numbering) and different forms of poetry. Bold, italics, rhetorical questions</i> 	<ul style="list-style-type: none"> Identify language and techniques that the author has used to create tension or urgency (e.g. <i>short sentences</i>) Identify viewpoint of a text, e.g. <i>narration is sympathetic or disapproving of the main character</i> Identify vocabulary that shows that the way characters speak, reflects their personality – and provide evidence from the text to support this e.g. <i>the verbs used for dialogue show how the character is feeling.</i> 	<ul style="list-style-type: none"> Recognise different characters' reactions to the same event

Year 3								
Autumn 2								
Class Novel								
Linked Text						Your Teeth by Denise Rogers My Family by Stacy Zeiger The Old Man and the House Mouse by Kelly Roper Carib Nightfall by John Lyons		
Genre:	Instructions with Organisational Devices	Historical Picture Books	Narrative with Dialogue	Information Website for Children	Non-Fiction Text	Poetry with Figurative Language	Diary	
Fluency	<p>Read books fluently (appropriate to age related reading age) that are structured in different ways and is beginning to read for a range of purposes.</p> <p>Read and use further root words, prefixes and suffixes taught so far (spelling Y3 appendix 1).</p> <p>Read, paying attention to a wider range of punctuation to clarify meaning (? ! “ “ ,.).</p> <p>Read and use word families to support reading and understanding of new words (e.g. solve, solution, soluble, solved, dissolve).</p>							
Text Teaching Focus	Fiction (including Class Novel)			Non Fiction		Poetry		
	<ul style="list-style-type: none"> Identify the purpose of dialogue and how it is presented in stories, e.g. through statements, questions, exclamations. Identify how paragraphing is used to organise dialogue. Discuss characters feelings and behaviour, e.g. fair or unreasonable, brave or foolish. Describe characters relationships referring to the text and make judgements. 			<ul style="list-style-type: none"> Read information passages and identify the main points or gist of the text, e.g. noting key words and phrases, list the key points covered. Compare the way information is presented, e.g. look at a variety of information texts, including IT based sources. Summarise a paragraph, generating appropriate subheadings. 		<ul style="list-style-type: none"> Explain use of figurative language, e.g. simile and how this is used to create pictures. Prepare poems to read aloud and to perform, showing understanding through intonation, tone, volume and action. 		
Comprehension	VOCABULARY	IDENTIFY & RETRIEVE	SEQUENCE & SUMMARISE	INFER	PREDICT	CONTENT & STRUCTURE	ENHANCED MEANING	COMPARISON
	<p>Draw on knowledge of vocabulary to understand texts</p> <ul style="list-style-type: none"> Attempt to explore the meanings of new ambitious vocabulary read in context by using knowledge of etymology (origin), morphology (the root word) or the context of the word (sentence, paragraph, text themes). <i>This is progressive via the texts chosen and vocabulary choices afforded.</i> Demonstrate a knowledge of vocabulary by substituting vocabulary effectively. 	<p>Identify and explain key aspects of fiction and non-fiction texts such as characters, events, titles and information</p> <ul style="list-style-type: none"> Skim (general 'feel of text') and scan (for specific words) short texts to identify key words / purpose of the text. Begin to text mark. Confidently use knowledge of the alphabet to locate information (dictionary / index). 	<p>Identify and explain the sequence of events in texts</p> <ul style="list-style-type: none"> Identify the events that are presented in more detail and those that are 'skimmed over'. Summarise the main points in a text, in both fiction and non-fiction examples. 	<p>Make inferences from the text</p> <ul style="list-style-type: none"> Gather information from more than one point across the text to draw together an inferential opinion about a character or event e.g. <i>Why do you think King Midas's daughter was called Marigold? What different emotions might the gladiator have felt, and how do you know?</i> 	<p>Predict what might happen on the basis of what has been read so far</p> <ul style="list-style-type: none"> Make predictions from what is stated, implied and wider experience. e.g. <i>How do you think the character may feel when she returned to the farm, looking a mess (how do you feel when looking a mess, think about the weather and relationships with other characters).</i> 	<p>Understand the features and structures of texts</p> <ul style="list-style-type: none"> Understand the purpose of a paragraph and chapter in the organisation of a narrative Identify themes and conventions within texts e.g. <i>diary entry is written in the first person, the purpose of different parts of non-fiction texts (subheadings, captions, numbering) and different forms of poetry. Bold, italics, rhetorical questions</i> 	<p>Understand impact of word choice and language tools</p> <ul style="list-style-type: none"> Identify language and techniques that the author has used to create tension or urgency (e.g. <i>short sentences</i>) Identify viewpoint of a text, e.g. <i>narration is sympathetic or disapproving of the main character</i> Identify vocabulary that shows that the way characters speak, reflects their personality – and provide evidence from the text to support this e.g. <i>the verbs used for dialogue show how the character is feeling.</i> 	<p>Draw comparisons across a text and between texts</p> <ul style="list-style-type: none"> Recognise different characters' reactions to the same event

Year 3								
Spring 1								
Class Novel								
Linked Text					<p>Where Teachers Keep Their Pets by Paul Cookson At the End of School Assembly by Simon Pitt A Sea Creature Ate our Teacher by Brian Moses My Teacher Ate my Homework by Kenn Nesbitt</p>			
Genre:	Factual Recount	Atmospheric Picture Books	Narrative with Dialogue	Explanation in the form of a 'How To' Guide	Humorous Poetry	Simple Play Script		
Fluency	<p>Read books fluently (appropriate to age related reading age) that are structured in different ways and is beginning to read for a range of purposes. Read and use further root words, prefixes and suffixes taught so far (spelling Y3 appendix 1). Read, paying attention to a wider range of punctuation to clarify meaning (? ! “ “ ,.). Read and use word families to support reading and understanding of new words (e.g. solve, solution, soluble, solved, dissolve).</p>							
Text Teaching Focus	Fiction (including Class Novel)		Non Fiction			Poetry		
	<ul style="list-style-type: none"> Re-tell main points of a story in sequence. Recognise and discuss key themes and conventions. Note how the writer has evoked the setting through detail used. 		<ul style="list-style-type: none"> Know and use efficient skimming and scanning techniques to purposefully retrieve key information. Identify and discuss causal language. 			<ul style="list-style-type: none"> Compare forms or type of humour in poetry, e.g. word play, joke poems, word games, absurdities, cautionary tales, nonsense verse, limericks. Discuss how word play is used for extra impact. 		
Comprehension	VOCABULARY	IDENTIFY & RETRIEVE	SEQUENCE & SUMMARISE	INFER	PREDICT	CONTENT & STRUCTURE	ENHANCED MEANING	COMPARISON
	Draw on knowledge of vocabulary to understand texts	Identify and explain key aspects of fiction and non-fiction texts such as characters, events, titles and information	Identify and explain the sequence of events in texts	Make inferences from the text	Predict what might happen on the basis of what has been read so far	Understand the features and structures of texts	Understand impact of word choice and language tools	Draw comparisons across a text and between texts
	<ul style="list-style-type: none"> Attempt to explore the meanings of new ambitious vocabulary read in context by using knowledge of etymology (origin), morphology (the root word) or the context of the word (sentence, paragraph, text themes). <i>This is progressive via the texts chosen and vocabulary choices afforded.</i> Demonstrate a knowledge of vocabulary by substituting vocabulary effectively. 	<ul style="list-style-type: none"> Skim (general 'feel of text') and scan (for specific words) short texts to identify key words / purpose of the text. Begin to text mark. Confidently use knowledge of the alphabet to locate information (dictionary / index). 	<ul style="list-style-type: none"> Identify the events that are presented in more detail and those that are 'skimmed over'. Summarise the main points in a text, in both fiction and non-fiction examples. 	<ul style="list-style-type: none"> Gather information from more than one point across the text to draw together an inferential opinion about a character or event e.g. <i>Why do you think King Midas's daughter was called Marigold? What different emotions might the gladiator have felt, and how do you know?</i> 	<ul style="list-style-type: none"> Make predictions from what is stated, implied and wider experience. e.g. <i>How do you think the character may feel when she returned to the farm, looking a mess (how do you feel when looking a mess, think about the weather and relationships with other characters).</i> 	<ul style="list-style-type: none"> Understand the purpose of a paragraph and chapter in the organisation of a narrative Identify themes and conventions within texts e.g. <i>diary entry is written in the first person, the purpose of different parts of non-fiction texts (subheadings, captions, numbering) and different forms of poetry. Bold, italics, rhetorical questions</i> 	<ul style="list-style-type: none"> Identify language and techniques that the author has used to create tension or urgency (e.g. <i>short sentences</i>) Identify viewpoint of a text, e.g. <i>narration is sympathetic or disapproving of the main character</i> Identify vocabulary that shows that the way characters speak, reflects their personality – and provide evidence from the text to support this e.g. <i>the verbs used for dialogue show how the character is feeling.</i> 	<ul style="list-style-type: none"> Recognise different characters' reactions to the same event

Year 3								
Spring 2								
Class Novel								
Linked Text					My Dog by Vernon Scannell Mother Doesn't Want a Dog by Judith Viorst My Praying Mantis by John Lyons The Gerbil by Tony Bradman			
Genre:	Detailed Play Script	Instructions Presented in Different Ways	Fables	Non-fiction Book	Rhyming Poetry			
Fluency	Read books fluently (appropriate to age related reading age) that are structured in different ways and is beginning to read for a range of purposes. Read and use further root words, prefixes and suffixes taught so far (spelling Y3 appendix 1). Read, paying attention to a wider range of punctuation to clarify meaning (? ! “ “ ,.). Read and use word families to support reading and understanding of new words (e.g. solve, solution, soluble, solved, dissolve).							
Text Teaching Focus	Fiction (including Class Novel)		Non Fiction			Poetry		
	<ul style="list-style-type: none"> Refer to significant aspects of the text, e.g. the opening, build up atmosphere and identify how language is used to create this, e.g. adjectives for description 		<ul style="list-style-type: none"> Understand how to use contents pages and indexes to locate information. Summarise in one sentence the content of a passage and the main point it is making. Identify different purposes of instructional texts. Discuss merits and limitations of particular instructional texts and compare with others to give an overall evaluation. 			<ul style="list-style-type: none"> Distinguish between rhyming and non- rhyming poetry and comment on the impact of layout. Discuss the choice of words and their impact, noticing how the poet creates 'sound effects' by using alliteration, rhythm or rhyme. 		
Comprehension	VOCABULARY	IDENTIFY & RETRIEVE	SEQUENCE & SUMMARISE	INFER	PREDICT	CONTENT & STRUCTURE	ENHANCED MEANING	COMPARISON
	Draw on knowledge of vocabulary to understand texts	Identify and explain key aspects of fiction and non-fiction texts such as characters, events, titles and information	Identify and explain the sequence of events in texts	Make inferences from the text	Predict what might happen on the basis of what has been read so far	Understand the features and structures of texts	Understand impact of word choice and language tools	Draw comparisons across a text and between texts
	<ul style="list-style-type: none"> Attempt to explore the meanings of new ambitious vocabulary read in context by using knowledge of etymology (origin), morphology (the root word) or the context of the word (sentence, paragraph, text themes). <i>This is progressive via the texts chosen and vocabulary choices afforded.</i> Demonstrate a knowledge of vocabulary by substituting vocabulary effectively. 	<ul style="list-style-type: none"> Skim (general 'feel of text') and scan (for specific words) short texts to identify key words / purpose of the text. Begin to text mark. Confidently use knowledge of the alphabet to locate information (dictionary / index). 	<ul style="list-style-type: none"> Identify the events that are presented in more detail and those that are 'skimmed over'. Summarise the main points in a text, in both fiction and non-fiction examples. 	<ul style="list-style-type: none"> Gather information from more than one point across the text to draw together an inferential opinion about a character or event e.g. <i>Why do you think King Midas's daughter was called Marigold? What different emotions might the gladiator have felt, and how do you know?</i> 	<ul style="list-style-type: none"> Make predictions from what is stated, implied and wider experience. e.g. <i>How do you think the character may feel when she returned to the farm, looking a mess (how do you feel when looking a mess, think about the weather and relationships with other characters).</i> 	<ul style="list-style-type: none"> Understand the purpose of a paragraph and chapter in the organisation of a narrative Identify themes and conventions within texts e.g. <i>diary entry is written in the first person, the purpose of different parts of non-fiction texts (subheadings, captions, numbering) and different forms of poetry. Bold, italics, rhetorical questions</i> 	<ul style="list-style-type: none"> Identify language and techniques that the author has used to create tension or urgency (e.g. <i>short sentences</i>) Identify viewpoint of a text, e.g. <i>narration is sympathetic or disapproving of the main character</i> Identify vocabulary that shows that the way characters speak, reflects their personality – and provide evidence from the text to support this e.g. <i>the verbs used for dialogue show how the character is feeling.</i> 	<ul style="list-style-type: none"> Recognise different characters' reactions to the same event

Year 3								
Summer 1								
Class Novel								
Linked Text					New Moon by Kate Wakeling The Football Game by Alan Loren Fossils by Ogden Nash Onomatopoeia by Eve Merriam			
Genre:	Persuasive Letters	Environmental Narrative	Narrative with Figurative Language	Non-Fiction Text about the Environment	Poetry with Onomatopoeia and Alliteration	Fact File about a Significant Individual		
Fluency	<p>Read books fluently (appropriate to age related reading age) that are structured in different ways and is beginning to read for a range of purposes.</p> <p>Read and use further root words, prefixes and suffixes taught so far (spelling Y3 appendix 1).</p> <p>Read, paying attention to a wider range of punctuation to clarify meaning (? ! “ “ ,.).</p> <p>Read and use word families to support reading and understanding of new words (e.g. solve, solution, soluble, solved, dissolve).</p>							
Text Teaching Focus	Fiction (including Class Novel)		Non Fiction			Poetry		
	<ul style="list-style-type: none"> Explore narrative order: identify and map out the main stages of the story, e.g. Introduction, build up, climax or conflict and resolution. Understand how writers use figurative language to create images and atmosphere and describe the effect that this has on the reader. 		<ul style="list-style-type: none"> Follow a line of inquiry, knowing what information to look for. Use scanning to locate information quickly and accurately. Read persuasive texts. Compare considering the deliberate use of ambiguity, half-truth and bias, how opinion can be disguised to seem like a fact. 			<ul style="list-style-type: none"> Explore poetry that uses sound to create effects, e.g. onomatopoeia, alliteration, distinctive rhythms. Rehearse poems for performance. Discuss language, including vocabulary, extending their interest in the meaning and origin of words 		
Comprehension	VOCABULARY	IDENTIFY & RETRIEVE	SEQUENCE & SUMMARISE	INFER	PREDICT	CONTENT & STRUCTURE	ENHANCED MEANING	COMPARISON
	Draw on knowledge of vocabulary to understand texts	Identify and explain key aspects of fiction and non-fiction texts such as characters, events, titles and information	Identify and explain the sequence of events in texts	Make inferences from the text	Predict what might happen on the basis of what has been read so far	Understand the features and structures of texts	Understand impact of word choice and language tools	Draw comparisons across a text and between texts
	<ul style="list-style-type: none"> Attempt to explore the meanings of new ambitious vocabulary read in context by using knowledge of etymology (origin), morphology (the root word) or the context of the word (sentence, paragraph, text themes). <i>This is progressive via the texts chosen and vocabulary choices afforded.</i> Demonstrate a knowledge of vocabulary by substituting vocabulary effectively. 	<ul style="list-style-type: none"> Skim (general 'feel of text') and scan (for specific words) short texts to identify key words / purpose of the text. Begin to text mark. Confidently use knowledge of the alphabet to locate information (dictionary / index). 	<ul style="list-style-type: none"> Identify the events that are presented in more detail and those that are 'skimmed over'. Summarise the main points in a text, in both fiction and non-fiction examples. 	<ul style="list-style-type: none"> Gather information from more than one point across the text to draw together an inferential opinion about a character or event e.g. <i>Why do you think King Midas's daughter was called Marigold? What different emotions might the gladiator have felt, and how do you know?</i> 	<ul style="list-style-type: none"> Make predictions from what is stated, implied and wider experience. e.g. <i>How do you think the character may feel when she returned to the farm, looking a mess (how do you feel when looking a mess, think about the weather and relationships with other characters).</i> 	<ul style="list-style-type: none"> Understand the purpose of a paragraph and chapter in the organisation of a narrative Identify themes and conventions within texts e.g. <i>diary entry is written in the first person, the purpose of different parts of non-fiction texts (subheadings, captions, numbering) and different forms of poetry. Bold, italics, rhetorical questions</i> 	<ul style="list-style-type: none"> Identify language and techniques that the author has used to create tension or urgency (e.g. <i>short sentences</i>) Identify viewpoint of a text, e.g. <i>narration is sympathetic or disapproving of the main character</i> Identify vocabulary that shows that the way characters speak, reflects their personality – and provide evidence from the text to support this e.g. <i>the verbs used for dialogue show how the character is feeling.</i> 	<ul style="list-style-type: none"> Recognise different characters' reactions to the same event

Year 3								
Summer 2								
Class Novel								
Linked Text						Nose can Do by Kate Wakeling Wanted: Wizard's Assistant by Laura Mucha Bundle-Buggy Boogie by Dennis Lee Hey Diddle Diddle by Andrew Fusek Peters		
Genre:	First Person Documentary	Incident Reports	Newspaper Reports	Mystery Narrative	Narrative showing Different Points of View		Poetry with Word Play	
Fluency	<p>Read books fluently (appropriate to age related reading age) that are structured in different ways and is beginning to read for a range of purposes.</p> <p>Read and use further root words, prefixes and suffixes taught so far (spelling Y3 appendix 1).</p> <p>Read, paying attention to a wider range of punctuation to clarify meaning (? ! “ “ ,.).</p> <p>Read and use word families to support reading and understanding of new words (e.g. solve, solution, soluble, solved, dissolve).</p>							
Text Teaching Focus	Fiction (including Class Novel)		Non Fiction			Poetry		
	<ul style="list-style-type: none"> Identify and explain how dialogue is used to create characterisation and move the story on. Compare different stories, evaluate and justify preferences. 		<ul style="list-style-type: none"> Develop library skills to research a topic. Explain the features of different forms of chronological reports. 			<ul style="list-style-type: none"> Recite by heart poetry that plays with language or entertains, to recognise rhyme, alliteration and other patterns of sound that create effects. 		
Comprehension	VOCABULARY	IDENTIFY & RETRIEVE	SEQUENCE & SUMMARISE	INFER	PREDICT	CONTENT & STRUCTURE	ENHANCED MEANING	COMPARISON
	Draw on knowledge of vocabulary to understand texts	Identify and explain key aspects of fiction and non-fiction texts such as characters, events, titles and information	Identify and explain the sequence of events in texts	Make inferences from the text	Predict what might happen on the basis of what has been read so far	Understand the features and structures of texts	Understand impact of word choice and language tools	Draw comparisons across a text and between texts
	<ul style="list-style-type: none"> Attempt to explore the meanings of new ambitious vocabulary read in context by using knowledge of etymology (origin), morphology (the root word) or the context of the word (sentence, paragraph, text themes). <i>This is progressive via the texts chosen and vocabulary choices afforded.</i> Demonstrate a knowledge of vocabulary by substituting vocabulary effectively. 	<ul style="list-style-type: none"> Skim (general 'feel of text') and scan (for specific words) short texts to identify key words / purpose of the text. Begin to text mark. Confidently use knowledge of the alphabet to locate information (dictionary / index). 	<ul style="list-style-type: none"> Identify the events that are presented in more detail and those that are 'skimmed over'. Summarise the main points in a text, in both fiction and non-fiction examples. 	<ul style="list-style-type: none"> Gather information from more than one point across the text to draw together an inferential opinion about a character or event e.g. <i>Why do you think King Midas's daughter was called Marigold? What different emotions might the gladiator have felt, and how do you know?</i> 	<ul style="list-style-type: none"> Make predictions from what is stated, implied and wider experience. e.g. <i>How do you think the character may feel when she returned to the farm, looking a mess (how do you feel when looking a mess, think about the weather and relationships with other characters).</i> 	<ul style="list-style-type: none"> Understand the purpose of a paragraph and chapter in the organisation of a narrative Identify themes and conventions within texts e.g. <i>diary entry is written in the first person, the purpose of different parts of non-fiction texts (subheadings, captions, numbering) and different forms of poetry. Bold, italics, rhetorical questions</i> 	<ul style="list-style-type: none"> Identify language and techniques that the author has used to create tension or urgency (e.g. <i>short sentences</i>) Identify viewpoint of a text, e.g. <i>narration is sympathetic or disapproving of the main character</i> Identify vocabulary that shows that the way characters speak, reflects their personality – and provide evidence from the text to support this e.g. <i>the verbs used for dialogue show how the character is feeling.</i> 	<ul style="list-style-type: none"> Recognise different characters' reactions to the same event

Year 3

We Love To Read Time
Class Book Choices

Values Texts	<p>Kindness</p> 	<p>Respect</p> 	<p>Resilience</p> 	<p>Fairness</p> 	<p>Teamwork</p> 	<p>Ambition</p> 
Fiction						
Non-Fiction						
Poetry Spine	<p>Autumn 1</p>  <p>What is Pink? by Christina Rossetti</p>	<p>Autumn 2</p>  <p>My Shadow by Robert Louis Stevenson</p>	<p>Spring 1</p>  <p>Kind Deeds by Isaac Watts</p>	<p>Spring 2</p>  <p>Wind on The Hill a poem by A. A. Milne performed by James Keenan</p>	<p>Summer 1</p>  <p>I Opened a Book by Julia Donaldson</p>	<p>Summer 2</p>  <p>Catch a Little Rhyme by Eve Merriam</p>
Other Poetry						