Year 3

Reading Assessment Indicators

- 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										
Class Novel	Autumn 1 SAN W GHOSTS LOND Factory Factory										
Linked Text	Sir Christopher Wren and Lewis Caroll by Edmund Clerihew Bentley Einstein by Joseph Coelho Mr Wilson by Gervase Phinn Clerihews by Roger McGough	Letters from Space	teep-Sea platy	Fourth and	Chre Staff Chre S	Until I Met Duolley	JUNETS JUNES THE STATE OF THE S	HOW TO READ A STORY			
Genre:	Clerihew Poetry Recount in the Form of a Letter 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	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	 Develop an active attit anticipating events, em that are described. Investigate and compa language and collect ex 	on (including Class Novel) ude towards reading: seekin pathising with characters ar re the styles and voices of tr xamples, e.g. story openings hen A long time ago	ad imagining events aditional story	Locate information using the and page numbers.	Non Fiction ne contents, index, headings, ation from non-fiction, discus g notes.	interpret ssing main Explore noting si Read alo	Describe the effect a poem has and suggest possible interpretations. Explore Clerihews (a four line poem with rhyming couplets) moting structure, rhyme pattern and mood. Read aloud and recite poems, comparing different views of the same subject.				
٠	Draw on knowledge of vocabulary to understand texts	IDENTIFY & RETRIEVE Identify and explain key aspects of fiction and nonfiction texts such as characters,	SEQUENCE & SUMMARISE Identify and explain the sequence of events in texts	INFER Make inferences from the text	PREDICT Predict what might happen on the basis of what has been read so far	CONTENT & STRUCTURE Understand the features and structures of texts	ENHANCED MEANING Understand impact of word choice and language tools	COMPARISON Draw comparisons across a text and between texts			
Comprehension	 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). This is progressive via the texts chosen and vocabulary choices afforded. Demonstrate a knowledge of 	 events, titles and information 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). 	 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 nonfiction examples. 	• Gather information from more than one point across the text to draw together an inferential opinion about a character or event e.g. Why do you think King Midas's daughter was called Marigold? What different emotions might the gladiator have felt, and how do you know?	• Make predictions from what is stated, implied and wider experience. e.g. 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).	 Understand the purpose of a paragraph and chapter in the organisation of a narrative 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 	 Identify language and techniques that the author has used to create tension or urgency (e.g. short sentences) Identify viewpoint of a text, e.g. narration is sympathetic or disapproving of the main character Identify vocabulary that shows that the way characters speak, reflects their personality — and provide evidence from the text to support this e.g. the verbs 	Recognise different characters' reactions to the same event			

	Year 3									
	Autumn 2									
Class	Adjusted that Adjusted the Adjusted that Adjusted that Adjusted the Adjusted that Adjusted that Adjusted the Adjusted that Adjusted the Adjusted that Adjusted the Adjusted that Adjusted that Adjusted the Adju									
Linked Text	Company of the compan	STONE AGE BOY	ENGRAPED WOOD	What was life like i Age?	n the Middle Stone	The Stone Age	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	ANNE FINE The Diary of a Killer Cat		
Genre:	Instructions with Organisational Devices	Historical Picture Bo	ooks Narrative with	Information Website for Non-F		ı-Fiction Text	Poetry with Figurative Language	Diary		
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).									
	Fiction	n (including Class Novel)		N	Ion Fiction		Poetry			
Text Teaching Focus	through statements, quesIdentify how paragraphingDiscuss characters feeling		ogue. or unreasonable, • eferring to the text	Read information passages the text, e.g. noting key wo covered. Compare the way informati information texts, including Summarise a paragraph, ge	ords and phrases, list the ke tion is presented, e.g. look a IT based sources.	plain use of figurative language, e.g. simile and how this is ed to create pictures. Expare poems to read aloud and to perform, showing derstanding through intonation, tone, volume and action.				
	VOCABULARY	IDENTIFY & RETRIEVE	SEQUENCE & SUMMARISE	I INFER PREDICT I		CONTENT & STRUCTUR		COMPARISON		
น	Draw on knowledge of aspects of fiction and non-vocabulary to understand texts fiction texts such as characters, events, titles and information Identify and explain key aspects of fiction and non-sequence of events in texts events, titles and information		Identify and explain the sequence of events in texts			Understand the feature structures of texts		Draw comparisons across a text and between texts		
Comprehension	 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). This is progressive via the texts chosen and vocabulary choices afforded. Demonstrate a knowledge of vocabulary by substituting vocabulary effectively. 	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).	 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 nonfiction examples. 	• Gather information from more than one point across the text to draw together an inferential opinion about a character or event e.g. Why do you think King Midas's daughter was called Marigold? What different emotions might the gladiator have felt, and how do you know?	Make predictions from what is stated, implied and wider experience. e.g. 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).	 Understand the purpose paragraph and chapter organisation of a narrat Identify themes and con within texts e.g. diary e written in the first person purpose of different par non-fiction texts (subhec captions, numbering) and different forms of poetritalics, rhetorical questions 	in the techniques that the author has ive used to create tension or ventions urgency (e.g. short sentences) atry is Identify viewpoint of a text, e.g. n, the narration is sympathetic or disapproving of the main character d Identify vocabulary that shows that the way characters speak,	Recognise different characters' reactions to the same event		

Year 3										
			Spri	ng 1						
THE SMALL SEAWIGS THOMPSON THO										
NOTES TO THE PROPERTY OF THE P	Tin Forest	AGK DOG	ROALD DAHL	AA REARS JUCILIES TO	Polar bears? At th	Coo e End of School A Sea Creature Ate Mo y Teacher Ate my	Cookson ad of School Assembly by Simon Pitt Creature Ate our Teacher by Brian Moses acher Ate my Homework by Kenn			
Factual Recount	Atmospheric	Picture Books I	Narrative with Dialogue	Explanation in the forn 'How To' Guide	n of a	Humoro	us Poetry	Simple Play Script		
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).										
Fiction	on (including Class Novel)		N	Non Fiction Poetry						
 Recognise and discuss k 	rey themes and conventions		 Know and use efficient skimming and scanning techniques to purposefully retrieve key information. Identify and discuss causal language. 				 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. 			
VOCABULARY	IDENTIFY & RETRIEVE	SEQUENCE & SUMMARISE	INFER	PREDICT			ENHANCED MEANING	COMPARISON		
			Make inferences from the text					Draw comparisons across a text and between texts		
 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). This is progressive via the texts chosen and vocabulary choices afforded. Demonstrate a knowledge of vocabulary by substituting vocabulary effectively. 	 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). 			 Make predictions from what is stated, implied and wider experience. e.g. 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). 	 Understand the purpose of a paragraph and chapter in the organisation of a narrative 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 		 Identify language and techniques that the author has used to create tension or urgency (e.g. short sentences) Identify viewpoint of a text, e.g. narration is sympathetic or disapproving of the main character Identify vocabulary that shows that the way characters speak, reflects their personality – and provide evidence from the text to support this e.g. the verbs used for dialogue show how the character is feeling. 	Recognise different characters' reactions to the same event		
•	Re-tell main points of a Recognise and discuss k Note how the writer ha VOCABULARY Draw on knowledge of rocabulary to understand texts 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). This is progressive via the texts chosen and vocabulary choices afforded. Demonstrate a knowledge of vocabulary by substituting	Read books fluently Read and to Fiction (including Class Novel) Re-tell main points of a story in sequence. Recognise and discuss key themes and conventions Note how the writer has evoked the setting throug Tocabulary to understand texts 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). This is progressive via the texts chosen and vocabulary choices afforded. Demonstrate a knowledge of vocabulary by substituting Proceedings of a story in sequence. RETRIEVE Identify and explain key aspects of fiction and nonfiction texts such as characters, events, titles and information 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).	Read books fluently (appropriate to age related and use fur Read, paying Read and use word families to sup Fiction (including Class Novel) 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. IDENTIFY & SEQUENCE & SUMMARISE Lidentify and explain key aspects of fiction and non-fiction texts such as characters, events, titles and information 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). This is progressive via the text chosen and vocabulary choices afforded. Demonstrate a knowledge of vocabulary by substituting	Read books fluently (appropriate to age related reading age) that are stru Read and use further root words, prefixes and Read, paying attention to a wider range of Read and use word families to support reading and understandit Fiction (including Class Novel) 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. Fiction takes the setting through detail used. IDENTIFY & SEQUENCE & SUMMARISE Finally and discuss causal IDENTIFY & SEQUENCE & SUMMARISE INFER Wake inferences from the text such as characterion texts such as characterion texts such as characterion texts to identify lay and explain the sequence of events in texts events, titles and information text so identify key words / purpose of the text. Segin to text mark. Sixin (general 'feel of text') and sex for sequence of events in a text of a converted in context by using knowledge of the cliphabet to locate information (dictionary) index). Sixin (general 'feel of text') and sequence of events in a text of the context of the word (sentence, paragraph, text themes). This is progressive via the text schosen and vocabulary choices afforded. Demonstrate a knowledge of vocabulary by substituting	Read books fluently (appropriate to age related reading age) that are structured in different ways a Read and use further root words, prefixes and suffixes taught so far (spel Read, paying attention to a wider range of punctuation to clarify mere Read and use word families to support reading and understanding of new words (e.g. solver) Fiction (including Class Novel) 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. Fiction (including Class Novel) Non Fiction **Now and use efficient skimming and scanning techniq purposefully retrieve key information. Identify and discuss causal language. **INFER** PREDICT** Predict what might happen on the text legan to draw the sequence of events in texts vocabulary year markets and texts to identify key words? I suppose of the text Begin to text themes. **Attempt to explore the meanings of new ambitious vocabulary end in content by using howehelpe of protein the text themes. **Attempt to explore the meanings of new ambitious vocabulary end in content by using howehelpe of protein the text themes. **Summarise the main points in the other content and non-fitten text such as characters, events, titles and information. **Summarise for market was many points in care with the text themes and so words to the text themes. **Summarise for market was points in care with the text themes and points and the returned to the formation in the character may feel and the protein the sequence of events in texts in draw to depend on the text themes. **Summarise for market was points in care with the text themes and returned one?** by Wing day that different applied and wider experience e.g. How do you when being a reas, thus a doubted when	Factual Recount Atmospheric Picture Books Narrative with Dialogue Explanation in the form of a 'How To' Guide Read books fluently (appropriate to age related reading age) that are structured in different ways and is beginning Read and use further root words, prefixes and suffixes taughts so far (spelling 73 appears). Read and use word families to support reading and understanding of new words (e.g. solve, solution, so recognise and discuss key themes and conventions.) Note how the writer has evoked the setting through detail used. **Town on knowledge of processing of one on how the writer has evoked the setting through detail used. **Town on knowledge of processing of one on how the writer has evoked the setting through detail used. **Town on knowledge of processing of one on how the writer has evoked the setting through detail used. **Town on knowledge of processing of one on how the writer has evoked the setting through detail used. **Town on knowledge of processing of one on how the writer has evoked the setting through detail used. **Town on knowledge of processing of one on how the writer has evoked of the setting of evoke of the writer has evoked the setting through detail used. **Town on knowledge of processing of one on how the writer has evoked the setting through detail used. **Town on knowledge of processing of the writer has evoked of the writer has evoked the setting of the word for the word for the text of defining the armony details of the sequence of events in texts. **Town on knowledge of processing of the word for the text of the sequence of events in texts when the word for the text of the sequence of events in texts. **Town on knowledge of the text of the sequence of events in texts. **Town on knowledge of the text of the sequence of events in texts. **Town on knowledge of the texts.	Factual Recount Atmospheric Picture Books Narrative with Dialogue Explanation in the form of a Humoro. Read books fluently (appropriate to age related reading age) that are structured in different ways and is beginning to read for Read and use further root words, prefixes and suffixes taught so far (spelling Y3 appendix 1). Read and use further root words, prefixes and suffixes taught so far (spelling Y3 appendix 1). Read and use word families to support reading and understanding of new words (e.g. solve, solution, soluble, solved Fiction (including Class Novel) Recognise and discuss key themes and conventions. Note how the writer has evoked the setting through detail used. **Note how the writer has evoked the setting through detail used. **IDENTIFY & RETIEVE Draw on knowledge of proposition that such as characters, southers and such as the section of the sequence of events in texts who has been feet to the section of the sequence of events in texts wookloary receive its cleaned by sunta providing relative in the sequence of events in texts wookloary receive its cleaned by sunta providing grid the root word to the causes of this name and proposition that such as characters, souther that the sequence of events in texts who are appropriated to the causes of the text integer to the search of the second of the causes of the text integer to the search of the second of the	Factual Recount Atmospheric Picture Books Narrative with Dialogue Explanation in the form of a "How To' Guide 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 and use word families to support reading and understanding of new words (e.g. solve, solution, soluble, solved, dissolve). Fiction (including class Novel) Retell main points of a story in sequence. Retengise and discuss key themes and conventions. Note how the writer has evoked the setting through detail used. Prove on knowledge of procedularity to understand test such as characters, and the setting through detail used. Prove on knowledge of procedularity to understand test such as characters, and the control of a propose point in the greater of the south of the corner of the south of the		

	Year 3									
	Spring 2									
Class	michael monutes Butterfly Lion Lion Lion Lion Lion Lion Lion Lion									
Linked	ROALD DAHL THE	WEATHER!	Out of the control of	esops Jables	are 2	AF RO	inders' Guide to cks, Fossils and Soils	by Vernon Scannell Want a Dog by Judith Viorst 1 Mantis by John Lyons bil by Tony Bradman		
Genre:	Detailed Play Script	Instructions Prese Wa		Fab	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).									
	Fiction (includ	ing Class Novel)		Non Fiction				Poetry		
Teachina Focus	Refer to significant aspects of the atmosphere and identify how land adjectives for description		info Sur poi Ide	 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. 			 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. 			
	I VOCABULARY I		ENCE & MARISE	INFER	PREDICT	CONTI STRUC		ENHANCED MEANING	COMPARISON	
no	Draw on knowledge of aspects of vocabulary to understand texts fiction texts		nd explain the f events in texts	lake inferences from the text	Predict what might happen the basis of what has bee read so far			Understand impact of word choice and language tools	Draw comparisons across a text and between texts	
Comprehension	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 scan (for texts to texts to text mar Confider	specific words) short presented i those that of the text. Begin to Summarise	e events that are n more detail and are 'skimmed over'. the main points in a h fiction and non- nples.	Gather information from more than one point across the text to draw together an inferential opinion about a character or event e.g. Why do you think King Midas's daughter was called Marigold? What different emotions might the gladiator have felt, and how do you know?	 Make predictions from what stated, implied and wider experience. e.g. How do you think the character may feel when she returned to the fal looking a mess (how do you when looking a mess, think about the weather and relationships with other characters). 	paragraph and organisation of Identify theme rm, within texts e. feel written in the purpose of dif, non-fiction tex captions, num.	s and conventions g. diary entry is first person, the ferent parts of ts (subheadings, bering) and s of poetry. Bold,	Identify language and techniques that the author has used to create tension or urgency (e.g. short sentences) Identify viewpoint of a text, e.g. narration is sympathetic or disapproving of the main character Identify vocabulary that shows that the way characters speak, reflects their personality — and provide evidence from the text to support this e.g. the verbs used for dialogue show how the character is feeling.	Recognise different characters' reactions to the same event	

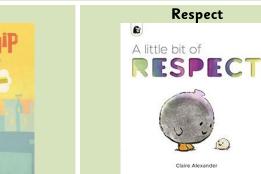
					V	- w 2					
						ar 3					
Class	Summer 1 Varjak Paw Varjak Paw										
Linked Text	Dear Mrs. LaRue	THE SECRET SKY GARDEN	Last : THE FLOWER		Th WASTE		New Moon by I The Football Gam Fossils by O Onomatopoeia	ne by Alan Loren Ogden Nash		WINIFRED ATWELLS	
Genre:	Persuasive Letters	Environmen	tal Narrative		ive with Figurative Language	Non-Fiction Text about Environment	t the	Poetry with One Alliter			oout a Significant dividual
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).										
	Fictio	on (including Class Novel)			N	Non Fiction			Р	oetry	
Text Teaching Focus					 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. Explore poetry that uses sound to create effects, e onomatopoeia, alliteration, distinctive rhythms. Rehearse poems for performance. Discuss languag vocabulary, extending their interest in the meaning of words 					hms. anguage, including	
	VOCABULARY	IDENTIFY & RETRIEVE	SEQUENCE SUMMARIS		INFER	PREDICT		NTENT & UCTURE	ENHANCI MEANIN	CI	OMPARISON
uc	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 sequence of events in		ake inferences from the text	Predict what might happen on the basis of what has been read so far		d the features and tures of texts	Understand impact choice and languag		w comparisons across a ext and between texts
Comprehension	 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). This is progressive via the texts chosen and vocabulary choices afforded. Demonstrate a knowledge of vocabulary by substituting vocabulary effectively. 	 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). 	 Identify the events that presented in more deta those that are 'skimme' Summarise the main potext, in both fiction and fiction examples. 	iil and d over'. oints in a	Gather information from more than one point across the text to draw together an inferential opinion about a character or event e.g. Why do you think King Midas's daughter was called Marigold? What different emotions might the gladiator have felt, and how do you know?	• Make predictions from what is stated, implied and wider experience. e.g. 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).	paragrap organisa • Identify t within te written in purpose non-fictio captions, different	and the purpose of a solution of a narrative themes and conventions exts e.g. diary entry is in the first person, the of different parts of on texts (subheadings, numbering) and forms of poetry. Bold, netorical questions	 Identify language an techniques that the a used to create tensio urgency (e.g. short see Identify viewpoint of narration is sympath disapproving of the recharacter Identify vocabulary that the way character reflects their personal provide evidence from to support this e.g. the used for dialogue shocharacter is feeling. 	uthor has reconnection or entences) a text, e.g. etic or entention of the shows ers speak, lity — and in the text the verbs	ecognise different characters' eactions to the same event

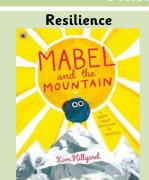
	Year 3										
			Sun	nmer 2							
Class Novel	ROALD MADDY VIP'S Figor Ottoline Clov Cat										
Linked Text		Hardware for the control of the cont	• Fairytale News OIM AND MARIN HAVENS Wicheld read TOTAL MARINANCE OF THE STREET	Varjak Paw 51 Sald Managana Manag	Voi PLOT	CCS Wan	ose can Do by Kate Wakeling ted: Wizard's Assistant by Laura Mucha dle-Buggy Boogie by Dennis Lee Diddle Diddle by Andrew Fusek Peters				
Genre:	First Person Documentary	Incident Reports	Newspaper Reports	Newspaper Reports Mystery Narrative Points			Poetry with Word Play				
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).										
	Fiction (including Class Novel) Non Fiction Poetry										
Text Teaching Focus	 Identify and explain how dialognous the story on. Compare different stories, evan 	ogue is used to create characterisatio		esearch a topic. fferent forms of chronological	reports. to recogn	 Recite by heart poetry that plays with language or entertain to recognise rhyme, alliteration and other patterns of sound that create effects. 					
	I VOCAKULARY I	DENTIFY & SEQUEN RETRIEVE SUMMA	INFFR	PREDICT	CONTENT & STRUCTURE	ENHANCED MEANING	COMPARISON				
น๐	Draw on knowledge of aspe vocabulary to understand texts fiction	ntify and explain key ects of fiction and non- texts such as characters, sequence of eve s, titles and information		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				
Comprehension	meanings of new ambitious sca vocabulary read in context by tex using knowledge of etymology pur (origin), morphology (the root tex word) or the context of the word (sentence, paragraph, text the	 Identify the ever presented in mo those that are 's ropse of the text. Begin to the text. Begin to the text mark. Infidently use knowledge of alphabet to locate formation (dictionary / index). Identify the ever presented in mo those that are 's Summarise the rext, in both fict fiction examples 	re detail and than one point across the text kimmed over'. to draw together an inferential nain points in a opinion about a character or event e.g. Why do you think	Make predictions from what is stated, implied and wider experience. e.g. 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).	 Understand the purpose of a paragraph and chapter in the organisation of a narrative 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 	 Identify language and techniques that the author had used to create tension or urgency (e.g. short sentences) Identify viewpoint of a text, enarration is sympathetic or disapproving of the main character Identify vocabulary that show that the way characters speak reflects their personality — and provide evidence from the text o support this e.g. the verbs used for dialogue show how the character is feeling. 	g.				

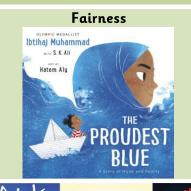
Year 3

We Love To Read Time Class Book Choices

Kindness Values Texts











Fiction

























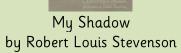




Poetry Spine









Kind Deeds by Isaac Watts



Wind on the Hill by A. A. Milne



I Opened a Book by Julia Donaldson



Catch a Little Rhyme by Eve Merriam









