Reading Curriculum – Year 3

Archaic Text	Non-linear Time Sequences	Narratively Complex	Complexity of Plot/Symbolic Text	Resistant Text
The vocabulary, usage, syntax for cultural reference of text over 50 or 100 years old are vastly different and more complex than books today	Books where time moves in fits and starts. This requires focus on plot and understanding	Books are sometimes narrated by an unreliable narrator or who have multiple narrators or non-human. These add more complexity that a single plot line	Texts which happen on a symbolic level. Critical forms of text complexity	Texts written to deliberately resist easy meaning-making by readers. Readers have to assemble meaning around nuances, hints, uncertainties and clues
The Little Match Girl – Hans Christian Anderson How the Camel got his Hump – Rudyard Kipling You Are Old Father William (Poem) – Lewis Carroll	Voices in the Park – Anthony Brown	Woof – Allan Ahlberg The soldier- Rupert Brooke	The Tunnel – Anthony Browne Dragon Post/Beast Post- Emma Yarlet Michael Rosen- Chocolate	Something Told The Wild Geese – Rachel Field Us Two- AA Milne

National Curriculum

Retrieval	Vocabulary	Developing Fluency, Performance and Debating	Inference	Text Structure - Comparing and Making Links
• To increase their familiarity with a wide range of books and retelling some of these orally. • Asking questions to improve their understanding of a text. • Identifying main ideas drawn from more than one paragraph and summarising these. • To retrieve and record information from non-fiction. • Find and select the word/s in a section of a text to answer find it questions.	• Children apply their growing knowledge of root words, prefixes and suffixes to understand the meaning of new words • Discuss words and phrases that capture the reader's interest and imagination • To identify how language contributes towards meaning and checking the book makes sense to them.	• Children listen to and discuss a wide range of fiction, poetry, plays, non-fiction and reference books. • Prepare poems and play scripts to read aloud and to preform, showing understanding through intonation, tone volume and action • Participate in discussion about books that are both read to them and those	• Check the text makes sense to them, discussing their understanding and explaining the meaning of words in context • Predict what might happen from details stated and implied • Draw inferences such as inferring characters' feelings, thoughts and motives from their actions, and justify these with evidence • Make predictions prior to reading based upon the title, cover and skimming of illustrations	• Children recognise and name some different forms of poetry • To be able to retrieve and record information from non-fiction • Identify how structure and presentation contribute to meaning • Read books that are structured in different ways and reading for a range of purposes • Compare and contrast features of stories read, e.g. characters, settings and themes

• Generate find it questions for a sections of fiction and non-fiction texts (which are relevant)	• Identify patterns in language, e.g. repetition, rhyme, alliteration • Identify and generate words with similar meanings • Begin to recognise key vocabulary and language features from different genres and apply to writing	they can read for themselves • Ask questions to improve their understanding of a text • To discuss specific events, characters or sections of a text • Discuss words and phrases which captures the readers interest and imagination	• Make predictions based upon events and actions of characters so far • To make predictions by drawing upon knowledge from other texts and the background	

In year 3, all children should be fluent readers. Children who have not yet completed the Read, Write, Inc scheme will remain on this before moving on to the Read, Write, Inc comprehension programme. Only after this, will children be moved on to the school reading scheme.

Until then, reading is taught as a class, where the teacher can model practice and read fluently.

Teachers read the class text daily however they can select other texts for reading lessons.

<u>Autumn 1</u>

Wk	Text	Concepts	Objectives
1	Voices in the Park – Anthony Brown	Retrieval - Summarising	Identifying main ideas drawn from more than one paragraph and summarising these. Summarise orally and in writing the main points from a paragraph using a wider range of prompts.
2	Voices in the Park – Anthony Brown	Retrieval - Sequencing	Sequence events from a story and explain reasons for this choice. Sequence pictures or texts from a story or non-fiction text read justifying reasons for choices.
3	Voices in the Park – Anthony Brown	Retrieval - Skimming and Scanning	Scan text to find given words or phrases. Skim and scan to identify and use headings and sections in books (glossaries, indexes, contexts) to retrieve information. Produce an annotated story/visual map to represent a text that has been read.
4	The Tunnel – Anthony Browne	Retrieval - Locational Questions	Ask relevant questions about a story or non-fiction text. Generate 'find-it' questions for a section of text.

5	The Tunnel – Anthony Browne	Retrieval - Note Making Skills	Give meaning to the marks they make. Retrieve and record information, producing a set of notes to support a presentation.
6	The Tunnel – Anthony Browne	Retrieval - Summarising	Identifying main ideas drawn from more than one paragraph and summarising these. Summarise orally and in writing the main points from a paragraph using a wider range of prompts.
7	The soldier- Rupert Brooke	Vocabulary - Identify Developing Fluency and Performance	Identify and discuss words and phrases that capture the reader's interest and imagination. Identifying how language contributes towards meaning. Preparing poems and play scripts to read aloud and to perform, showing understanding through intonation, tone, volume and action. Participate in discussions, presentations, performances, role play/improvisations and debates.

Autumn 2

Wk	Text	Concepts	Objectives
1	The Little Match Girl – Hans Christian Anderson	Inference - Prediction	Make predictions prior to reading based upon the title, cover and skim reading of illustrations, contents page and headings. Make predictions based upon events and actions of characters so far in the story, Make predictions drawing upon knowledge from other texts. Make predictions based upon background.
2	The Little Match Girl – Hans Christian Anderson	Use of Function of Structural Organisers - Non-Fiction	Read non-fiction texts that are structured in different ways Name and describe the function of a range of common organisers in non-fiction texts, e.g. contents, headings, index, glossary, subheadings, diagrams. Use a range of structural organisers to retrieve information from non-fiction texts.
3	The Little Match Girl – Hans Christian Anderson	Inference - Cause and Effect	Identify the cause of an event. Infer an effect of a specific event or action.
5	Anthony Browne	Reading for Pleasure- Author Study	Read for a range of purposes. Reading a variety of books including fairy stories, myths and legends. Listening to a wide range of fiction, poetry, plays, non-fiction and reference books or textbooks.
6	How the Camel got his Hump – Rudyard Kipling	Vocabulary - The Meaning of Words Developing Fluency and Performance	Apply their growing knowledge of root words, prefixes and suffixes to understand the meaning of new words. Explain the meaning of words in context. Fluently read a wide range of books, including fairy stories, myths and legends.
7	Review week		

Spring 1

Wk	Text	Key Focus	Objectives
1	Dragon Post- Emma Yarlet	Inference - identifying evidence to support opinion	Justify inferences with evidence. Infer characters' feelings, thoughts and motives.
2	Dragon Post- Emma Yarlet	Inference - characterisation	Explore characters' actions and feelings through role play such as hot seating. Create short improvisations in role.
3	Dragon post- Emma Yarlet	Inference - asking and answering questions	Ask and answer inference/detective relevant-questions about a story or non-fiction text which begins to develop character's feelings and actions.
4	Dragon post- Emma Yarlet/can bring in other texts	Vocabulary - intended impact on the reader	Discuss words and phrases that capture the reader's interest and imagination.
5	Us two- AA Milne	Developing fluency and performance	Read aloud a decodable or simple text at a reasonable pace and grouping words into meaningful phrases. Use punctuation cues and some intonation and expression.
6			Review week

Spring 2

Wk	Text	Key Focus	Objectives
1	Beast feast- Emma Yarlet	Inference- asking and answering questions	Developing skills in asking and answering questions about a character's feelings and actions. This strategy is modelled by making connections across the text.
2	Emma Yarlet	Reading for pleasure- author study	Read for a range of purposes. Reading a variety of books including fairy stories, myths and legends. Listening to a wide range of fiction, poetry, plays, non-fiction and reference books or textbooks.
3	Beast feast- Emma Yarlet	Vocabulary- recognise how language is linked to audience and purpose	Begin to recognise key vocabulary and language features from different genres and apply to writing.
4 and 5	You Are Old Father William (Poem) – Lewis Carroll	Developing fluency and performance	Read at a speed sufficient to their understanding. Read accurately at an efficient pace without over sounding and blending. Prepare playscripts/poetry to read aloud.
6	Review		

Summer 1

Wk	Text	Concept	Objectives
1	Non-fiction text linked to the topic	Use of function of structural organisers/text featured Non-fiction	Read non-fiction texts that are structured in different ways Identify and name a range of common organisers in non-fiction texts, e.g. contents, headings index, glossary, subheadings, diagrams. Use a range of structural organisers to retrieve information from non-fiction texts.
2	Revisit poetry taught during the year	Use of function of structural organisers/text features-poetry	Read short poems that are structured in different ways Identify and name a range of structural organisers. Discuss similarities and differences.
4	Compare texts taught this year and in previous year	Identify and discuss similarities and differences	Identify, compare and contrast features of a range of fiction genres, e.g. contemporary, traditional and poetry.
5	Woof – Allan Ahlberg	Vocabulary-compare and contrast	Compare and contrast language within a type of story read, e.g. fairy tales and plays.
6	Something Told The Wild Geese – Rachel Field	Developing fluency and performance	Read at a speed sufficient to their understanding. Use punctuation cues and some intonation and expression. Read accurately at an efficient pace without overt sounding and blending. 2

Summer 2

Wk	Text	Concept	Objectives
1	Woof – Allan Ahlberg	Compare and contrast-making links	Compare and contrast language within a type of story read, e.g. fairy tales and plays. Identify and compare themes of fictional stories.
2	Woof – Allan Ahlberg	Reviewing and performing-debating	Discuss a range of fiction, poetry, plays, non-fiction and reference books or textbooks that they have read themselves and which have been read to them, Take turns and listen to what others have to say. Discuss specific events, characters or sections of a text. Discuss words and phrases which captures the readers interest and imagination.
3	Allan Ahlberg	Reading for pleasure-author study	Read for a range of purposes. Reading a variety of books including fairy stories, myths and legends. Listening to a wide range of fiction, poetry, plays, non-fiction and reference books or textbooks.
4	Michael Rosen-Chocolate	Vocabulary	Full review of Y3 vocabulary.
5 and 6	Michael Rosen-Chocolate	Developing fluency and performance	Prepare poems and play scripts to read aloud and to perform, showing understanding through volume and action.
7 and 2 days	Review		