



Year 3			
	Autumn term	Spring term	Summer term
Guided reading Chapter book for term	The Boy Who Grew Dragons	Pugs of the Frozen North	The Nothing to See Here Hotel
Links to Wider Curriculum	PSHE – Building healthy relationships	PSHE – Building healthy relationships	PSHE – Understanding of the wider world and where we live in comparison.
Guided reading Short texts for term	Poetry from around the world Non-fiction texts that link to our Geography Unit (Our Local Area). A Street Through Time and The Street Beneath My Feet.	Rich picture books (some with words and some without with a focus on inference) Float, Bird by Beatriz Vidal, Flotsam, Mirror) Traditional stories (Just so stories, Rudyard Kipling)	Newspaper reports Magazine articles
Reading focuses	<u>Language & effect</u> Identify language, structural and presentational features of texts and discuss how they contribute to the meaning.	<u>Themes & conventions</u> Begin to make connections between texts. Begin to identify simple common themes in texts e.g. good vs evil, use of magical devices. Begin to identify conventions of different types of writing. Comment on the use of conventions in different types of writing.	<u>Language & effect</u> Discuss words and phrases that engage the reader. Give extended explanations of the impact of language choices on meaning.
	<p>Predict - what might happen from details stated and implied based on:</p> <ul style="list-style-type: none"> - content - simple themes/ text types - justify predictions with evidence <p>Summarise - identify main ideas drawn from more than one paragraph and summarise these</p> <p>Question - ask and answer questions to improve understanding of a text.</p> <p>Justify - reason explanations with justification.</p> <p>Identify language, structural and presentational features of texts and discuss how they contribute to the meaning.</p> <p>Vocabulary – explore vocabulary within text. Focus on tier two words (grow words).</p>		
Links to Wider Curriculum	Geography – How has my local area changed over time?	PSHE – understanding varying cultures.	PSHE – understanding the world around us and current affairs.
<u>YEAR LONG READING FOCUSES (CONTEXT SPECIFIC)</u>			
<ul style="list-style-type: none"> • Infer - draw inferences such as characters' feelings, thoughts and motives from their actions, and justify with evidence from the text or life experience. 			



Overview of Reading curriculum

<ul style="list-style-type: none"> • Discuss words and phrases that engage the reader. • Give extended explanations of the impact of language choices on meaning. • Clarify - use dictionaries to check the meanings of words they have read. • Prosody – the patterns of stress and intonation <i>particularly to gauge meaning</i> 			
Supporting texts from the wider curriculum	Ask Dr K Fisher (Talk for writing text) The Tower to The Sun (Talk for writing text) Tear Thief (Talk for writing text) Until I Met Dudley (Talk for writing text) Creation story from Old Testament (RE curriculum)	A First Book of Nature (Talk for writing text) Marvin & Milo (Talk for writing text) Arthur & the Gold Rope (Talk for writing text) Fantastically great women who saved the planet (Talk for writing text)	Carry me away (Talk for writing text) 100 Most Deadly (Talk for writing text)
Whole school reading strategies	1:1 reading with TA - Vulnerable readers (low attainment, low engagement, low parental support) to read as often as time table allows in the week (average 45 mins a week) Echo reading - Teacher models reading before whole class joins in “Checking in” – Quick conferences with children, checking in on how they are getting on with their reading book and recommending new ones Reciting part of class book – Children to be picked to read appropriate sections aloud during whole class guided reading Accelerated Reader – The majority of children in KS2 will take a quiz on their book immediately after reading to assess understanding. STAR Readers used throughout year to assess comprehension		
Reading strategies and interventions for bottom 20% of each class	1:1 reading with TA - Vulnerable readers (low attainment, low engagement, low parental support) to read as often as time table allows in the week (average 45 mins a week) Phonics intervention – Targeted intervention with trained member of staff to plug gaps Salford reading assessment – Assessing comprehension and word speed Reading Fluency Intervention		
Opportunities for GDS	<ul style="list-style-type: none"> - Year group book lists (suggested reads to include a variety of genres) - Peer reading with younger children - Performance reading 		
Greater Depth within each key text	The Boy Who Grew Dragons <ul style="list-style-type: none"> - High AR level - Explore and infer with metaphors - The use of humour to engage reader - Exploring purpose of particular vocabulary - Explore Chapter 27 in depth. Discuss the difference in formality. - Purpose of writing directly to the reader - Chapter 4 – explore the author’s techniques to build suspense Poetry/Non-fiction <ul style="list-style-type: none"> - Explore metaphors - Compare and contrast themes of two poems - Modelling formality of non-fiction in their own writing - Purpose of text for audience 	Pugs of the Frozen North <ul style="list-style-type: none"> - Exploring ever-changing relationships between characteristics - High AR level - Ambitious verb choices and reasons for it Picture Book/Stories – <ul style="list-style-type: none"> - Alternative endings/openings - Layout of writing/lack of writing - Making less obvious inferences 	The Nothing to See Here Hotel <ul style="list-style-type: none"> - Exploring how the author creates humour through his writing. - Explore the use of dialogue Newspaper articles and Magazines <ul style="list-style-type: none"> - Compare the differences in formality and use this to inform writing - Explore biases and how they impact on the reader’s opinion