

Year 3 Reading					
Relevant KS2 end points covered: <ul style="list-style-type: none"> • Be able to read age-appropriate texts with confidence and fluency. • Draw inferences about character's feelings, thoughts and motives. • Make plausible predictions and summaries. • Comment upon a writer's choice of language and explain the effect of vocabulary on the reader. • Make reasoned justifications for their views using the text to support their opinions. 					
Key concepts: <ul style="list-style-type: none"> • Word Reading • Comprehension Strands <ul style="list-style-type: none"> ○ Vocabulary ○ Inference ○ Prediction ○ Explain ○ Retrieve ○ Summarise ○ Poetry and performance 					
Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Unit titles:					
Hull Fair		The Land Before Time		Gods, Greeks and Goddesses	
Domains of knowledge					
Guided Reading The Girl Who Walked on Air by Emma Carroll Whole Class PSHE Butterfly Lion by Michael Morpurgo Poetry The Witch of Axon - Reading Explorers		Guided Reading Stig of the Dump by Clive King Whole Class PSHE Mr Stink by David Walliams Poetry A- If Anger was an Animal -The Emotional Menagerie		Guided Reading Who let the Gods out by Maz Evans Whole Class PSHE The Girl Savage by Katherine Rundell Poetry The Small Dragon by Brian Patten	
Progressive skills:					
I can read aloud independently, taking turns and listening to others. I can apply our knowledge of root words to read aloud and to understand the meaning of unfamiliar words. I can apply our knowledge of prefixes to read aloud and to understand the meaning of unfamiliar words: -in-, mis-, dis-, il-, im-, ir-, re-, sub-, inter-, -un I can apply our knowledge of suffixes to read aloud and to understand the meaning of unfamiliar words: -ly, -ous, -tion, -sion, -ssion, -cian I can read further exception words, noting the unusual correspondences between spelling and sound.					
Comprehension		Comprehension		Comprehension	
I can begin to use dictionaries to check the meaning of words that I have read. I can begin to discuss words that capture the reader's interest and imagination. I can begin to identify how language, structure, and presentation contribute to meaning with support. I can draw inferences such as inferring characters' feelings and thoughts. I can predict what might happen based on details which have been read. I can listen to and begin to discuss a range of texts.		I can use dictionaries with increasing independence to check the meaning of words that I have read. I can begin to discuss words and phrases that capture the reader's interest and imagination. I can begin to identify how language, structure, and presentation contribute to meaning with increasing independence. I can draw inferences such as inferring characters' feelings, thoughts and begin to look at motives from their actions.		I can independently use dictionaries to check the meaning of words that I have read. I can begin to discuss words and phrases that capture the reader's interest and imagination with growing confidence. I can begin to identify how language, structure, and presentation contribute to meaning. I can draw inferences such as inferring characters' feelings, thoughts and motives from their actions.	

<p>I can begin to recognise some different simple forms of poetry.</p> <p>I can ask questions to help my understanding.</p> <p>I am beginning to retrieve and record information from non-fiction texts.</p> <p>I am becoming increasingly familiar with a wide range of books, including fairy stories, myths and legends, and beginning to retell some of these orally.</p> <p>I am beginning to identify themes and conventions in a wide range of books with support.</p> <p>I am beginning to identify main ideas drawn from more than one paragraph and beginning to summarising these with support.</p> <p>I can begin to prepare poems to read aloud.</p> <p>I am beginning to recognise some different forms of poetry.</p>	<p>I can predict what might happen based on details which have been read with increasing confidence.</p> <p>I can listen to and discuss a range of fiction, poetry, plays, non-fiction and reference books or textbooks.</p> <p>I can recognise some different forms of poetry.</p> <p>I can ask questions to improve my understanding of a text with growing accuracy.</p> <p>I can retrieve and record information from non-fiction texts with growing independence.</p> <p>I am becoming increasingly familiar with a wide range of books, including fairy stories, myths and legends, and developing the skill to retell some of these orally.</p> <p>I am beginning to identify themes and conventions in a wide range of books with growing independence.</p> <p>I am beginning to identify main ideas drawn from more than one paragraph and summarising these with growing independence.</p> <p>I can begin to prepare poems and play scripts to read aloud and to perform.</p> <p>I am beginning to recognise some different forms of poetry.</p>	<p>I can predict what might happen based on details which have been read with confidence and accuracy.</p> <p>I can listen to and discuss in detail a wide range of fiction, poetry, plays, non-fiction and reference books or textbooks.</p> <p>I can recognise different forms of poetry [for example, free verse, and narrative poetry].</p> <p>I can ask questions to improve my understanding of a text with further accuracy.</p> <p>I can retrieve and record information from non-fiction texts with further independence.</p> <p>I am becoming increasingly familiar with a wide range of books, including fairy stories, myths and legends, and retelling some of these orally.</p> <p>I am beginning to identify themes and conventions in a wide range of books with greater independence.</p> <p>I am beginning to identify main ideas drawn from more than one paragraph and summarising these with greater independence.</p> <p>I can prepare poems and play scripts to read aloud and to perform.</p> <p>I am beginning to recognise some different forms of poetry.</p>
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Prior Knowledge:

Children should be able to sound out most unfamiliar words without overt blending. They should be able to discuss the sequence of events and make simple predictions about future events. They will be able to ask and answer questions about texts they have listened to and texts that they may have read independently.

Grammar terminology:

singular, plural, sentence, punctuation, full stop, question mark, comma, exclamation mark , poem, story, non-fiction, root word, prefixes, suffixes, prediction, inference, sequence, structure