



Year 3 Reading Overview

		Our community		Our World		Our Impact	
		Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Y e a r 3	Topic	May the force be with you	The Lambton worm	Captain Caveman	Pack your bags	Who Let the Gods out	Where Land Meets Sea
	Core text	The Iron Man (class reader)	Stig of the Dump (class reader) The Lambton worm	Stig of the Dump (class reader) Stone age Boy	Varjak Paw (class reader)	Who let the Gods Out (class reader) Ancient Athens (Literacy shed video)	Who Let the Gods out (class reader) Ocean meet sky - Fan brothers Once in a Lifetime (Ed Shed video)
	T4W Texts	T4W - Fowler's Yard T4W - Instructions - how to put the iron man back together	T4W - Catamander T4W - Information report about a legendary sea creature	T4W - Elf Road T4W - Stone age letter	T4W - Zelda Claw	T4W - The Magic teaching box (Pandora's Box) T4W - Visit Ancient Greece	T4W - Nail Soup T4W -Non chron - sea creatures
	Applying Phonics	I know that phonics is one strategy to help me read unfamiliar words. I know when phonic strategies will help me to read a word and when they will not. I know what a root word is. I understand how to use a root word to help me read unfamiliar words. I use root words to help me read unfamiliar words. I use root words to help me understand the meaning of unfamiliar words. I know what prefixes and suffixes are.		I apply knowledge of root words, prefixes and suffixes to read aloud and to understand the meaning of unfamiliar words. I know that some words may have a similar pronunciation but may be written differently. I know that some of these are unusual. I use knowledge of unusual phoneme/grapheme correspondences to help me read unfamiliar words. I know that unfamiliar words can be read by using knowledge of similar words (analogy).		I use analogy, drawing on the pronunciation of similar known words to read others.	



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Reading with Fluency and Understanding	I check understanding in any book or text that I read. I ask questions to ensure understanding of a text. I know that there will be unfamiliar words in a text. I identify the main idea of a text. I know that the organisation and layout of a book helps me to understand it. I know how to find key words or information in a non-fiction text.	I ask questions to deepen understanding of a text. I use the context of unfamiliar words to explain their meaning. I give a personal response to a text. I use evidence from the text to support my response. I use clues from the text to predict what might happen next. I know that the main idea in a narrative may also have a message for the reader. I know that the message in a book is called the theme. I recognise that books may have similar themes. I understand that the organisation and layout may be different according to the purpose of the book. I record key words or information found in a non-fiction text.	I check the meaning of any unfamiliar words through questioning, discussion or use of dictionaries. I explain my personal response. I listen to others' personal responses to a text. I adapt own response in the light of others' responses. I know that characters' actions can tell the reader about their thoughts, feelings and motives. I infer characters' feelings, thoughts and motives from their actions. I give reasons for predicting what might happen next.
Reading for Pleasure	I know that there are different kinds of narrative stories. I understand that a sequence of events in a narrative is called the plot. I can identify the plot in a narrative. I use a dictionary to check or find the meaning of new words. I know that there are different kinds of non-fiction books. I know that non-fiction books are structured in different ways. I know how to use a non-fiction book to find identified information. I identify any words that are unfamiliar.	I understand that narratives can have differently structured plots. I talk about the different plot structures in genres read. I know that writers choose words and language to create an effect on the reader. I find effective words and language in reading that writers have used to create effects. I discuss a range of narrative stories and their similarities and differences. I choose books for specific purposes. I discuss the meaning of unfamiliar words identified.	I recognise the literary language typical of narrative genres read. I recognise words and language that show the setting of a book - historical, cultural or social. I explain why a writer makes choices about words and language used. I discuss meaning of specific or unusual words used by authors to create effects. I explain why a writer has chosen specific words and language. I record words and language from reading to use in my own writing. I make connections between books written by the same author. I re-tell some of stories written by the same author by heart.
Reading for Pleasure: Poetry	I know that there are different forms of poetry. I recognise and name different types of poems which have been introduced. I know that words and language in poems create effects.	I can discuss the meaning of words and language in poems. I understand that there can be more than one interpretation of a poem. I understand that the meaning of poems can be enhanced through performance. I watch performances of poems.	I discuss how the meaning is enhanced through performance. I identify that intonation, tone, volume and action can be used to enhance meaning. I prepare poems to read aloud and to perform, showing understanding through intonation, tone, volume and action.