

Overview of Reading in our school	<p>Every class carries out Guided Reading on a weekly basis. Each year group works from a fiction, non-fiction or poetry text and this is varied throughout the terms. The lessons focus on comprehension skills and how to answer questions accurately; the class teacher will model to the class how to answer the questions and where to find the answer in the text. Adaptations are made where necessary to ensure all children are working on the same learning objective even if they are using a different text.</p>
<p>Reading</p>	<p>Word Reading Pupils should be taught to:</p> <ul style="list-style-type: none"> - apply their growing knowledge of root words, prefixes and suffixes (etymology and morphology) as listed in English Appendix 1, both to read aloud and to understand the meaning of new words they meet - read further exception words, noting the unusual correspondences between spelling and sound, and where these occur in the word <p>Comprehension Pupils should be taught to:</p> <ul style="list-style-type: none"> - develop positive attitudes to reading and understanding of what they read by: <ul style="list-style-type: none"> -listening to and discussing a wide range of fiction, poetry, plays, non-fiction and reference books extracts -reading books that are structured in different ways and reading for a range of purposes -using dictionaries to check the meaning of words that they have read -increasing their familiarity with a wide range of books, including fairy stories, myths and legends, and retelling some of these orally -identifying themes and conventions in a wide range of books preparing poems and play scripts to read aloud and to perform, showing understanding through intonation, tone, volume and action -discussing words and phrases that capture the reader’s interest and imagination -recognising some different forms of poetry [for example, free verse, narrative poetry] <p>- understand what they read, in books they can read independently, by:</p> <ul style="list-style-type: none"> - checking that the text makes sense to them, discussing their understanding and explaining the meaning of words in context - asking questions to improve their understanding of a text o drawing inferences such as inferring characters’ feelings, thoughts and motives from their actions, and justifying inferences with evidence - predicting what might happen from details stated and implied - identifying main ideas drawn from more than one paragraph and summarising these - identifying how language, structure, and presentation contribute to meaning

	<p>-retrieve and record information from non-fiction</p> <p>- participate in discussion about both books that are read to them and those they can read for themselves, taking turns and listening to what others say.</p>	
Question stems in reading	Key Reading Skills	Possible question stems
	<p>Vocabulary:</p> <ul style="list-style-type: none"> • use dictionaries to check the meaning of words they have read • discuss words that capture the readers interest or imagination • identify how language choices help build meaning • find the meaning of new words using substitution within a sentence 	<ul style="list-style-type: none"> • What does this word/phrase/sentence tell you about the character/setting/mood? • Can you find this word in the dictionary? • Find a synonym of • What does the word ... mean? • Which word is used that tells you that ..? • Choose the word closest in meaning to....
	<p>Inference:</p> <ul style="list-style-type: none"> • Children can infer characters feelings, thoughts and motives from their stated actions. • Justify inferences by referencing a specific point in the text. • Ask and answer questions appropriately, including some simple inference questions based on characters' feeling, thoughts and motives. • Make inferences about actions or events. 	<ul style="list-style-type: none"> • Why do you think? How do you know? • What has happened in? How do you know? • What did ... do? Why do you think this? • What evidence is there in the text that tells us ? • Who is telling the story? How do you know? • How did feel? How do you know?
	<p>Prediction:</p> <ul style="list-style-type: none"> • Justify predictions using evidence from the text. • Use relevant prior knowledge to make predictions and justify them. • Use details from the text to form further predictions. 	<ul style="list-style-type: none"> • Can you think of another story with a similar theme? • What happened before this and what do you think will happen after? • Based on what you have read so far, what do you think will happen next? Why? • What do you think ... is going to say to ...?
	<p>Explaining:</p> <ul style="list-style-type: none"> • discussing the features of a wide range of fiction, poetry, plays, non-fiction and reference books 	<ul style="list-style-type: none"> • What is similar/different about two characters? • Pretend you are ... in this passage. Write a few sentences explaining your thoughts and feelings.

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	<ul style="list-style-type: none"> identifying how language, structure, and presentation contribute to meaning of both fiction and non-fiction texts 			<ul style="list-style-type: none"> Why do you think they chose to order the text in this way? What is the author's viewpoint? How do you know? 		
	Retrieval: <ul style="list-style-type: none"> use contents page and subheadings to locate information learn the skill of 'skim and scan' to retrieve details. begin to use quotations from the text. retrieve and record information from a fiction text. retrieve information from a non-fiction text 			<ul style="list-style-type: none"> Who are the characters in this text? When / where is this story set? How do you know? Which part of the story best describes the setting? What do you think is happening here? What might this mean? How do you think is feeling? Can you think of you think of your own retrieval questions? Whose perspective is the story told from? 		
	Summarising: <ul style="list-style-type: none"> identifying main ideas drawn from a key paragraph or page and summarising these begin to distinguish between the important and less important information in a text. give a brief verbal summary of a story. identify themes from a wide range of books make simple notes from one source of writing 			<ul style="list-style-type: none"> What is the main point in this paragraph? Sum up what has happened so far. Which is the most important point in these paragraphs? Have you noticed any similarities between this text and any others you have read? 		
Writing overview	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
	Information Texts	Descriptive Writing	Story (Traditional Tales)	Recount (Newspaper Report) Poetry (Free Verse)	Letter of Complaint	Greek Myth

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	<ul style="list-style-type: none"> • Sentence types • Commas for list • Coordinating conj. (and) • Subheadings • Coordinating conjunctions (and, or, so, but) • Subordinating conjunctions (when, while, because, if) 	<ul style="list-style-type: none"> • Coordinating conjunctions • Noun phrases • A/an • Adverbs of manner • Subordinating conjunctions (although, as) 	<ul style="list-style-type: none"> • Noun phrases • Conjunctions recap • Past tense • Prepositions • Paragraphs 	<ul style="list-style-type: none"> • Recap adverbs of manner • Tense • Inverted commas • Present perfect • Adverbs/prepositions of time • Conjunctions (since, yet, before, after) <p>Poetry</p> <ul style="list-style-type: none"> • Noun phrases • Co-ordinating conjunctions • Adverbs of manner • Free verse • Similes • Personification 	<ul style="list-style-type: none"> • paragraph • subordinating conjunctions • adjectives • adverbs of time/place/manner • Greeting • Sign off • Address of sender/recipient 	<ul style="list-style-type: none"> • Conjunctions • Inverted commas • Adverbs revision • Apostrophes for possession • Apostrophes for contraction
Composition	<p>- plan their writing by:</p> <p>- discussing writing similar to that which they are planning to write in order to understand and learn from its structure, vocabulary and grammar</p> <p>- discussing and recording ideas</p> <p>- draft and write by:</p> <p>- composing and rehearsing sentences orally (including dialogue), progressively building a varied and rich vocabulary and an increasing range of sentence structures (English Appendix 2)</p> <p>- organising paragraphs around a theme</p> <p>- in narratives, creating settings, characters and plot</p> <p>- in non-narrative material, using simple organisational devices [for example, headings and sub-headings]</p> <p>- evaluate and edit by:</p> <p>- assessing the effectiveness of their own and others' writing and suggesting improvements</p>					

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	<ul style="list-style-type: none"> - proposing changes to grammar and vocabulary to improve consistency, including the accurate use of pronouns in sentences - proof-read for spelling and punctuation errors - read aloud their own writing, to a group or the whole class, using appropriate intonation and controlling the tone and volume so that the meaning is clear.
Handwriting	<p>Pupils should be taught to:</p> <ul style="list-style-type: none"> - use the diagonal and horizontal strokes that are needed to join letters and understand which letters, when adjacent to one another, are best left unjoined. - increase the legibility, consistency and quality of their handwriting, [for example, by ensuring that the downstrokes of letters are parallel and equidistant, and that lines of writing are spaced sufficiently so that the ascenders and descenders of letters do not touch]
Vocabulary, Grammar and punctuation	<p>Pupils should be taught to:</p> <ul style="list-style-type: none"> - sentences with more than one clause by using a wider range of conjunctions, including: when, if, because, although - use the present perfect form of verbs in contrast to the past tense - choose nouns or pronouns appropriately for clarity and cohesion and to avoid repetition - use conjunctions, adverbs and prepositions to express time and cause - use fronted adverbials - indicate grammatical and other features by: using commas after fronted adverbials, indicating possession by using the possessive apostrophe with plural nouns, using and punctuating direct speech.
Transcription	<p>Pupils should be taught to:</p> <ul style="list-style-type: none"> - use further prefixes and suffixes and understand how to add them. - spell further homophones - spell words that are often misspelt - place the possessive apostrophe accurately in words with regular plurals [for example, girls', boys'] and in words with irregular plurals [for example, children's] - use the first 2 or 3 letters of a word to check its spelling in a dictionary - write from memory simple sentences, dictated by the teacher, that include words and punctuation taught so far