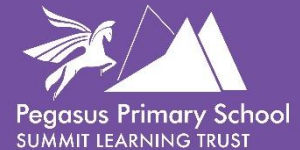


Year 3

NC Fluency Skills:

- 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.



NC Comprehension Skills:

Develop positive attitudes to reading and understanding of what they read by:

- Listening to and discussing a wide range of fiction, poetry, plays, non-fiction and reference books or textbooks
- 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 English
- 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]

Understand what they read, in books they can read independently, by:


- 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
 - 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.
-
- Retrieve and record information from non-fiction
 - 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.


NC Non-Statutory Guidance:


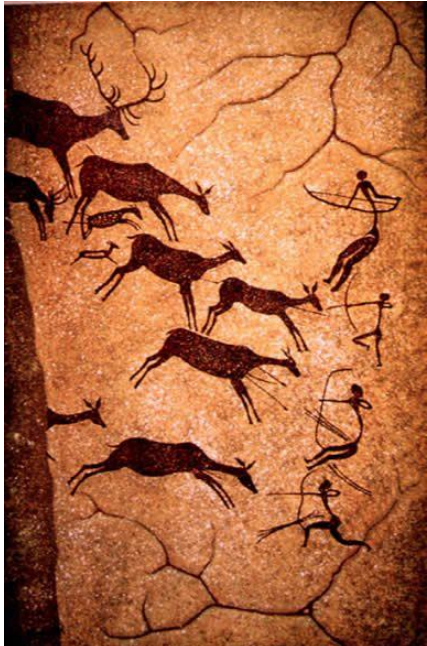
- At this stage, teaching comprehension should be taking precedence over teaching word reading directly. Any focus on word reading should support the development of vocabulary.
- When pupils are taught to read longer words, they should be supported to test out different pronunciations. They will attempt to match what they decode to words they may have already heard but may not have seen in print [for example, in reading 'technical', the pronunciation /tɛtʃnɪkəl/ ('tetchnical') might not sound familiar, but /tɛknɪkəl/ ('teknical') should].
- The focus should continue to be on pupils' comprehension as a primary element in reading. The knowledge and skills that pupils need in order to comprehend are very similar at different ages. This is why the programmes of study for comprehension in years 3 and 4 and years 5 and 6 are similar: the complexity of the writing increases the level of challenge. Pupils should be taught to recognise themes in what they read, such as the triumph of good over evil or the use of magical devices in fairy stories and folk tales. They should also learn the conventions of different types of writing (for example, the greeting in letters, a diary written in the first person or the use of presentational devices such as numbering and headings in instructions). Pupils should be taught to use the skills they have learnt earlier and continue to apply these skills to read for different reasons, including for pleasure, or to find out information and the meaning of new words.
- Pupils should continue to have opportunities to listen frequently to stories, poems, nonfiction and other writing, including whole books and not just extracts, so that they build on what was taught previously. In this way, they also meet books and authors that they might not choose themselves. Pupils should also have opportunities to exercise choice in selecting books and be taught how to do so, with teachers making use of any library services and expertise to support this.
- Reading, re-reading, and rehearsing poems and plays for presentation and performance give pupils opportunities to discuss language, including vocabulary, extending their interest in the meaning and origin of words. Pupils should be encouraged to use drama approaches to understand how to perform plays and poems to support their understanding of the meaning. These activities also provide them with an incentive to find out what expression is required, so feeding into comprehension.
- In using non-fiction, pupils should know what information they need to look for before they begin and be clear about the task. They should be shown how to use contents pages and indexes to locate information.
- Pupils should have guidance about the kinds of explanations and questions that are expected from them. They should help to develop, agree on, and evaluate rules for effective discussion. The expectation should be that all pupils take part.

Term: Autumn 1	Project title: Urban Pioneers	Number of weeks: 7
Fiction Texts:	Emil and The Detectives – Erich Kastner Scribbleboy – Philip Ridley The Beast and The Bethany – Jack Meggitt Phillips	
Non-fiction Texts:	Non-Fiction Texts about Birmingham Graffiti Culture – Liz Gogerly Banksy: Art Breaks the Rules – Hettie Bingham Urban Street Art (Is It Really Art?) – Alix Wood 125 Wacky Roadside Attractions	
Visual Literacy:	What is Birmingham Like? - https://www.youtube.com/watch?v=rxQqoWYEG0g	
Poetry:	Last Night I Saw the City Breathing : https://childrens.poetryarchive.org/poem/last-night-i-saw-the-city-breathing/	




Term: Autumn 2	Project title: Gods and Mortals	Number of weeks: 7
Fiction Texts:	Here Comes Hercules – Stella Turkson Beasts of Olympus – Lucy Coats The Orchard Greek Myths – Geraldine McCaughrean Greek Myths for Young Children – Heather Amery Illustrated Stories from the Greek Myths – Usborne Introduction to Greek Mythology for Kids – Richard Marcus, Natalie Buczynsky et al	
Non-fiction Texts:	Non-Fiction Texts on the Ancient Greeks Ancient Greeks – Stephanie Turnbull How the Olympics Came to Be – Helen East The Orchard Book of Greek Gods and Goddesses See inside Ancient Greece – Rob Lloyd Jones	
Visual Literacy:	Ancient Greek Gods Fact File: https://www.youtube.com/watch?v=f3AnwkE8qKE Poseidon at Sea: 	
Poetry:	Ancient Greek Poems – Paul Perro: http://www.history-for-kids.com/ancient-greece-for-kids.html	

Term: Spring 1	Project title: Tremors	Number of weeks: 6
Fiction Texts:	Escape From Pompeii – Christina Balitt When The Giant Stirred – Celia Godkin The Creakers – Tom Fletcher	
Non-fiction Texts:	Non-Fiction Texts about Earthquakes, Volcanoes and Tsunamis. Non-Fiction Texts about Fossils and Rocks. Everything Volcanoes and Earthquakes – National Geographic Kids. Rocks and Fossils – Chris Pellant and Belinda Weber Volcanoes – Stephanie Turnbull The Pebble in My Pocket: A History of Our Earth – Meredith Hopper	
Visual Literacy:	A Day in Pompeii: https://www.youtube.com/watch?v=dY_3ggKg0Bc 	
Poetry:	<p style="text-align: center;"> A volcano. A huge rock, shooting lava up into the air! Everyone runs for cover. Lots of thick, black smoke pours out of the top, giving you a warning before the explosions start. Nothing can stand in its way. Sometimes they don't blow up for hundreds of years. Still thousands in the world but they don't all work, some are even underwater. </p>	

Term: Spring 2	Project title: Tribal Tales	Number of weeks: 6
Fiction Texts:	Stone Age Boy – Satoshi Kitamura How to Wash a Woolly Mammoth – Michelle Robinson and Katie Hindley Ug: Boy Genius of the Stone Age – Raymond Briggs	
Non-fiction Texts:	Non-Fiction Texts about Living in the Stone Age. The Stone Age – Jerome Martin How to Live Like a Stone Age Hunter – Anita Ganeri The Secrets of Stonehenge – Mick Manning Savage Stone Age – Terry Deary Who Were the First People? Stone, Bronze and Iron Ages – Sonya Newland	
Visual Literacy:	Stone Age Life Stone Age Paintings <div>   </div>	

Poetry:	I Was Born in the Stone Age – Michael Rosen: https://www.youtube.com/watch?v=tq3Q85aA_0k	
Term: Summer 1	Project title: Scrumdiddlyumptious!	Number of weeks: 8
Fiction Texts:	Charlie and The Chocolate Factory/Matilda – Roald Dahl Green Eggs and Ham – Dr Seuss Cloudy with a Chance of Meatballs – Judi Barrett The Chocolate Touch – Patrick Skene Catling	
Non-fiction Texts:	Non-Fiction Texts about Food and Food Production. Recipes. http://archive.foodafactoflife.org.uk/Sheet.aspx?siteId=20&sectionId=82&contentId=276 Lunchbox: The Story of Your Food – Christine Butterworth A Chocolate Bar (How It's Made) – Sarah Ridley Who Wants Pizza? (A Guide to the Food We Eat) – Jan Thornhill Usborne: Look Inside Food – Emily Bone Are You What You Eat? – DK The Story of Chocolate – Alex Woolf	
Visual Literacy:	Marks and Spencer's Advertising: https://www.youtube.com/watch?v=Tu-sbmySMG8 Food Advertising Tricks: https://www.youtube.com/watch?v=9k7PJoNAXkk	
Poetry	Cakes in The Window Willy Wonka's Chocolate Room Pure Imagination: https://www.youtube.com/watch?v=RZ-uV72pQKI	

		
Term: Summer 2	Project title: Flow/Mighty Meals	Number of weeks: 6
Fiction Texts:	The Iron Man – Ted Hughes This Morning I Met a Whale – Michael Morpurgo Until I Met Dudley – Roger McGough The Journey – Neil Griffith and Scott Mann	
Non-fiction Texts:	Non-Fiction Texts about Water, Rivers etc. Non-Fiction Texts about Metals and Other Materials, Forces and Magnets. A Drop in the Ocean: The Story of Water – Jacqui Bailey Rivers – Ruth Thomson The Drop in my Drink: The Story of Water on Our Planet – Meredith Hooper Robots (National Geographic Kids) Forces and Magnets – Peter Riley 100 Inventions that Made History - DK	
Visual Literacy:	Marshland Crows: https://www.onceuponapicture.co.uk/portfolio_page/marshland-crows/ Introversion: https://www.onceuponapicture.co.uk/portfolio_page/introversion/ The Nature I Believe In: https://www.onceuponapicture.co.uk/portfolio_page/in-nature-i-believe/ Literacy Shed - Screen The Iron Man - https://www.bbc.co.uk/programmes/p011mxw2	



Poetry

A River's Journey: <https://jessicalouisebell.files.wordpress.com/2014/10/screen-shot-2014-10-18-at-18-04-49.png>

A River's Journey

U.S. population aged 65 and older

Year	Population (millions)
1980	18
1990	22
2000	26
2020	32

Reading domains for *Whole Class Reading* (2 week cycles):

- **Retrieval**

Who/what/where/why qs, constant refering back to the text

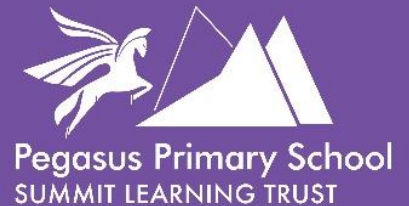
Sequencing

- **Word meaning (vocabulary)**

Reading around the context on a sentence to determine meaning of a word

- **Inference**

Reading between the lines, inferring a character's thoughts/feelings/motives, making predictions



Retrieval Toolkit



1. Read and understand the question. Underline key words.

Who? (person)

What? (event/fact/topic)

When? (event/time/date)

Where? (setting/location)

Why? (reason for something)

How? (cause and effect)

True/False



1. Scan to find the information in the text. Underline it or point to it.
2. Read around the information you found to check the details.
3. Answer the question.



Retrieval Toolkit



- Read the question carefully.

What sort of answer does it need?

Who? What? When? Where? Why? How?

- Look back at the text.
- Point to or underline the answer.
- Answer the question.



Word Meaning Toolkit



What is the word function? (noun, verb, adjective, etc.)

Do you know the root word? Prefixes? Suffixes?

Context - read around the word (including the sentences before and after, and further into the paragraph if needed).

Visualise what is happening in the text/what the text is talking about.

Check your idea by replacing the word with a possible synonym - *does it make sense?*

Don't get stuck on a word: if not answering a specific question about that word, do you need to know the specific meaning of it to get the gist of the whole text?



Word Meaning Toolkit

Not sure what a word means?



- Read the word again.
- Read around the word.

Think about the rest of the sentence.

- Look at the pictures.

Are there any clues?

- Do you know any words that sound similar?



Inference Toolkit



You can infer about...

- a **person/character**: thoughts, motives, feelings, reactions to other characters or events
- a **situation**: cause and effect/impact of

Look for clues: **Scan the text** for evidence - 'show not tells' that prove the inference.

Answer using point (inference) and justify (evidence from the text).

*e.g. The main character feels anxious **because** he has butterflies in his stomach.*

Type One: you are given the inference and have to find the evidence in the text.

Scan for actions, speech or events that 'show not tell' the inference from the question.

Type Two: make your own inference and prove it (justify) using evidence from the text.

Scan for the person/situation from the question - what can you infer? Evidence (show not tell)?



Inference Toolkit



- Read the question carefully.

What is it asking? Feelings? Thoughts? Why?

- Look for clues in the text and pictures.
- What can you infer from the clues?
- Write your point, then say how you know.

I infer ____ because ____

<u>Week 1</u>	Introduce author through a biography (non-fiction text)- mixed domain questions	Non-fiction text based on the fiction text for the half term. e.g Non-fiction text on the 12 labours of Hercules before reading Here comes Hercules	Read a section of text Teaching focus: retrieval domain	Read a section of text Teaching focus: retrieval domain	Read a section of text DISCUSSION QUESTION
<u>Week 2</u>	Read a section of text Teaching focus: retrieval domain	Read a section of text Teaching focus: retrieval domain	Read a poem Teaching focus: retrieval domain/mixed domain	Read a section of text DISCUSSION QUESTION	Read a section of text Teaching focus: retrieval domain
<u>Week 3</u>	Read a section of text Teaching focus: word meaning domain	Read a section of text Teaching focus: word meaning domain	Read a section of text Teaching focus: word meaning domain	Read a non-fiction text Teaching focus: word meaning domain	Read a section of text Teaching focus: word meaning domain
<u>Week 4</u>	Read a section of text Teaching focus: word meaning domain	Read a section of text DISCUSSION QUESTION	Read a section of text Teaching focus: word meaning domain	Read a section of text Teaching focus: word meaning domain	Read a section of text Teaching focus: word meaning domain
<u>Week 5</u>	Read a section of text Teaching focus: inference	Read a poem Teaching focus: inference/ mixed domain	Read a section of text Teaching focus: inference	Read a section of text Teaching focus: inference	Read a section of text Teaching focus: inference
<u>Week 6</u>	Read a non-fiction text Teaching focus: inference	Read a section of text Teaching focus: inference	Read a section of text Teaching focus: inference	Read a section of text DISCUSSION QUESTION	Read a section of text Teaching focus: inference

Example Whole Class Reading cycle over a half term:

Non-fiction- drop these in where they most fit with the section you are currently reading in the fiction text to help children with their **background knowledge**. Think about what knowledge will support the children to best understand the text you're reading! e.g A non-fiction text on St. Pancras International when Harry Potter boards the train to Hogwarts.

Poetry- Introduce poetry that is related to the book you are reading when it is most appropriate in your cycle. Children could perform poem if it lends itself to this and respond to the poem relating to the domain you're focussing on or mixed domain if this fits better. e.g Children reading *The boy at the back of the class* (a text about a Syrian refugee starting school in the UK) could read a poem from *On the Move: Poems about Migration* by Michael Rosen.

Discussion question lessons- (previously referred to as an AIR question) An opportunity to spend more of the lesson reading the text. As a class, pose one inference discussion question for children to discuss together at the end of the lesson. Aim of this is to improve inference (whole-school weakness). You can choose to evidence this in books or on flip-chart paper.

VIPERS Question Stems Year 3:

Vocabulary	<p>Which word in the text describes what _____ is like?</p> <p>What does the word _____ mean in this sentence?</p> <p>Find and copy one/two words which describe/means?</p> <p>In the sentence the word _____ is closest in meaning to (examples given)</p> <p>What does word/phrase mean?</p>
Inference	<p>Find a word that shows that someone isadjective?</p> <p>How do you think someone is feeling/felt at a point in the story?</p> <p>How do you know/ Why did he feel that way?</p> <p>Why did something happen?</p> <p>Why did someone do something? Why did someone think something?</p> <p>Why did someone describe something as _____?</p> <p>How do you know that _____ was _____?</p> <p>How did _____ feel when _____ happened?</p> <p>Using info from the text, tick one box in each row to show whether each statement is a fact or an opinion</p> <p>Why did _____ happen? Why did _____ do _____?</p>
Prediction	<p>How do you think this story will develop?</p> <p>What do you think will happen next?</p> <p>Why do you think that/What are the clues?</p>
Explanation	<p>How does the title encourage you to read on?</p> <p>In what ways do the illustrations support the text?</p> <p>What does the word _____ tell you about _____?</p> <p>What effect has the author created by writing a particular line this way?</p> <p>The writer uses words like _____. How does this make you feel?</p> <p>Which section/part was the most interesting/exciting? Why?</p> <p>(Comparing 2 texts) Which text is better and why?</p> <p>Describe different character's reactions to the same event.</p> <p>Why has information been organized differently in different parts of the text?</p> <p>What is similar/different about two characters?</p>
Retrieval	<p>What, Who, Where, When, Why? How much/many?</p> <p>Using information from the text, decide if the following statements are true or false</p>
Summarising	<p>Number the sentences below from 1 to 4 to show the order they happen in the story.</p> <p>What happened before or after _____?</p> <p>What happens first in the story?</p>
Year 4	

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