# West St Leonards Primary Academy Reading Curriculum Overview

## Year 3

| | Year 3 Reading – Word Reading | |
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| **Strand** | **Objectives** | **Practise In The Classroom** |
| | Pupils should be taught to:<br><br>• read aloud accurately and make sense of new words with confidence.<br>• read a range of exception words with confidence, explaining links between spelling and sounds.<br>• independently self-correct myself if I have misread a word and explain how the same word can have different meanings in different contexts, identifying a word from reading and giving alternate meanings for it.<br>• express a personal response to a text.<br>• use the appropriate terminology when discussing texts (plot, character, setting) and explain my thoughts and feelings on what is happening.<br>• select the appropriate tone and volume when reading different types of texts, depending on purpose, audience and desired effect on listener. | • Phonics teaching, to the children who did not pass the re-take in Y2 of Phonics screening.<br>• Daily individual reading to lowest 20%<br>• Link to spelling & daily dictations. |

| Common Exception Words | • To begin to read Y3/Y4 exception words | |
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| Notes and 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. | |

| Year 3 Reading Comprehension | | | |
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| **RIME Focus** | **Knowledge Strands** | **Objectives** | **Question Stems** |
| Retrieval | Retrieval<br><br>Word meaning<br><br>Understanding<br><br>Sequencing<br><br>Summarising | • To use all the organisational devices available within a non-fiction text to retrieve, record and discuss information.<br>• To answer questions by referring back to the text.<br>• To almost always identify the main ideas in paragraphs and routinely summarise the content of these.<br>• To confidently identify the main themes and conventions in a wide range of books (eg: triumph of good over evil).<br>• To independently recall and retell the basic plot of stories that I have read and make links with other stories that I have read. | • Find and copy a word that means…(provide known vocabulary)<br>• Find and copy a word which shows that….<br>• What is …..doing when…..?<br>• What does this… word/phrase/sentence… tell you about… character/setting/mood etc?<br>• Highlight a key phrase or line. By writing a line in this way what effect has the author created?<br>• In the story, 'x' is mentioned a lot. Why?<br>• The writer uses words like … to describe …. What does this tell you about a character or setting?<br>• What other words/phrases could the author have used?<br>• The writer uses …words/phrases…to describe … How does this make you feel?<br>• How has the writer made you and/or character feel …happy /sad/angry/ frustrated/lonely/bitter etc?<br>• Where does the story take place?<br>• When did the story take place?<br>• What did s/he/it look like? |

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| | | | • Who was s/he/it? |
| | | | • Where did s/he/it live? |
| | | | • What impression do get of…….from 'quote'….? |
| | | | • Who are the characters in the book? |
| | | | • Where in the book would you find…? |
| | | | • What do you think is happening here? |
| | | | • What happened in the story? |
| | | | • What happened after …….? |
| | | | • What might this mean? |
| | | | • Through whose eyes is the story told? |
| | | | • Which part of the story best describes the setting? |
| | | | • What words and /or phrases do this? |
| | | | • What part of the story do you like best? |
| | | | • What evidence do you have to justify your opinion? |
| | | | • What's the main point in this paragraph? |
| | | | • Can you sum up what happens in these three/four/five… paragraphs? |

| Inference | Inference

Prediction | • To almost always ask questions that are relevant and with focus to improve my understanding of what they are reading.<br><br>• To draw inferences from a text (such as inferring a character's feelings, thoughts and motive from their actions).<br><br>• To predict what might happen from details stated and implied within the text.<br><br>• To predict what might happen next based on my experience of similar texts as well as identifying clues the writer has planted for the reader. | • Find and copy a group of words which show that...<br>• What makes you think that?<br>• Which words give you that impression?<br>• How do you feel about…?<br>• Can you explain why…?<br>• I wonder what the writer intended?<br>• I wonder why the writer decided to…?<br>• What do these words mean and why do you think the author chose them?<br>• Can you think of another story, which has a similar theme; e.g. good over evil; weak over strong; wise over foolish? Do you think this story will go the same way?<br>• Do you know of another story which deals with the same issues; e.g. social; moral; cultural? Could this happen in this story?<br>• Which other author handles time in this way; e.g. flashbacks; dreams?<br>• Which stories have openings like this? Do you think this story will develop in the same way?<br>• Why did the author choose this setting? Will that influence how the story develops?<br>• How is character X like someone you know?<br>• Do you think they will react in the same way? |
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| Misconception | | • To recognise and discuss the different structural features of a variety of texts and explain how and why authors make these choices in their writing.<br>• To almost always identify distinctive language features in texts (words, phrases, adjectives) and understand with more confidence how these help the reader to draw meaning from the text.<br>• To identify and discuss simple authorial techniques such as short sentences, repeated phrases and punctuation. | <br>**Change the Context**<br>He poured the water over himself, savouring the delicious coolness.<br>Look at page 8.<br>**Find** and **copy two different** words that show Michael enjoyed the feeling of the cool water.<br>1. he poured the waters<br>2. savouring the delicous coolness<br>0 / 1 mark<br>NB. You know that a high proportion of children wrote more than one word for each point after reviewing the answers the previous day. | <br>Look at the paragraph beginning: *Maria led Oliver…*<br>(a) Why did Oliver find it difficult to read the inscription on the monument?<br>Because it was all tangled up.<br>Maria led Oliver across the tangled ground to the hidden monument. It was a column of marble, weathered and mossy with age. A delicate crown sat at the top, and an inscription was carved into a flat slab at the base. Oliver used his thumbnail to scrape out the letters that were cut into it.<br>Chris gave the answer above. Explain why he is not correct. |
| | | | • Analysis of incorrect answer. ***What is incorrect about this answer?*** (1 mark)<br>• Misconceptions will stem from AfL. |

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| **Explanation** | - Word meaning (vocabulary)<br>- Comparing & Contrasting<br>-Authorial Intent | • To recognise and discuss the different structural features of a variety of texts and explain how and why authors make these choices in their writing.<br><br>• To almost always identify distinctive language features in texts (words, phrases, adjectives) and understand with more confidence how these help the reader to draw meaning from the text.<br><br>• To identify and discuss simple authorial techniques such as short sentences, repeated phrases and punctuation. | • Explain why a character did something.<br>• Explain a character's different/changing feelings throughout a story. How do you know?<br>• What are the clues that a character is liked/disliked/envied/feared/loved/hated etc…?<br>• Find and highlight the word that is closest in meaning to…….<br>• What is similar/different about two characters?<br>• Why is 'x' (character/setting/event) important in the story?<br>• What is the story (theme) underneath the story? Does this story have a moral or a message?<br>• Why is the text arranged in this way? (non-fiction/fiction)<br>• What structures has the author used? (fiction and non-fiction)<br>• Why do you think the author chose to use a… question/bullet/subheading/table etc to present the information?<br>• How does the title/layout encourage you to read on/find information?<br>• Where does it tell you that…?<br>• Why has the writer written/organised the text in this way?<br>• In what ways do the illustrations support the instructions?<br>• How could these instructions/information/illustrations be improved?<br>• Who do you think this information is for?<br>• What does the word 'x' tell you about 'y'?<br>• Find two or three ways that the writer tells you 'x'.<br>• What does this… word/phrase/sentence… tell you about… character/setting/mood etc?<br>• The mood of the character changes throughout the text. Find and copy the phrases which show this. |

| | | | • Highlight a key phrase or line. By writing a line in this way what effect has the author created? <br>• In the story, 'x' is mentioned a lot. Why? <br>• The writer uses words like … to describe …. What does this tell you about a character or setting? <br>• What other words/phrases could the author have used? <br>• What effect does the author's point of view have on the audience? <br>• Which words and phrases ….. the reader effectively? <br>• Which section was the most interesting/exciting and how has this continued across the text? |
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| | **Term 1** <br>**Topic:** | **Term 2** <br>**Topic:** | **Term 3** <br>**Topic:** | **Term 4** <br>**Topic:** | **Term 5** <br>**Topic: Ancient Greece** | **Term 6** <br>**Topic: Under the sea** |
| **Week I Retrieval** | **Strand:** Retrieval <br>**Objective**: To answer questions by referring back to the text. <br>**Text:** The Great Kapok Tree <br>Rainforest Fact File | **Strand:** Word meaning <br>**Objective:** To use all the organisational devices available within a non-fiction text to retrieve, record and discuss information. <br>**Text:** Leon and the Place Between | **Strand:** Sequencing <br>**Objective**: To independently recall and retell the basic plot of stories that I have read and make links with other stories that I have read. <br>**Text:** The Egyptian Cinderella <br>Ancient Egyptians | **Strand:** Sequencing <br>**Objective:** To independently recall and retell the basic plot of stories that I have read and make links with other stories that I have read. <br>**Text:** Pebble in My Pocket <br>Mary Anning | **Strand**: Word meaning <br>**Objective:** To answer questions by referring back to the text. <br>**Text:** Pandora's Box & Arcahne the Spinner | **Strand:** Summarising <br>**Objective:** To almost always identify the main ideas in paragraphs and routinely summarise the content of these. <br>**Text:** A planet full of plastic |

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| **Week 2 Inference** | **Strand:** Inference<br>**Objective:** To draw inferences from a text (such as inferring a character's feelings, thoughts and motive from their actions).<br>**Text:** The Great Kapok Tree<br>Rainforest Fact File | **Strand:** Inference<br>**Objective:** To almost always ask questions that are relevant and with focus to improve my understanding of what they are reading.<br>**Text:** Leon and the Place Between | **Strand:** Inference<br>**Objective:** To draw inferences from a text (such as inferring a character's feelings, thoughts and motive from their actions).<br>**Text:** The Egyptian Cinderella<br>Ancient Egyptians | **Strand:** Inference<br>**Objective:** To almost always ask questions that are relevant and with focus to improve my understanding of what they are reading.<br>**Text:** Pebble in My Pocket<br>Mary Anning | **Strand:** Inference<br>**Objective:** To draw inferences from a text (such as inferring a character's feelings, thoughts and motive from their actions).<br>**Text:** Perseus | **Strand:** Inference<br>**Objective:** To almost always ask questions that are relevant and with focus to improve my understanding of what they are reading.<br>**Text:** A planet full of plastic |
| **Week 3 Misconception** | **Strand:** Misconception<br>**Objective:** To recognise and discuss the different structural features of a variety of texts and explain how and why authors make these choices in their writing.<br>**Text:** The Great Kapok Tree<br>Rainforest Fact File | **Strand:** Misconception<br>**Objective:** To almost always identify distinctive language features in texts (words, phrases, adjectives) and understand with more confidence how these help the reader to draw meaning from the text.<br>**Text:** Leon and the Place Between | **Strand:** Misconception<br>**Objective:** To recognise and discuss the different structural features of a variety of texts and explain how and why authors make these choices in their writing.<br>**Text:** The twelve labours of Hercules<br>**Text:** The Egyptian Cinderella<br>Ancient Egyptians | **Strand:** Misconception<br>**Objective:** To almost always identify distinctive language features in texts (words, phrases, adjectives) and understand with more confidence how these help the reader to draw meaning from the text.<br>**Text:** Pebble in My Pocket<br>Mary Anning | **Strand:** Misconception<br>**Objective:** To recognise and discuss the different structural features of a variety of texts and explain how and why authors make these choices in their writing.<br>**Text:** The twelve labours of Hercules | **Strand:** Misconception<br>**Objective:** To almost always identify distinctive language features in texts (words, phrases, adjectives) and understand with more confidence how these help the reader to draw meaning from the text.<br>**Text:** Restore our Earth |

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| **Week 4** **Explanation** | **Strand:** Word meaning (vocabulary) **Objective:** To recognise and discuss the different structural features of a variety of texts and explain how and why authors make these choices in their writing. **Text:** The Great Kapok Tree Palm Oil | **Strand:** Comparing & Contrasting **Objective:** To recognise and discuss the different structural features of a variety of texts and explain how and why authors make these choices in their writing. **Text:** The singing mermaid | **Strand:** Authorial Intent **Objective:** To identify and discuss simple authorial techniques such as short sentences, repeated phrases and punctuation. **Text:** Flat Stanley – The Great Egyptian Robbery Tutankhamun | **Strand**: Authorial Intent **Objective:** To identify and discuss simple authorial techniques such as short sentences, repeated phrases and punctuation. **Text:** Stone Girl Bone Girl Dinosaur Facts | **Strand:** Word meaning (vocabulary) **Objective:** To almost always identify distinctive language features in texts (words, phrases, adjectives) and understand with more confidence how these help the reader to draw meaning from the text. **Text:** Apollo and Daphne | **Strand:** Comparing & Contrasting **Objective:** To almost always identify distinctive language features in texts (words, phrases, adjectives) and understand with more confidence how these help the reader to draw meaning from the text. **Text**: The Varmints |
| **Week 5** **Retrieval** | **Strand**: Summarising **Objective:** To independently recall and retell the basic plot of stories that I have read and make links with other stories that I have read. **Text:** The Great Kapok Tree Palm Oil | **Strand:** Understanding **Objective:** To confidently identify the main themes and conventions in a wide range of books (e.g.: triumph of good over evil). Text: Theseus and the minotaur Text: The singing mermaid | **Strand:** Sequencing **Objective:** To independently recall and retell the basic plot of stories that I have read and make links with other stories that I have read. **Text:** Flat Stanley – The Great Egyptian Robbery Tutankhamun | **Strand:** Understanding **Objective:** To independently recall and retell the basic plot of stories that I have read and make links with other stories that I have read. **Text:** Stone Girl Bone Girl Dinosaur Facts | **Strand:** Understanding **Objective:** To confidently identify the main themes and conventions in a wide range of books (e.g.: triumph of good over evil). **Text:** Theseus and the minotaur | **Strand:** Sequencing **Objective:** To independently recall and retell the basic plot of stories that I have read and make links with other stories that I have read. **Text:** The Varmints |

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| Week 6 Inference | **Strand:** Prediction **Objective:** To predict what might happen from details stated and implied within the text. **Text:** The Great Kapok Tree Orangutans | **Strand:** Prediction **Objective:** To predict what might happen next based on my experience of similar texts as well as identifying clues the writer has planted for the reader. **Text:** The singing mermaid | **Strand:** Prediction **Objective:** To predict what might happen from details stated and implied within the **Text:** Flat Stanley – The Great Egyptian Robbery Tutankhamun | **Strand:** Prediction **Objective:** To predict what might happen next based on my experience of similar texts as well as identifying clues the writer has planted for the reader. **Text:** Stone Girl Bone Girl Dinosaur Facts | **Strand:** Prediction **Objective:** To predict what might happen from details stated and implied within the text. **Text:** Jason and the golden fleece | **Strand:** Prediction **Objective:** To predict what might happen next based on my experience of similar texts as well as identifying clues the writer has planted for the reader. **Text:** Tammy the Turtle |
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| | Terms 1 & 2 Lesson Objectives | Term 3 & 4 Lesson Objectives | Term 5 & 6 Lesson Objectives |
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| Retrieval | <ul><li>To retrieve and record information from nonfiction texts.</li><li>To recognise the main ideas in paragraphs with support and sometimes summarise the content of these.</li><li>To recall and retell the basic plot of stories that I have read with prompts and support</li></ul> | <ul><li>To retrieve and record information from non-fiction texts.</li><li>To use conventions such as indexes, contents pages and glossaries to help me find information.</li><li>To recognise the main ideas in paragraphs and usually summarise, including some of the main ideas in one or two sentences using key vocabulary from the text.</li><li>To independently recall and retell the basic plot of stories that I have read, adding key details.</li></ul> | <ul><li>To use all the organisational devices available within a non-fiction text to retrieve, record and discuss information.</li><li>To answer questions by referring back to the text.</li><li>To almost always identify the main ideas in paragraphs and routinely summarise the content of these.</li><li>To confidently identify the main themes and conventions in a wide range of books (eg: triumph of good over evil).</li><li>To independently recall and retell the basic plot of stories that I have read and make links with other stories that I have read.</li></ul> |

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| **Inference** | <ul><li>To sometimes ask questions to improve their understanding of what they are reading.</li><li>To check that a text makes sense to me.</li><li>To draw straightforward inferences with support when they are reading a text.</li><li>To predict what might happen from details stated within the text.</li></ul> | <ul><li>To usually ask questions to improve my understanding of what they are reading.</li><li>To begin to use appropriate intonation and volume when reading.</li><li>To check that a text makes sense to me and am able to discuss my understanding.</li><li>To use textual details to draw conclusions about characters, settings and events.</li><li>To predict what might happen from details stated and implied within the text.</li></ul> | <ul><li>To almost always ask questions that are relevant and with focus to improve my understanding of what they are reading.</li><li>To draw inferences from a text (such as inferring a character's feelings, thoughts and motive from their actions).</li><li>To select the appropriate tone and volume when reading different types of texts, depending on purpose, audience and desired effect on listener.</li><li>To predict what might happen from details stated and implied within the text.</li><li>To predict what might happen next based on my experience of similar texts as well as identifying clues the writer has planted for the reader.</li></ul> |
| **Misconception/Explanation** | <ul><li>To explain my thinking in relation to inferences I have made, returning to the text to support my opinions.</li><li>To identify words and phrases in a text that capture the reader's interest and imagination.</li><li>To identify a writer's use of adjectives to create description.</li></ul> | <ul><li>To recognise and discuss the different features of a variety of texts.</li><li>To explain the purpose of structural features.</li><li>To select and explain my favourite choices of vocabulary.</li><li>To explain how and why words and phrases identified capture the reader's interest.</li></ul> | <ul><li>To recognise and discuss the different structural features of a variety of texts and explain how and why authors make these choices in their writing.</li><li>To almost always identify distinctive language features in texts (words, phrases, adjectives) and understand with more confidence how these help the reader to draw meaning from the text.</li><li>To identify and discuss simple authorial techniques such as short sentences, repeated phrases and punctuation.</li></ul> |