

## Reading Long Term Plan Year 3 2019-2020

<b>National Curriculum Statutory Requirements</b>						
<ul style="list-style-type: none"> <li>* preparing poems and play scripts to read aloud and to perform, showing understanding through intonation, tone, volume and action</li> <li>* discussing words and phrases that capture the reader's interest and imagination</li> <li>* recognising some different forms of poetry [for example, free verse, narrative poetry]</li> <li>* understand what they read, in books they can read independently, by:               <ul style="list-style-type: none"> <li>* checking that the text makes sense to them, discussing their understanding and explaining the meaning of words in context</li> <li>* asking questions to improve their understanding of a text</li> <li>* drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence</li> <li>* predicting what might happen from details stated and implied</li> <li>* identifying main ideas drawn from more than one paragraph and summarising these</li> <li>* identifying how language, structure, and presentation contribute to meaning</li> </ul> </li> <li>* retrieve and record information from non-fiction</li> <li>* 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.</li> <li>* 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.</li> </ul>						
	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
National Curriculum coverage	Pupils should have opportunities to listen frequently to stories, including whole books and not just extracts					
	Participate in discussion <i>Good over evil</i> Folk tales/magical devices in fairy story Discuss vocabulary used to capture readers' interest and imagination. To identify themes and conventions in a wide range of books.	Participate in discussion Folk tales/magical devices in fairy story Discuss vocabulary used to capture readers' interest and imagination. To identify themes and conventions in a wide range of books.	Participate in discussion <i>Good over evil</i> Folk tales/magical devices in fairy story Discuss vocabulary used to capture readers' interest and imagination. To identify themes and conventions in a wide range of books.	Participate in discussion Discuss vocabulary used to capture readers' interest and imagination. To identify themes and conventions in a wide range of books.	Participate in discussion <i>Good over evil</i> Folk tales/magical devices in fairy story Discuss vocabulary used to capture readers' interest and imagination. To identify themes and conventions in a wide range of books.	Participate in discussion Discuss vocabulary used to capture readers' interest and imagination. To identify themes and conventions in a wide range of books.
The One O'clock Club	<b>Hansel and Gretal</b> By Neil Gaiman <b>The Lion, The Witch and the Wardrobe</b> By C.S. Lewis	<b>The Abominables</b> By Eva Ibbotson	<b>Ice Palace</b> By Robert Swindells	<b>The Battle of Bubble and Squeak</b> By Philippa Pearce	<b>101 Dalmatians</b> By Dodie Smith	<b>The Queen's Nose</b> By Dick King-Smith

National Curriculum coverage	<p>Discuss vocabulary used to capture readers' interest and imagination.</p> <p>To draw inferences from characters' feelings, thoughts and motives that justifies their actions, supporting their views with evidence from the text.</p> <p>To justify predictions from details stated and implied.</p> <p>To discuss and compare texts from a wide variety of genres and writers.</p> <p>To refer to authorial style, overall themes (e.g. triumph of good over evil) and features (e.g. greeting in letters, a diary written in the first person or the use of presentational devices such as numbering and headings).</p> <p>To identify how language, structure and presentation contribute to meaning.</p> <p>To identify main ideas drawn from more than one paragraph and summarise these.</p> <p>Preparing poems to read aloud and to perform, showing understanding through intonation, tone, volume and action</p> <p>Retrieve and record information from non-fiction</p>					
Text Reading Comprehension	<p>George's Marvellous Medicine - Roald Dahl</p> <p>Stig of the Dump - Clive King</p> <p>The Tale of Peter Rabbit - Beatrix Potter</p> <p>The Railway Children - E.Nesbit</p> <p>Rumpelstiltskin - Brothers Grimm</p> <p>Beatrix Potter - Biography</p> <p>The Laughing Snowman</p> <p>Looking for information</p> <p>Perseus in Given the Quest</p> <p>A Birthday Surprise</p>	<p>Fantastic Mr Fox - Roald Dahl</p> <p>The Water Babies - Charles Kingsley</p> <p>Alice in Wonderland - Lewis Carroll</p> <p>The Water Horse - Dick King-Smith</p> <p>The Elves and the shoe maker - Brothers Grimm</p> <p>Lewis Carroll - Biography</p> <p>Cats can</p> <p>Walls and Towers</p> <p>The Lion and the Mouse</p> <p>Writing About Books</p>	<p>Charlie and the Chocolate factory - Roald Dahl</p> <p>The Sound Collector - Roger McGough</p> <p>The Happy Prince - Oscar Wilde</p> <p>The little mermaid - Hans Christian Anderson</p> <p>Ali baba and the forty thieves - Arabian Nights</p> <p>Oscar Wilde - Biography</p> <p>The Hodgeheg</p> <p>What's out in space?</p> <p>The Quest Begins</p> <p>Hola!</p>	<p>Matilda - Roald Dahl</p> <p>The Owl and the Pussycat - Edward Lear</p> <p>The Sword in the Stone - Terence Hanbury White</p> <p>The Milkmaid and her pail - Aesop</p> <p>Aladdin and the lamp - Arabian nights</p> <p>Terence Hanbury White - Biography</p> <p>Rhythm machine</p> <p>The World's Great Canals</p> <p>What is a friend?</p> <p>Have you heard?</p>	<p>The BFG - Roald Dahl</p> <p>Two Little Kittens - Anonymous</p> <p>The Enchanted Wood - Enid Blyton</p> <p>The Twits - Roald Dahl</p> <p>The Trojan Horse</p> <p>Enid Blyton - Biography</p> <p>The Ugly Duckling</p> <p>Sport for all!</p> <p>Perseus Meets Medusa</p> <p>1066</p>	<p>James and the Giant Peach - Roald Dahl</p> <p>Winnie the Pooh - Alan Alexander Milne</p> <p>The Hare and the Tortoise - Aesop</p> <p>The Highwayman - Alfred Noyes</p> <p>The creation of Navajo people - Native American myth</p> <p>A.A Milne - Biography</p> <p>Stereo Headphones</p> <p>Let's find out about bridges.</p> <p>The Village Dinosaur</p> <p>What do you like to read?</p>

Focus	Story by same author <b>Classics</b> Biography Looking at settings Using the contents page and index Features of myths and legends Email	Story by same author <b>Classics</b> Biography Shape poems Retrieving information <b>Speech in Narratives and plays</b> Language in letters	Story by same author <b>Classics</b> Biography Looking at settings Using the contents page and index Features of myths and legends An informal postcard	Story by same author <b>Classics</b> Biography Shape poems Retrieving information <b>Speech in Narratives and plays</b> Language in letters Whole school performance	Story by same author <b>Classics</b> Biography Looking at settings Using the contents page and index Features of myths and legends A web page	Story by same author <b>Classics</b> Biography Shape poems Retrieving information <b>Speech in Narratives and plays</b> Language in letters
<p>Cross curricular skills</p> <p>To read for a range of purposes.</p> <p>To read most words fluently and attempt to decode any unfamiliar words with increasing speed and skill.</p> <p>To apply their knowledge of root words, prefixes and suffixes/word endings to read aloud fluently.</p> <p>To read all Y3/Y4 exception words*, discussing the unusual correspondences between spelling and these occur in the word.</p>						