

### Year 3 Reading Long Term Plan

| English - Writing unit focus                                                                                                                                                   | <ul style="list-style-type: none"><li>Identify themes and conventions in a range of books (e.g. triumph of good over evil or the use of magical devices in fairy stories and folk tales).</li><li>With support draw inferences: Discuss the actions and relationships of the main characters and justify views using evidence from the text.</li><li>With support draw inferences: Discuss the relationship between characters based on dialogue.</li><li>With support draw inferences: Use clues from action, dialogue and description to establish meaning.</li><li>Begin to understand the purpose of the paragraph and how they help to group information.</li><li>Language for meaning - use of words &amp; phrases: Discuss why the author has chosen a range of vocabulary to describe a character or a setting.</li><li>Language for meaning - use of words &amp; phrases: Discuss the effect of key words or phrases used to build mood or tension.</li><li>Y3 SPAG: Identify and discuss adverbs to express time, place and cause (then, next, soon, therefore, finally).</li><li>Y3 SPAG: Identify and discuss prepositions to express time, place and cause (e.g. before dark, during break, in the cave, because of him).</li><li>Y3 SPAG: Discuss the use of simple and complex sentences and how this influences meaning (e.g. short sentences to build tension, complex sentences to give additional information).</li><li>Identify themes and conventions: Notice the difference between 1st and 3rd person accounts.</li></ul> |                                                                                                                                                      |                                                                                                              |                                                            |                                    |                  |                  |                                                                                                                                                                                |                                                                                                                                             |                                                                                                                                                      |                                                                                                              |                                                            |                                    |
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| Poetry units                                                                                                                                                                   | <ul style="list-style-type: none"><li>Prepare poems and play scripts to read aloud and to perform with some direction. Include free verse poems.</li><li>Discuss the choice of words and their impact in poems, noticing how the poet creates sound affects using rhyme or alliteration.</li><li>Recognise some different forms of poetry (e.g. free verse, calligrams and shape poem)</li></ul>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 |                                                                                                                                                      |                                                                                                              |                                                            |                                    |                  |                  |                                                                                                                                                                                |                                                                                                                                             |                                                                                                                                                      |                                                                                                              |                                                            |                                    |
| Guided Reading/ Vipers                                                                                                                                                         | <ul style="list-style-type: none"><li>Key Reading Skills: Read aloud books with increasing fluency and accuracy.</li><li>Develop pleasure in reading, motivation to read, vocabulary and understanding</li><li>Listen to, explain and express views about a wide range of contemporary and classic poetry, stories and non-fiction at a level beyond independent reading</li><li>Participate in discussion about what is being shared in reading and that which is read, taking turns and listening to what others say</li></ul>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 |                                                                                                                                                      |                                                                                                              |                                                            |                                    |                  |                  |                                                                                                                                                                                |                                                                                                                                             |                                                                                                                                                      |                                                                                                              |                                                            |                                    |
|                                                                                                                                                                                | <table><tr><th><u>Vocabulary</u></th><th><u>Infer</u></th><th><u>Predict</u></th><th><u>Explain</u></th><th><u>Retrieve</u></th><th><u>Summarise</u></th></tr><tr><td>Discuss why the author has chosen a range of vocabulary to describe a character or a setting.<br/><br/>Discuss the effect of key words or phrases used to build mood or tension.</td><td>Discuss the relationship between characters based on dialogue.<br/><br/>Use clues from action, dialogue and description to establish meaning.</td><td>Predict what might happen from details stated and implied/hidden in the text.<br/><br/>Identify settings and predict events that are likely to happen.</td><td>Discuss the actions and relationships of the main characters and justify views using evidence from the text.</td><td>Find the answers to simple questions in a section of text.</td><td>Identify main ideas within a text.</td></tr></table>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 | <u>Vocabulary</u>                                                                                                                                    | <u>Infer</u>                                                                                                 | <u>Predict</u>                                             | <u>Explain</u>                     | <u>Retrieve</u>  | <u>Summarise</u> | Discuss why the author has chosen a range of vocabulary to describe a character or a setting.<br><br>Discuss the effect of key words or phrases used to build mood or tension. | Discuss the relationship between characters based on dialogue.<br><br>Use clues from action, dialogue and description to establish meaning. | Predict what might happen from details stated and implied/hidden in the text.<br><br>Identify settings and predict events that are likely to happen. | Discuss the actions and relationships of the main characters and justify views using evidence from the text. | Find the answers to simple questions in a section of text. | Identify main ideas within a text. |
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| Reading Folder                                                                                                                                                                 | <ul style="list-style-type: none"><li>Develop pleasure in reading, motivation to read, vocabulary and understanding</li><li>Read a range of texts accurately and at a speed that is sufficient to focus on understanding what is read rather than on decoding individual words</li><li>Read longer words with support and test out different pronunciations.</li><li>Decode most new words outside the spoken vocabulary.</li><li>Use knowledge of root words, prefixes and suffixes to read aloud and to understand the meanings of new words met(e.g. -ly, -er, -ing, -sion, -tion, -cian, -sian, -ssion, -sure, -ture, super-, anti-, auto-).</li></ul>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       |                                                                                                                                                      |                                                                                                              |                                                            |                                    |                  |                  |                                                                                                                                                                                |                                                                                                                                             |                                                                                                                                                      |                                                                                                              |                                                            |                                    |

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|               | <ul style="list-style-type: none"><li>● Key Reading Skills: Ask questions to improve understanding of a text.</li><li>● Key Reading Skills: Read aloud books with increasing fluency and accuracy.</li><li>● Key Reading Skills: Re-read books to build up fluency and confidence in word reading.</li><li>● Key Reading Skills: Show understanding of texts read aloud or performed through intonation.</li><li>● Begin to be aware of direct speech and how this might affect expression when reading aloud.</li><li>● Identify main ideas within a text or within a paragraph.</li><li>● Retrieve and record information from non-fiction: Use a contents page and an index page to locate information.</li><li>● Retrieve and record information from non-fiction: Locate information using skimming.</li><li>● Identify the features of some non-fiction text types.</li><li>● Make use of contents and index pages to locate information in non-fiction texts.</li><li>● Identify themes and conventions: Recognise that authors make decisions about how the plot will develop and use different techniques to provoke readers' reactions.</li><li>● Identify themes and conventions: Notice the difference between 1st and 3rd person accounts.</li><li>● Identify themes and conventions: Discuss similarities between the same author's books.</li><li>● Explain why one story/text is preferred to another by identifying specific elements that are liked and disliked.</li><li>● Identify themes and conventions: Discuss how we know a text is set in a different time.</li></ul> |
| RWI spellings | <ul style="list-style-type: none"><li>● Use knowledge of root words, prefixes and suffixes to read aloud and to understand the meanings of new words met(e.g. -ly, -er, -ing, -sion, -tion, -cian, -sian, -ssion, -sure, -ture, super-, anti-, auto-).</li><li>● Read further common exception words, noting unusual correspondences between spelling and sound and where these occur in the word.</li></ul>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    |