

| Year Three                          | Reading Content Domains and Writing Genres |  |             |                  |  |                  |                            |   |                            |                            |
|-------------------------------------|--|--|-------------|------------------|--|------------------|----------------------------|---|----------------------------|----------------------------|
|                                     | Week 1                                     | Week 2                                 | Week 3      | Week 4           | Week 5                                       | Week 6           | Week 7                     | Week 8  | Week 9                     | Week 10                    |
| Autumn                              | Recount                                    | Recount                                | Recount     | Information      | Information                                  | Information      | Narrative                  | Narrative   | Narrative                  | Poetry                     |
|                                     | Retrieval                                  | Retrieval                              | Retrieval   | Retrieval        | Retrieval                                    | Inference        | Inference                  | Inference   | Inference                  | Additional Content Domains |
| Winter                              | Procedural                                 | Procedural                             | Procedural  | Persuasion       | Persuasion                                   | Persuasion       | Formal Letter              | Formal Letter   | Description                |                            |
|                                     | Retrieval                                  | Retrieval                              | Retrieval   | Inference        | Inference                                    | Inference        | Words in Context           | Words in Context                                      | Words in Context           |                            |
| Spring                              | News report                                | News report                            | News report | Diary            | Diary  | Diary            | Narrative                  | Narrative   | Narrative                  | Poetry                     |
|                                     | Retrieval                                  | Retrieval                              | Retrieval   | Retrieval        | Inference                                    | Inference        | Inference                  | Inference   | Additional Content Domains | Additional Content Domains |
| Summer                              | Explanation                                | Explanation                            | Explanation | Biography        | Biography                                    | Biography        | Playscript                 | Narrative   | Narrative                  | Narrative                  |
|                                     | Retrieval                                  | Retrieval                              | Retrieval   | Words in Context | Words in Context                             | Words in Context | Additional Content Domains | Inference   | Inference                  | Inference                  |
| Skills to practise during Book Talk |  | Summarise from more than one paragraph |             |                  | Predict from given, and implied, information |                  |                            | How <b>related information</b> contributes to meaning |                            |                            |

| Reading – Year 3   |                   |                                   |             |                               |                           |
|--|-------------------|-----------------------------------|-------------|-------------------------------|---------------------------|
| Reading opportunities:   | Book Talk (FLOW)  | A Time to Read (adult read aloud) | ERIC        | Library                       | Reading aloud             |
|  | Vocabulary (FLOW) | Fluency (FLOW)                    | Anthologies | Reading across the curriculum | Reading aloud own writing |
| NC Statutory Content   |                   |                                   |             |                               |                           |
| <b>Word reading</b>  |                   |                                   |             |                               |                           |
| Apply their growing knowledge of root words, prefixes and suffixes ( <b>etymology and morphology</b> ) as listed in <u>Appendix 1</u> both to read aloud and to understand the meaning of new words they meet.   |                   |                                   |             |                               |                           |
| Read <b>Year 3 common exception words</b> , noting the unusual correspondences between spelling and sound and where these occur in the word.   |                   |                                   |             |                               |                           |
| <b>Comprehension</b>   |                   |                                   |             |                               |                           |
| <b>Develop, and maintain, positive attitudes to reading and understanding of what they have read by:</b>   |                   |                                   |             |                               |                           |
| <ul style="list-style-type: none"> <li>• Listening to and discussing a range of fiction, poetry, plays, non-fiction and reference books or textbooks.</li> <li>• Reading books that are structured in different ways and reading for a range of different purposes.</li> <li>• Using dictionaries (with guidance) to check the meaning of words they have read.</li> <li>• Increasing their familiarity with a range of books, including fairy stories, myths and legends, and retelling some of these orally.</li> <li>• Identifying themes and conventions in a range of books.</li> <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> </ul> |                   |                                   |             |                               |                           |
| <b>Understand what they read in books they can read independently by:</b>  |                   |                                   |             |                               |                           |
| <ul style="list-style-type: none"> <li>• Checking that the text makes sense to them, discussing their understanding and explaining the meaning of <b>words in context</b>.</li> <li>• <b>Asking questions</b> to improve their understanding of a text.</li> <li>• Drawing <b>inferences</b> such as inferring characters’ feelings, thoughts and motives from their actions and justifying <b>inferences</b> with <b>evidence</b>.</li> <li>• <b>Predicting</b> what might happen from details stated and implied.</li> <li>• Identifying main ideas drawn from more than one paragraph and <b>summarising</b> these.</li> <li>• Identifying how language, structure and presentation <b>contribute to meaning</b>.</li> </ul>  |                   |                                   |             |                               |                           |
| <b>Retrieve and record information from non-fiction</b>  |                   |                                   |             |                               |                           |
| <b>Participate in discussion about books</b> , poems and other works that are read to them, and those they can read for themselves, taking turns and listening to what others say.   |                   |                                   |             |                               |                           |