

# READING OVERVIEW Year 3 2022 - 2023

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		Learning Objectives		
Term	Key texts POR, whole class novel / guided reading	Word Reading	Comprehension (understanding, commenting, discussing, comparing and contrasting), Inference and prediction	Speaking and Listening
Autumn	<p><b>POR:</b> Ug Boy Genius of the Stone Age by Raymond Briggs</p> <p><b>Other texts:</b> Variety of poems</p> <p>Variety of topic themed non-fiction books</p> <p>Stone age boy</p> <p><b>Whole class novel:</b> The wild Robot by Robert Brown (also POR)</p>	<ul style="list-style-type: none"> <li>• 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</li> <li>• read further exception words, noting the unusual correspondences between spelling and sound, and where these occur in the word.</li> </ul>	<p><b>Maintain positive attitudes to reading and understanding of what they read by:</b></p> <ul style="list-style-type: none"> <li>• continuing to read and discuss an increasingly wide range of fiction</li> <li>• identifying and discussing themes and conventions in and across a wide range of writing</li> <li>• making comparisons within and across books</li> </ul> <p><b>Understand what they read by:</b></p> <ul style="list-style-type: none"> <li>• checking that the book makes sense to them, discussing their understanding and exploring the meaning of words in context</li> <li>• asking questions to improve their understanding</li> <li>• identifying how language, structure and presentation contribute to meaning</li> <li>• participating in discussions about books that are read to them and those they can read for themselves, building on their own and others' ideas and challenging views courteously</li> <li>• providing reasoned justifications for their views</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>• discussing and evaluating how authors use language, including figurative language, considering the impact on the reader</li> </ul>	<ul style="list-style-type: none"> <li>• Listen and respond appropriately to adults and their peers</li> <li>• Participate actively in collaborative conversations</li> <li>• Use spoken language to develop understanding through imagining and exploring ideas</li> <li>• Select and use appropriate registers for effective communication</li> <li>• Ask relevant questions to extend their understanding and knowledge</li> <li>• Use relevant strategies to build their vocabulary</li> <li>• Articulate and justify answers, arguments and opinions</li> <li>• Give well-structured descriptions, explanations and narratives for different purposes, including for expressing feelings</li> <li>• Maintain attention and participate actively in collaborative conversations, staying on topic and initiating and responding to comments</li> <li>• Use spoken language to develop understanding through speculating, hypothesising, imagining and exploring ideas</li> </ul>

<p style="text-align: center;"><b>Spring</b></p>	<p><b>POR:</b> ‘The Pebble in my pocket’ by Meredith Hooper</p> <p>‘Everest: The remarkable story of Edmund Hillary and Tenzig Norgay’ by Alexandra Stewart</p> <p>Variety of poems – senses theme</p> <p>Lewis Carroll poems</p> <p>Biography – Roald Dahl</p> <p><b>Whole class novel:</b> George’s Marvellous Medicine by Roald Dahl</p>	<ul style="list-style-type: none"> <li>• 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</li> <li>• read further exception words, noting the unusual correspondences between spelling and sound, and where these occur in the word.</li> </ul>	<p><b>Maintain positive attitudes to reading and understanding of what they read by:</b></p> <ul style="list-style-type: none"> <li>• continuing to read and discuss an increasingly wide range of fiction</li> <li>• identifying and discussing themes and conventions in and across a wide range of writing</li> <li>• making comparisons within and across books</li> <li>• prepare play scripts to read aloud</li> <li>• increasing their familiarity with a wide range of books, including fairy stories, myths and legends, and retelling some of these orally</li> <li>• show understanding through intonation, tone, volume and action</li> <li>• recognising some different forms of poetry [for example, free verse, narrative poetry]</li> </ul> <p><b>Understand what they read by:</b></p> <ul style="list-style-type: none"> <li>• checking that the book makes sense to them, discussing their understanding and exploring the meaning of words in context</li> <li>• asking questions to improve their understanding</li> <li>• identifying how language, structure and presentation contribute to meaning</li> <li>• discussing and evaluating how authors use language, including figurative language, considering the impact on the reader</li> <li>• identify themes and conventions</li> <li>• participating in discussions about books that are read to them and those they can read for themselves, building on their own and others’ ideas and challenging views courteously</li> <li>• providing reasoned justifications for their views</li> <li>• draw inferences about characters’ feelings, thoughts, emotions and actions</li> </ul>	<ul style="list-style-type: none"> <li>• participate actively in collaborative conversations</li> <li>• use spoken language to develop understanding through imagining and exploring ideas</li> <li>• select and use appropriate registers for effective communication</li> <li>• listen and respond appropriately to adults and their peers</li> <li>• ask relevant questions to extend their understanding and knowledge</li> <li>• use relevant strategies to build their vocabulary</li> <li>• articulate and justify answers, arguments and opinions</li> <li>• give well-structured descriptions, explanations and narratives for different purposes, including for expressing feelings</li> <li>• maintain attention and participate actively in collaborative conversations, staying on topic and initiating and responding to comments</li> <li>• use spoken language to develop understanding through speculating, hypothesising, imagining and exploring ideas</li> <li>• participate in discussions, performances, role play, improvisations and debates</li> </ul>
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<p><b>Summer</b></p>	<p><b>POR:</b> Krindlekrax by Philip Ridley</p> <p><b>Other texts:</b> The Explorer by Katherine Rundell</p> <p>Descriptive writing - rainforests</p> <p>Performance poetry</p> <p><b>Whole class novel:</b> Krindlekrax and The Explorer by Katherine Rundell</p>	<ul style="list-style-type: none"> <li>• 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</li> <li>• read further exception words, noting the unusual correspondences between spelling and sound, and where these occur in the word.</li> </ul>	<p><b>Maintain positive attitudes to reading and understanding of what they read by:</b></p> <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 discussing words and phrases that capture the reader's interest and imagination</li> <li>• increasing their familiarity with a wide range of books, including fairy stories, myths and legends, and retelling some of these orally</li> <li>• listening to and discussing a wide range of fiction</li> <li>• reading books that are structured in different ways</li> </ul> <p><b>Understand what they read by:</b></p> <ul style="list-style-type: none"> <li>• identifying themes</li> <li>• discussing words and phrases that capture the reader's interest and imagination</li> <li>• asking questions to improve understanding of the text</li> <li>• drawing inferences and justifying inferences with evidence</li> <li>• predicting what might happen from details stated and implied</li> <li>• identifying how language and structure contributes to meaning</li> <li>• participating in discussion about books</li> </ul>	<ul style="list-style-type: none"> <li>• listen and respond appropriately to adults and their peers</li> <li>• ask relevant questions to extend their understanding and knowledge</li> <li>• articulate and justify answers and opinions</li> <li>• maintain attention and participate actively in collaborative conversations, responding to comments</li> <li>• use spoken language to develop understanding through exploring ideas</li> <li>• participate in discussions, role-play and improvisations</li> <li>• consider and evaluate different viewpoints, attending to the contributions of others</li> <li>• use spoken language to develop understanding through imagining and exploring ideas in discussion, role-play and drama</li> </ul>
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