



Year 3 Reading Overview - what are we teaching?

Through our reading curriculum, children will

- Develop their **phonic knowledge** so they can accurately decode words (*focused on within EYFS and KS1, continued through intervention*)
- Develop **fluency** in reading and be able to read with **tone and expression**
- Develop a **love of reading** and individual preferences for books and authors
- Be able to **talk confidently** about books and their opinion on what they have read
- Develop and extend their **vocabulary**
- Develop a **deep understanding** of what they have read
- Develop their **understanding of the world** through experiencing a wide range of different genres and authors

Learning to talk about books

Children will learn to develop a love for reading through learning to

- *Recommend books that they have read to their peers, giving reasons for their choices*
- *Participate in discussions about books that are read to them and those they can read for themselves, taking turns and listening to what others say.*
- *Explain their point of view and use text based examples to back up their opinions.*
- *Discuss different authors and their individual styles, including identifying their favourite authors and giving reasons for their opinions.*
- *Ask questions about a text to aid their understanding.*

What should we be reading?

Children should...

- ◇ Listen to and discuss a wide range of **fiction, poetry, plays, non-fiction, reference books or text books.**
- ◇ Read books that are **structured in different ways** and read for a range of purposes.
- ◇ Increase their familiarity with a range of books, including **fairy stories, myths, legends and retelling some of these orally.**
- ◇ **Recognising some different forms of poetry e.g. free verse, narrative poetry.**

Performing (could be taught through several skills: language, inference, whole text? Children could analyse a poem through the week and then perform it.)

- Preparing poems and play scripts to read aloud and to perform, showing understanding through intonation, tone, volume and action.
- Retelling stories orally.

Reading Skills

WORD READING	BIG 3: Retrieval	BIG 3: Inference	BIG 3: Language	MINI 4: Summarising	MINI 4: Predicting	MINI 4: Comparing	MINI 4: Whole text
Read further exception words, noting unusual correspondences between spelling and sound when these occur in the word.	Know non-fiction books are structured in different ways. Use non-fiction books effectively. Find information in non-fiction texts and record it.	Make inferences e.g use clues to work out a character's thoughts, feelings or motives.	Explain the meaning of different words in context. Use a dictionary to check the meaning of words I don't know. Apply growing knowledge of root word, prefixes and suffixes (etymology and morphology) both to read aloud and understand the meaning of new words they meet.	Identify the main idea of a text.	Make predictions using information from the text.	Make and explain the links between this text, what I already know and things that have happened to me before.	Understand how the structure and presentation of a text help us to understand it. Understand stories are structured in different ways.



Year 3 Reading Overview - how are we teaching it?

Through our reading curriculum, children will

- A. Develop their **phonic knowledge** so they can accurately decode words (*focused on within EYFS and KS1, continued through intervention in KS2 if required*)
- B. Develop **fluency** in reading and be able to read with **tone and expression**
- C. Develop a **love of reading** and individual preferences for books and authors
- D. Be able to **talk confidently** about books and their opinion on what they have read
- E. Develop and extend their **vocabulary**
- F. Develop a **deep understanding** of what they have read
- G. Develop their **understanding of the world** through experiencing a wide range of different genres and authors

All aims have equal weighting and all children will have access to a curriculum that covers these aspects.

E.g. SEN children in Year 6 may still be focusing on decoding and fluency, but will still experience rich texts with a range of vocabulary through reading lessons, class novels and book club texts

Class Novel

Focus—C, D, E, G

Each class from Year 2-6 works on a class novel through the term. This forms the basis of their reading and writing work although classes are free to move away from the class novel to ensure that varied genres are covered, as well as to go with the interests of the children.

Reading Fluency

Focus—B & E

At the beginning of the week, staff will model reading with expression and will discuss new vocabulary. In this session, pupils will echo the teachers' reading and will work hard to read new vocabulary fluently. This will involve determining the meaning of new vocabulary through the context and developing reading strategies to support their understanding. Pupils will practise reading around, making links to prior experience and will develop their understanding of root words, prefixes and suffixes.

Sample Timetable

Y3	Monday	Tuesday	Wednesday	Thursday	Friday
9:00—9:10	Reading Fluency	Reading Fluency Reading Corner	Reading Fluency Reading Corner	Reading Fluency Reading Corner	Reading Fluency Reading Corner
9:10—9:45	Text for taught skills	Reading Lesson	Reading Lesson	Reading Lesson	Reading Lesson

Reading Lessons

Focus—B-G

Over a one or two week period children will work on deepening their understanding of a particular aspect of reading: inference, retrieval, language, comparing, whole text, predicting or summarising. Work and texts are differentiated according to children's ability and skills are selected based on ongoing assessment.

Children will finish each block with a chance to revisit and apply their understanding of all skills through mixed comprehension questions based on a previously unseen text.

Reading for Enjoyment

Focus—B-G

At the end of the day teachers' share a book with the class. They will read a book together over a half term and books will be selected that are rich in vocabulary, give children access to a range of authors and build in difficulty. These sessions are an opportunity for staff to model reading with expression, discuss vocabulary and promote book talk with the children, skills they will be able to apply in all aspects of their reading lessons. It is also an opportunity for staff to discuss what the children are reading at home and recommend different books to challenge their independent reading.