Reading Medium Term Plan- Year Three

Objectives addressed over time/ in every reading lesson:

Word Reading:

- 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
- read further exception words, noting the unusual correspondences between spelling and sound, and where these occur in the word.

Comprehension

- develop positive attitudes to reading and understanding of what they read by:
  - listening to and discussing a wide range of fiction, poetry, plays, non-fiction and reference books or textbooks
  - reading books that are structured in different ways and reading for a range of purposes
  - increasing their familiarity with a wide range of books, including fairy stories, myths and legends, and retelling some of these orally
- 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.

Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Storytime Texts: Begin to introduce children to early chapter books. **Book 1:** Stone Age Boy, Satoshi Kitamura **Book 2:** An early chapter book of the teacher's choice or chosen through a book vote. Choose from The Diary of a Killer Cat, Anne Fine, Willow Wildthing and the Swamp Monster, Gill Lewis or The Cat and the King, Nick Sharratt.	**Storytime Texts: Continue to build an interest in early chapter books.** **Book 1:** The Wild Robot, Peter Brown **Book 2:** Class vote from a range of early chapter books, include the next book in the Wild Robot series.	**Storytime: Transition to 'Middle Grade' texts.** **Book 1:** Elen's Island, Eloise Williams **Book 2:** The Lion, the Witch and the Wardrobe, CS Lewis ,	**Storytime: Transition to 'Middle Grade' texts.** **Book 1:** Class vote of a book choosing from Podkin One Ear, Kieran Larwood, Knights and Bikes, Gabrielle Kent **Book 2:** An age-appropriate classic book of the teacher's choice such as those by Roald Dahl, JK Rowling, Anne Fine, Jill Murphy, etc seek advice if needed.	**Storytime: Transition to 'Middle Grade' consolidated.** **Book 1:** Coming to England, Floella Benjamin **Book 2:** Teacher's choices of quality texts).	**Storytime:** **Book 1:** Harley Hitch and the Iron Forest, Vashti Hardy **Book 2:** Teacher's own choice of quality text, this may include other books in the Harley Hitch series.
Note: Reading for Pleasure lessons should be spaced out across a half term, not blocked.					
Reading for Pleasure: 1 lesson a reading pupil survey to get to know the children as readers. 3 lesson devoted to a 'book group' - children to share a recommendation in a group, completing a recommendation sheet. 1 x lesson devoted to a book sampling/cafe or vote to select a story. Children to record their reasons for their preferred book choice.	**Reading for Pleasure:** 2-3 x lessons devoted to a 'book group' - children to share a recommendation in a group, completing a recommendation sheet. 1 x lesson devoted to a book sampling/cafe or vote to select a story. Children to record their reasons for their preferred book choice.	**Reading for Pleasure:** 2-3 x lessons devoted to a 'book group' - children to share a recommendation in a group, completing a recommendation sheet. 1 x lesson devoted to a book sampling/cafe or vote to select a story. Children to record their reasons for their preferred book choice.	**Reading for Pleasure:** 2-3 x lessons devoted to a 'book group' - children to share a recommendation in a group, completing a recommendation sheet. 1 x lesson devoted to a 'silent book club'. This could be carried out in the classroom, outdoors or the library.	**Reading for Pleasure:** 2-3 x lessons devoted to a 'book group' - children to share a recommendation in a group, completing a recommendation sheet. 1 x lesson devoted to a 'silent book club'. This could be carried out in the classroom, outdoors or the library.	**Reading for Pleasure:** 2-3 x lessons devoted to a 'book group' - children to share a recommendation in a group, completing a recommendation sheet. 1 x lesson devoted to a book reflecting on the books shared this year, this could be as a reading river, book of the year vote or other form of reflection.
Unit 1					

Word Per Minute Fluency Assessment Checkpoint **Poetry:** The Monster from Outer Space, Pie Corbett **Focus**: Reciting poetry. Children will learn a minimum of 4 lines off by heart, adding actions/signifiers to support them. **Length of unit**: 5-7 days **Objectives:** • preparing <u>poems</u> and play scripts to read aloud and to perform, • showing understanding through intonation, tone, volume and <u>action</u> • discussing words and phrases that capture the reader's interest and imagination • recognising some different forms of poetry [for example, <u>free verse</u>, narrative poetry] • <u>checking that the text makes sense to them, discussing their understanding</u> and explaining the meaning of words in context	**Narrative**: The Wild Robot, Peter Brown, Chapter 1 **Focus**: Character **Length of unit**: 10 days **Objectives:** • identifying themes and conventions in a wide range of books • drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence • identifying main ideas drawn from more than one paragraph and summarising these	**Classic Narrative Poetry:** The Walrus and the Carpenter, CS Lewis **Focus**: Reciting poetry. Learning a minimum of three/half a verse off by heart (6 lines in a verse). **Length of unit**: 5-7 days **Objectives:** • preparing <u>poems</u> and play scripts to read aloud and to perform, • showing understanding through <u>intonation, tone, volume and action</u> • discussing words and phrases that capture the reader's interest and imagination • recognising some different forms of poetry [for example, free verse, <u>narrative poetry</u>] • checking that the text makes sense to them, discussing their understanding and explaining the meaning of words in context	**Narrative**: Elen's Island, Eloise WIlliams, chapter 3 **Focus**: character **Length of unit**: 10 days **Objectives:** • checking that the text makes sense to them, discussing their understanding and explaining the meaning of words in context • using dictionaries to check the meaning of words that they have read • drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence • predicting what might happen from details stated and implied	**Poetry (free verse)**: Wings, Pie Corbett **Focus**: Reciting poetry. Using intonation, tone and action. **Length of unit**: 5-7 days **Objectives**: • preparing <u>poems</u> and play scripts to read aloud and to perform, • showing understanding through <u>intonation, tone, volume and action</u> • discussing words and phrases that capture the reader's interest and imagination • recognising some different forms of poetry [for example, <u>free verse</u>, narrative poetry] • checking that the text makes sense to them, discussing their understanding and explaining the meaning of words in context	**Narrative**: Harley Hitch and the Iron Forest, chapter 1 **Focus**: Setting **Length of unit**: 10 days **Objectives**: • identifying main ideas drawn from more than one paragraph and summarising these • drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence
Unit 2					
Classic Narrative: The Iron Man, Ted Hughes, chapter 1 **Focus:** Use of language **Length of unit**: 10 days **Objectives:** • drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence • predicting what might happen from details stated and implied	**Non- Narrative:** Plastic Pollution (selecting from a range of non-fiction texts) **Focus:** Word meaning **Length of unit**: 10 days **Objectives:** • retrieve and record information from non-fiction • asking questions to improve their understanding of a text • using dictionaries to check the meaning of words that they have read	**Classic Narrative:** The Lion, the Witch and the Wardrobe, chapter1 **Focus:** Setting **Length of unit**: 10 days **Objectives:** • discussing words and phrases that capture the reader's interest and imagination • identifying how <u>language, structure, and presentation</u> contribute to meaning • drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence	**Non-narrative:** Homes through History **Focus:** Structure and presentation **Length of unit**: 10 days **Objectives:** • retrieve and record information from non-fiction • identifying how language, <u>structure, and presentation</u> contribute to meaning • using dictionaries to check the meaning of words that they have read	**Narrative**: Coming to England, Floella Benjamin, chapter 1 **Focus**: authorial intent **Length of unit**: 10 days **Objectives**: • drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence • predicting what might happen from details stated and implied • identifying main ideas drawn from more than one paragraph and summarising these	**Non-narrative:** Egypt Magnified **Focus:** Structure and presentation **Length of unit**: 10 days **Objectives:** • retrieve and record information from non-fiction • identifying how language, <u>structure, and presentation</u> contribute to meaning • using dictionaries to check the meaning of words that they have read
Unit 3					

Non-narrative: Robots Non Fiction	Picture Book: Santa's Marvellous Mechanical Workshop, Vashti Hardy	Non-narrative: Amazing Animal Atlas	Narrative: Elen's Island, Eloise Williams, chapter 6 and an extract from Why the Whales Came, Michael Morpurgo, chapter 1	Non-narrative: Egypt Magnified	Classic Picture book: The Flower, John Light
Focus: Word meaning **Length of unit**: 10 days **Objectives:** • retrieve and record information from non-fiction • asking questions to improve their understanding of a text • using dictionaries to check the meaning of words that they have read	**Focus:** Emotion **Length of unit**: 10 days **Objectives:** • drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence • predicting what might happen from details stated and implied	**Focus:** Using non-fiction texts **Length of unit**: 10 days **Objectives:** • retrieve and record information from non-fiction • identifying how language, <u>structure, and presentation</u> contribute to meaning • using dictionaries to check the meaning of words that they have read	**Focus**: Character (comparison) **Length of unit**: 10 days • drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence • predicting what might happen from details stated and implied • identifying main ideas drawn from more than one paragraph and summarising these	**Focus:** Retrieving information **Length of unit**: 10 days **Objectives:** • retrieve and record information from non-fiction • identifying how language, structure, and presentation contribute to meaning • using dictionaries to check the meaning of words that they have read	**Focus**: Comparison of themes **Length of unit**: 10 days **Objectives:** • identifying themes and conventions in a wide range of books • drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence • predicting what might happen from details stated and implied
	Word Per Minute Fluency Assessment Checkpoint		**Word Per Minute Fluency Assessment Checkpoint**		**Word Per Minute Fluency Assessment Checkpoint**

Note: Underlining indicates an aspect to focus on in that unit.

Progression in Sentence Stems:

Objective	Sentence stem
discussing words and phrases that capture the reader's interest	The word _____ is interesting because...
checking that the text makes sense to them, discussing their understanding, and explaining the meaning of words in context	The word ___ means...
asking questions to improve their understanding of a text	I wonder if...
drawing inferences such as inferring characters' feelings and thoughts from their actions, and justifying inferences with evidence	This action/verb tells me the character feels... This action/verb tells me the character thinks... This action/verb tells me the character wants to...
predicting what might happen from details stated and implied, justifying with evidence	I predict that... My evidence for this is...
identifying main ideas drawn from more than 1 paragraph and summarising these	This paragraph/ page is about... First, …. Next.....
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	I like.. I dislike...

	It makes me think about...
	I wonder...