

### Programme of Study

#### Reading - word reading

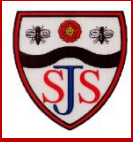
Pupils should be taught to:

- apply their growing knowledge of root words, prefixes and suffixes (etymology and morphology) 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

#### Reading - Comprehension

Pupils should be taught to:

- develop positive attitudes to reading, and an 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
  - using dictionaries to check the meaning of words that they have read
  - increasing their familiarity with a wide range of books, including fairy stories, myths and legends, and retelling some of these orally
  - identifying themes and conventions in a wide range of books
  - 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
  - recognising some different forms of poetry [for example, free verse, narrative poetry]
- understand what they read, in books they can read independently, by:
  - checking that the text makes sense to them, discussing their understanding, and explaining the meaning of words in context
  - asking questions to improve their understanding of a text
  - 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 1 paragraph and summarising these
  - identifying how language, structure, and presentation contribute to meaning
- retrieve and record information from non-fiction
- 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



### Teaching of Reading

#### Organisation

- Pupils organised into similar ability groups
- Carousel but with targeted learning
- SA and Teacher both lead a guided group
- Two groups work independently for the first part of the session until adults complete their guided task then they will check in with independent groups
- 30 minutes reading session every day
- Mini Plenaries as required so all children are involved
- Teacher and SSA's change groups every day, so they listen to all children read each week

#### Guided Group Session

- Teacher reads the text first
- Yellow and green groups have the same text
- Teacher models fluency, intonation, expression, volume etc.
- Child points to words so adult can see they are following
- Children then echo back sentences in a similar fashion to the adult.
- Avoid children reading aloud the first time through and not on their own initially
- Ask pupils questions related to their programme of study.
- SEND pupils have work linked to phonics and IEP targets

### Example Questions

#### Retrieval and Record

- Describe what happened when ...
- Write 3 things you were told about ...
- What happened after the incident?

#### Inference and Deduction

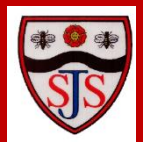
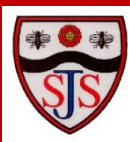
- How did the character feel after the trip?
- How do we know the character was scared?
- The animal was dangerous. How do we know that?

#### Meaning of words

- Find a word which describes how the character was feeling?
- How does the word gentle make you feel about the character?

#### Summary, Prediction and Comparison questions

- What is the moral of the story?
- Predict what might happen at the end.
- How does the character's mood change at the end compared to the start?

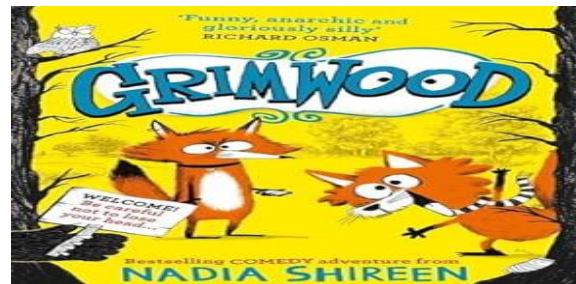


**A Range of Recommended Books for Year 3**

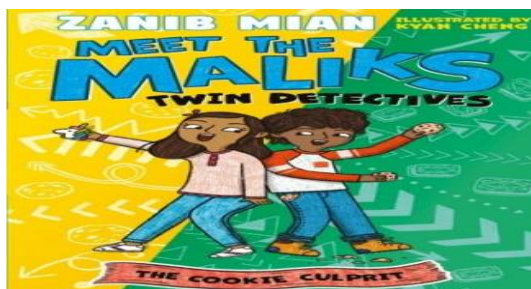
**Race to Fire Mountain**  
by Remi Blackwood



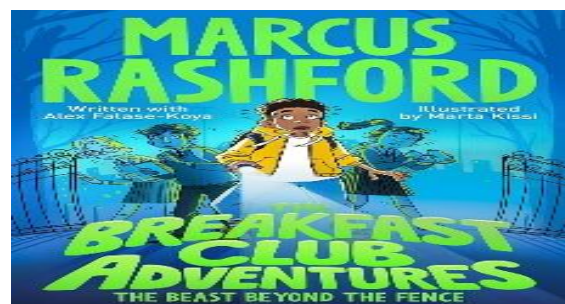
**Grimwood**  
by Nadia Shireen



**Meet the Maliks, Twin Detectives**  
by Zanib Mian



**The Breakfast Club Adventures**  
by Marcus Rashford and Alex Falase-Koya



**The Wishkeeper's Apprentice**  
by Rachel Chivers Khoo



**The Nothing to See Here Hotel**  
by Steven Butler











