



Year 3 Medium Term Overview – Reading



In Year 3 we develop pleasure and motivation to read in the following ways:

For example...

- Engaging book corner – good choices, visually appealing, updated regularly according to topic.
- Class story book – read at the end of the day and put in the book corner after it is finished.
 - *The Happy Prince* by Oscar Wilde
 - *The Iron Man* by Ted Hughes
 - *Zeus on the Loose* by John Dougherty
- Book posters and key questions in book corner.
- Book related display – highly recommended reads chosen by the children, our favourite books, new books.
- Year group hero books on display in classroom with access for the children to select and read.
- Regular book discussion time.
- Allowing children to choose their own independent reading text.
- Silent reading time when children can enjoy their chosen text.
- Class reading text displayed on the door.
- Magazines in book corner.
- Engagement in World Book Day Activities.

In Year 3 we embed reading skills across the curriculum in the following ways, using the texts below:

For example...

- Subject specific books used in Learning Adventure / Creative Adventure activities.
 - *Everest: The remarkable story of Edmund Hillary and Tenzing Norgay* by Alexandra Stewart
 - *Greek Myths for Young Children* Anna Milbourne and Elena Tempurin
 - *Beasts of Olympus- Beast Keeper Book 1* by Lucy Coates
 - *I survived the Joplin Tornado* by Lauren Tarshis.
 - *The Storm Keeper's Island* by Catherine Doyle
 - *Demon Dentist* by David Walliams
 - *Rotten Rascals* by Enid Blyton
 - *10 Best Greek Legends Ever! (Horrible Histories)* by Terry Deary
 - *Fairy tales* – Sarah Courtauld and Rosie Dickens
- Topic related non-fiction books on display in the classroom – handling of real books.

- Recommended High Quality Reads – display board in each classroom, copies of all books in the year group with books starred and children encouraged to select, reading of star books tracked. In spare 5 minutes throughout the day read first chapter from a recommended read as a taster to encourage children to want to read the books. (See list below).

- Use of written documents e.g. newspapers (current affairs that link with geography or historical newspapers showing past events), letters, diary entries.
- Vocabulary specific to Learning Adventure display in classroom, vocabulary mats, glossaries.
- Texts used and provided are linked to writing genres taught.
- Vocabulary and reading activities linked to homework trail.

How reading is taught in Year 3:

Reading is taught five times a week as a whole class Guided Reading session.

During reading sessions in KS2 teachers use carefully selected texts to study. Where possible, the texts will be in line with the writing genres and themes that are being taught in learning adventure writing sessions so children gain additional exposure to the particular text type being studied. Teachers plan reading sessions based on their assessment of pupil ability and the key skills that they need to develop using our progressive key skills document. Through whole class reading sessions, our children are exposed to high – quality texts that provide challenge and promote discussion. Children then work independently or with support, as planned for by the class teacher to answer specific questions related to lesson objective. Opportunities for whole class work to model written comprehension answers are also planned for. We want our child to be able to talk confidently about a text; its structure and layout and the intent of the vocabulary used. Children need to be able to read for meaning to gain pleasure from a text and deduce and infer meaning too.

In KS2 we continue to provide children with a school reading book to take home which is matched to their reading ability. At the start of KS2, most children will have moved away from colour coded reading books and have a wider range of books to select from. For Years 3 and 4 these are our ‘silver books’ and in Years 5 and 6 our ‘gold’ books. We also have ‘bronze’ books which provide higher interest content for those children who need to maintain interest at a more accessible reading level. Teachers monitor the books that children are selecting and encourage them to read widely. Within the classrooms, we also have ‘recommended reads’ with star labels. These are the top recommended books that we want our children to have exposure

to during their time in each year group. These include a wide range of fiction books, poetry and classical literature and are reflective of diverse cultures. These may be read to the children in class or children may borrow these to read in class during free reading periods.

Fluency and Phrasing (objectives to run throughout each term)

In Year 3 children show that they can:

- Children can recite some poems (or songs) by heart, in groups and sometimes alone, building confidence and fluency;
- Read age-appropriate books accurately and at a speed that is sufficient for them to focus on understanding, rather than on decoding individual words;
- Read new words outside their spoken vocabulary, making a good guess at pronunciation;
- When reading aloud, speak audibly and with growing fluency;
- Read on sight all Y2 CE words and some further exception words for Y3-4;
- Gradually internalise the reading process to read silently.
- Expected word fluency 110+ wpm

Year 3 Recommended High Quality Star Reads:

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| <ul style="list-style-type: none">• Laughter is an Egg by John Agard• Anna Hibiscus by Atinuke• The Abominables by Eva Ibbotson• The Bad Guys Series by Aaron Blabey• The Boy Who Grew Dragons by Andy Shepherd• Magic Betsey by Malory Blackman• The Last Day of Summer by Lamar Giles• Superheroes are Everywhere by Kamala Harris | <ul style="list-style-type: none">• Owen and the Soldier by Lisa Thompson and Mike Lowery• The Pebble in my Pocket by Meredith Hooper• Nim's Island by Wendy Orr• Journey by Aaron Becker• Jumanji by Chris Van Allsburg• The Iron Man by Ted Hughes• Bill's New Frock by Anne Fine• Fantastic Mr Fox by Roald Dahl |
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- The Seed of Compassion by Dalai Llama
- The Firework Maker's Daughter by Phillip Pullman
- Fantastically Great Women Who Changed the World by Kate Pankhurst
- The Giving Tree by Shel Silverstein
- The Happy Prince by Oscar Wilde
- The Wonderful Journey by Paul Geraghty
- The Unlikely Adventures of Mabel Jones by Will Mabbitt
- Tuesday by David Wiesner
- The Rhythm of the Rain by Grahame Baker- Smith
- The Sheep-Pig by Dick King-Smith
- The Reluctant Dragon by Kenneth Grahame
- One Plastic Bag by Miranda Paul
- The Hodgeheg by Dick King-Smith
- Escape from Pompeii by Christina Balit
- Quick Let's Get Out of Here by Michael Rosen

- Fly, Eagle, Fly! by Christopher Gregorowski
- Stig of the Dump by Clive King
- Winston of Churchill: One Bear's Battle Against Global Warming by Jean Davies
- Zeus on the Loose by John Dougherty
- How to Train Your Dragon by Cressida Cowell
- Ug: Boy Genius of the Stone Age by Raymond Briggs
- Stone Age Boy by Satoshi Kitamura
- The Accidental Prime Minister by Tom McLaughlin
- Voices in the Park by Anthony Browne
- Kid Normal by Greg James
- The Boy Who Grew Dragons by Andy Shepherd
- It's a Book by Lane Smith
- The Penguin Who Wanted to Find Out by Jill Tomlinson
- The Great Paper Caper by Oliver Jeffers
- The Wonderful Journey by Paul Geraghty

YEAR 3 READING MEDIUM TERM PLAN

	Genres explored	Objectives / Areas of Focus	Texts / Books used in Guided Reading and Writing Sessions
Term 1 and 2	<p>Genres linked to writing curriculum: Narrative (Story- Myths) Recount – diary Non Chronological Descriptive</p> <p>Additional genres: Non-Fiction- Information linked to History and Geography</p>	<p>Word Reading</p> <ul style="list-style-type: none"> Use prefixes to understand meanings e.g. re- meaning again or back, pre- meaning before. Read and understand selected words from the Years 3 list (taken from NC Year 3 and 4 list) <p>Developing Pleasure in Reading and Reading Motivation</p> <ul style="list-style-type: none"> Identify and record the main events of a story in sequence e.g. story board or story map and use to re-tell. Orally retell stories including detail and vocabulary from the text to engage the reader. Engage through eye contact and gesture. Discuss themes in fairy stories, folk stories or traditional tales e.g. good over evil, wise and foolish. Discuss conventions in fairy tales, folk tales or traditional tales, introduced by the teacher e.g. a wish repeated several times. <p>Understanding</p> <ul style="list-style-type: none"> Identify and discuss favourite words and phrases that capture the reader's interest and imagination. 	<p>So You Think You've Got It Bad? A Kid's Life in Ancient Greece by Chae Strathie <i>A British Museum text. An amusing book with factual perspective of life in Ancient Greece by an award winning author, this uses high level and accurate historical vocabulary. Through words and pictures, the book compares modern-day life to different aspects of daily life for the Ancient Greeks, including clothing, education, jobs, pets, food and pastimes, viewing each topic through the eyes of a child. This book helps young readers to move beyond hard facts and begin to reflect on what life might have felt like for those living in ancient times, incorporating description and descriptive language.</i></p> <p>A Visitor's Guide to Ancient Greece by Lesley Sims <i>A lively and engaging text, written like a guide book for time travellers, this text is a perfect</i></p>

		<ul style="list-style-type: none"> • Work out the meaning of unfamiliar words by using the context and offer explanations. • Use dictionaries (first two letters, progressing to first three letters) to check meanings of words they have read and identify the appropriate definition in relation to the context of the text. • Take note of punctuation when reading aloud e.g. show a rising inflection in response to a question mark or change of voice due to speech marks. <p>Non-Fiction Information Retrieval</p> <ul style="list-style-type: none"> • Identify how specific information is organised within a non-fiction text e.g. sub headings, bullet points, glossaries and diagrams. • Record information from non-fiction texts. Complete charts using key words, phrases or sentences. Make notes. <p>Discussion</p> <ul style="list-style-type: none"> • Discuss and follow simple rules for discussion. • Develop and agree on rules for effective discussion, taking turns and listening to what others say. 	<p><i>introduction to life in Ancient Greece. Full of details, images, weblinks and interesting facts, This adds a new dimension to the Ancient Greece topic and allows the children to understand and develop their understanding of information texts.</i></p> <p>Greek Myths for Young Children Anna Milbourne and Elena Temporin <i>A well written and adapted text for young children. Full of enriched language and vocabulary to support children's understanding of Greek Mythology, story writing and description.</i></p> <p>Extract from Homer's Odyssey- cyclops description. <i>Provides children with an opportunity to read through a primary source from a key person in the study of Greek History in the United States of America. Allows the children to identify and examine how descriptive techniques, simile, metaphor etc are included in writing.</i></p> <p>Diary extract from a captured sailor and an affluent Athenian boy.</p>
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Term 3 and 4	<p>Genres linked to writing curriculum: Newspaper Biography Persuasion Instructions</p> <p>Additional genres: Historical Non-Fiction Non Fiction- Geographical information</p>	<p>Word Reading</p> <ul style="list-style-type: none"> • Use knowledge of root words to understand meanings of words e.g. drama, dramatic, dramatically. • Use suffixes to understand meanings e.g. -ly meaning in this way. • Read and understand selected words from the Years 3 list (taken from NC Year 3 and 4 list) <p>Developing Pleasure in Reading and Reading Motivation</p> <ul style="list-style-type: none"> • Prepare poems or play scripts to read aloud by text marking, colour coding or annotating to support rehearsal or performance. Show understanding through intonation, volume and action. <p>Understanding</p> <ul style="list-style-type: none"> • Raise own questions during the reading process to deepen their understanding. • Draw inferences around character actions, thoughts and feelings e.g. why did the Pied Piper take revenge? • Make predictions based on details stated. 	<p>To The Top by S.A Kramer <i>An engaging book focused on the expedition up Mount Everest, using words which children may not come across in ordinary conversation but are needed to build reading comprehension, this book explains new concepts in an age appropriate way. This text is suitable as it uses high quality description and shows the reader how to build suspense and imagery.</i></p> <p>The Rhythm of the Rain by Grahame Baker-Smith <i>A stunning picture book- winner of the Greenaway medal. Poetically written yet clear and concise, the painstaking precision of text and the diversity of scene is impactful and awesome. This book is packed with detail and the beautiful lyrical text is a great way to introduce the topic of water cycles.</i></p>

		<ul style="list-style-type: none"> Analyse texts looking at structure and presentation e.g. persuasive leaflets and letters, shape poems and calligrams. Discuss the purpose of paragraphs in non-fiction texts e.g. non-chronological reports, biographies, letters <p>Non-Fiction Information Retrieval</p> <ul style="list-style-type: none"> Use a title, cover and blurb to determine whether a book will provide relevant information for research. Locate features of information texts in print and on screen e.g. contents, index, page numbers, hyperlinks and icons. <p>Discussion</p> <ul style="list-style-type: none"> Make contributions in group situations e.g. pairs and guided groups. Participate in discussion about what is read to them and books they have read independently e.g. answering questions and making relevant comments. 	<p>Newspaper report from 1959 and extracts from newspapers reporting on the Everest expedition. <i>Provides children with an opportunity to read through a primary source and explore the language and format used in newspaper reports. This also children with an insight into Hillary and Norgay's thoughts and feelings about the achievement and the reactions and feelings of the countries and communities involved.</i></p> <p>Weather by Fred Martin <i>To continue with the topic of weather and the water cycle. It is clear, easy to understand and exciting full-colour photographs bring the geography to life. Gives a global perspective on weather with great vocabulary and has maps to explain ideas.</i></p> <p>Earthquake in the Early Morning by Mary Pope Osborne <i>A New York Times bestselling book. This story will support children's knowledge and understanding of historical and geographical events, in addition to allowing them to demonstrate comprehension of story</i></p>
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			<p><i>elements, exploring and understanding new vocabulary in context and examine how authors use certain words and styles to involve readers in the plot.</i></p> <p>Age appropriate biography of Edmund Hillary</p> <p>Information texts about Nepal</p> <p>A range of instructional texts.</p> <p>A range of persuasive adverts and leaflets.</p>
Term 5 and 6	<p>Genres linked to writing curriculum: Narrative (Story-Adventure) Letter Balanced Argument</p> <p>Additional genres: Historical Non-Fiction Non Fiction- Geographical information</p>	<p>Word Reading</p> <ul style="list-style-type: none"> • Read and understand selected words from the Years 3 list (taken from NC Year 3 and 4 list) • Use knowledge of root words to understand meanings of words e.g. drama, dramatic, dramatically. <p>Developing Pleasure in Reading and Reading Motivation</p> <ul style="list-style-type: none"> • Identify and record the main events of a story in sequence e.g. story board or story map and use to re-tell. • Orally retell stories including detail and vocabulary from the text to engage the reader. Engage through eye contact and gesture. <p>Understanding</p> <ul style="list-style-type: none"> • Respond to a statement using true or false; give simple reasons, drawing on the text. 	<p>Revolt Against the Romans by Tony Bradman <i>An adventure story based on historical fact, exploring the conflict between Romans and Britons from the perspective of a Roman soldier. This story will support understanding of the period in time from a Roman perspective, allow children to explore appropriate vocabulary, descriptive language and investigate the elements of an adventure story.</i></p> <p>I Was There Boudica's Army by Hilary McKay <i>An adventure story from the perspective of a female member of the Iceni tribe during the Roman invasion of Britain. This story will support understanding of the period in time from a Briton's perspective, allow children to explore appropriate vocabulary, descriptive</i></p>

		<ul style="list-style-type: none"> • Discuss their understanding of the text by using tentative language e.g. perhaps... • Use appropriate intonation and expression when reading aloud. <p>Non-Fiction Information Retrieval</p> <ul style="list-style-type: none"> • Activate prior knowledge and prepare for research by creating a mind-map or concept map of what is already known about the subject. • Record information from non-fiction texts. Complete charts using key words, phrases or sentences. Make notes. <p>Discussion</p> <ul style="list-style-type: none"> • Participate in discussion about what is read to them and books they have read independently e.g. answering questions and making relevant comments. • Develop and agree on rules for effective discussion, taking turns and listening to what others say. • Discuss and follow simple rules for discussion. • Make contributions in group situations e.g. pairs and guided groups. 	<p><i>language and investigate the elements of an adventure story.</i></p> <p>What the Romans did for us by Alison Hawes <i>A non-fiction book full of incredible tales, fascinating facts and information, exploring elements which the Romans brought to Britain from Italy and which we still use today. Useful to explore elements of reports and non-fiction texts.</i></p> <p>Escape from Pompeii by Christina Balit <i>A fictional account of the eruption of Vesuvius. This beautifully illustrated story gives historical context, a detailed account of events and encourages the use of descriptive language.</i></p> <p>The Journal of Iliona by Richard Platt <i>This book follows the fictional Greek girl Iliona who is captured by pirates and sold into slavery in Rome in 107 AD. The story talks about various aspects of Roman life and activities and is based on facts of Rome at that time, written through the format of diary entries, using and explaining technical vocabulary and historical facts. This book is a children's book, but not a picture book. It is strongly and well illustrated, but is dense with text compared to a traditional picture book. The pictures and</i></p>
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			<p><i>captions highlighted a bit more of the story beyond the text, much as a photograph album might.</i></p> <p>Ladybird Histories– Romans by Simon Adams <i>A detailed reference guide, with a timeline, glossary and index included to support work on Non-Fiction texts and their features.</i></p>
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