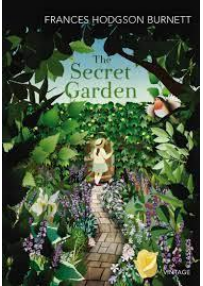
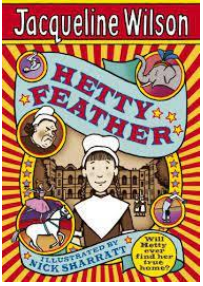




Trevisker School Reading Curriculum Year 3 Summer MTP

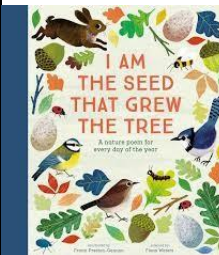
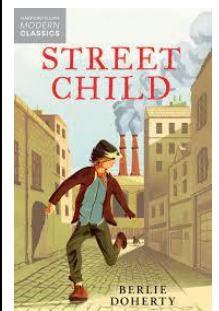
Word Reading		Comprehension	
Phonics, Decoding & Fluency (based on National Curriculum and RWInc)	Reading for Pleasure / Choosing to Read	Implementation/Key Skills:	Whole class quality texts:
<ul style="list-style-type: none"> To use their phonic knowledge to decode quickly and accurately (may still need support to read longer unknown words). To apply their growing knowledge of root words and prefixes, including: in-, im-, il-, ir-, dis-, mis-, un-, re-, sub-, inter-, super-, anti- and auto. To apply their growing knowledge of root words and suffixes, including: -ation, -ly, -ous, -ture, -sure, -sion, -tion, -ssion and -cian. To begin to read Y3/Y4 common exception words. <p><i>At this stage, teaching</i></p>	<p>Read a broader range of texts including those from literary heritage and more challenging texts.</p> <p>Recommend books they have read to their peers, giving reasons for their choices.</p> <p>Demonstrate continuing engagement with reading.</p> <p>Engage in whole-class OTTER (Own Time To Enjoy Reading)</p> <p>Read for sustained periods of time.</p> <p>Actively engage in Book Talk with and without adult support.</p> <p>Respond to reading in a written form, beginning to develop a critical stance.</p> <p>Choose from a range of library books/reading books (unbanded after RWInc reading)</p>	<p>National Curriculum Links:</p> <p>E2: develop positive attitudes to reading and understanding of what they read by identifying how language, structure, and presentation contribute to meaning E1/S5: listening to and discussing a wide range of fiction, poetry, plays, non-fiction and reference books or textbooks</p> <p>E2: reading books that are structured in different ways and reading for a range of purposes</p> <p>V4: using dictionaries to check the meaning of words that they have read</p> <p>E1/E5: increasing their familiarity with a wide range of books, including fairy stories, myths and legends, and retelling some of these orally</p> <p>E1: 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</p> <p>V2: discussing words and phrases that capture the reader's interest and imagination</p> <p>E1/E5: recognising some different forms of poetry [for example, free verse, narrative poetry]</p> <p>V3/S2: understand what they read, in books they can read independently, by checking that the text makes sense to them, discussing their understanding and V1: explaining the meaning of words in context</p> <p>I3: asking questions to improve their understanding of a text</p> <p>I2/3: 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</p> <p>S1: identifying main ideas drawn from more than one paragraph and summarising these</p> <p>R5: retrieve and record information from non-fiction</p> <p>E1/2/3: 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.</p>	 

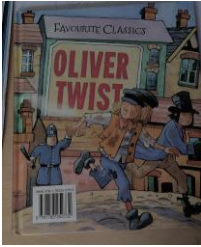
comprehension skills should be taking precedence over teaching word reading and fluency specifically. Any focus on word reading should support the development of vocabulary.

scheme).
Engage in R & R (Read and Relax, cross key stage peer reading).

Implementation VIPERS Skills - Vocabulary, Inference, Prediction, Explaining, Retrieval, Summarise

Year 3 - Vocabulary	<ul style="list-style-type: none"> • use dictionaries to check the meaning of words that they have read • discuss words that capture the readers interest or imagination • identify how language choices help build meaning • find the meaning of new words using substitution within a sentence.
Year 3 Inference	<ul style="list-style-type: none"> • children can infer characters' feelings, thoughts and motives from their stated actions • justify inferences by referencing a specific point in the text • ask and answer questions appropriately, including some simple inference questions based on characters' feelings, thoughts and motives • make inferences about actions or events.
Year 3 Prediction	<ul style="list-style-type: none"> • justify predictions using evidence from the text • use relevant prior knowledge to make predictions and justify them • use details from the text to form further predictions.
Year 3 Explaining	<ul style="list-style-type: none"> • discussing the features of a wide range of fiction, poetry, plays, non-fiction and reference books • identifying how language, structure, and presentation contribute to meaning of both fiction and non-fiction texts • recognise authorial choices and the purpose of these.



		Year 3 Retrieval	<ul style="list-style-type: none"> • use contents page and subheadings to locate information • learn the skill of 'skim and scan' to retrieve details • begin to use quotations from the text • retrieve and record information from a fiction text retrieve information from a non-fiction text. 	
		Year 3 Summarise	<ul style="list-style-type: none"> • identifying main ideas drawn from a key paragraph or page and summarising these • begin to distinguish between the important and less important information in a text • give a brief verbal summary of a story • teachers begin to model how to record summary writing • identify themes from a wide range of books • make simple notes from one source of writing. 	

Weekly Timetable:

Early work:	8:55 - 9.05	9:05 - 9.30	9.30 - 10.30	10.30-10.45	10:45 - 11:55	11:55 - 12:15	12.15 - 1.05	1.05 - 2.05	2.05 - 2.55	2:55 - 3.10
Monday	Phonics intervention	Daily Reading	English lesson linked to quality class text	B		Read Aloud-POETRY	L			Assembly
Tuesday	Phonics intervention	Daily Reading	English lesson linked to quality class text	R		OTTER Reading for Pleasure	U			Read Aloud
Wednesday	Phonics intervention	Daily Reading	English lesson linked to quality class text	E		Read Aloud	N			Assembly
Thursday Non-fiction topic book fact-finding	Phonics intervention	Daily Reading	English lesson linked to quality class text (SPaG)	A		OTTER Reading for Pleasure	C			R & R
Friday	Assembly	Daily Reading	English lesson linked to quality class text	K		OTTER Reading for Pleasure	H			Read Aloud

KS2 Weekly Text Overview:

	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10	Week 11	Week 12
Daily reading lesson texts	<p>Street Child</p> <p>Narrative</p> <p>Decoding Implementation Text discussion</p>											
Quality texts in literacy	<p>The Secret Garden</p> <p>Narrative</p> <p>Decoding Implementation Text discussion</p>	<p>The Secret Garden</p> <p>Diary</p> <p>Decoding Implementation Text discussion</p>	<p>The Secret Garden</p> <p>Description</p> <p>Decoding Implementation Text discussion</p>	<p>The Secret Garden</p> <p>Playscript</p> <p>Decoding Implementation Text discussion</p>	<p>Oliver Twist</p> <p>Letter</p> <p>Decoding Implementation Text discussion</p>				<p>The Sound Collector</p> <p>Poetry</p> <p>Decoding Implementation Text discussion</p>			
Class reader	<p>Read aloud: Hetty Feather by Jacqueline Wilson and I am the seed that grew a tree.</p> <p>Children select from a range of chapter or picture books.</p> <p>Children also have access to a mix of additional books and comics of various genres</p>											