

Reading Curriculum

Year 3		
Autumn	Spring	Summer
Absolute Power (Tudors)	What have the Victorians ever done for us?	The Birth of Democracy

There are **8 themes** of learning within the Reading Curriculum for all year groups, outlined below. Within each theme there are **key strands** to break the learning down and give you an understanding of what it means. Then there are **specific objectives** as to what **you need to teach** and what **children need to learn**. These are pitched at expected standards.

<p>Theme 1. Develop positive attitudes to reading</p>	<p>Strands:</p> <ul style="list-style-type: none"> - Take pleasure in reading - Read independently and in groups. Enjoy listening to books read to them - Discuss books: Participate in discussion about what is read to them, taking turns and listening to what others say - Extend their range of reading 	<p>Theme 2. Skills and strategies to read for understanding</p>	<p>Strands:</p> <ul style="list-style-type: none"> - Use prior knowledge to support understanding - Check that books make sense to them - Ask questions to improve their understanding - Skim, scan and read closely - Use strategies to locate or infer the meaning of unfamiliar words - Annotate text - Visualise their understanding of what they read - Make predictions - Summarise understanding - Adapt reading strategies for different purposes or according to the text type
	<p>Objectives:</p> <p>1.1 - Sustain their reading for enjoyment and to find out</p> <p>1.2 - Discuss why they like particular books or authors with others, giving reasons.</p> <p>1.3 - Extend the range of books read by browsing and selecting texts, including poetry, to read independently.</p>		<p>Objectives:</p> <p>2.1 - Link the events or topic from a text to their own experience and/ or information gathered. Begin to make links to similar books they have read.</p> <p>2.2 - Ask questions to clarify the meaning of events or ideas introduced or explored in a text that they don't understand.</p> <p>2.3 - Scan contents, indexes and pages to locate specific information accurately.</p> <p>2.4 - Identify sections of a text that they need to read carefully in order to find specific information or answer a question.</p>

			<p>2.5 - Discuss unfamiliar words and their possible meaning to clarify their understanding of a sentence or passage.</p> <p>2.6 - Update and modify predictions about the events, characters or ideas in a text on a regular basis throughout their reading.</p> <p>2.7 - Retell main points of a story in sequence.</p>
Theme 3. Understanding vocabulary used in texts	Strands: <ul style="list-style-type: none"> - Build a wide vocabulary - Use a dictionary effectively - Use strategies to locate or infer the meaning of unfamiliar words (also included in the Skills and Strategies strand) 	Theme 4. Express, record and present their understanding	Strands: <ul style="list-style-type: none"> - Develop and express their understanding - Answer questions about a text and record their understanding - Justify their ideas about a text - Annotate the text to support understanding - Demonstrate understanding of stories, poetry and plays through retelling and reciting orally
	Objectives: <p>3.1 - Locate words in a dictionary by the first two letters.</p> <p>3.2 - Practise re-reading a sentence and reading on in order to locate or infer the meaning of unfamiliar words.</p> <p>3.3 - Discuss unfamiliar words and their possible meaning to clarify their understanding of a sentence or passage.</p>		Objectives: <p>4.1 - Express ideas and give opinions about stories and poems, identifying specific words and phrases to support their ideas.</p> <p>4.2 - Re-read sections of texts carefully to find 'evidence' to support their ideas about a text.</p> <p>4.3 - Answer simple retrieval and inference questions by making a point and supporting it with 'evidence' from a text.</p> <p>4.4 - Read and identify the main points or gist of the text, e.g. underlining or highlighting key words or phrases, listing key points, or marking important information.</p> <p>4.5 - Read, prepare and present poems and play scripts.</p>
Theme 5. Understand the whole text	Strands: <ul style="list-style-type: none"> - Identify main ideas and themes in a wide range of books and understand how these are developed over a text - Identify how structure and presentation contribute to meaning - Make comparisons within and across texts - Identify how language contributes to meaning - Evaluate the text 	Theme 6. Retrieve information from texts	Strands: <ul style="list-style-type: none"> - Retrieve and record information from texts - Retrieve the meaning of unfamiliar vocabulary where this is explained in the text - Identify how language, structure and presentation contribute to meaning - Ask retrieval questions about a text
	Objectives: <p>5.1 - Discuss how characters' feelings, behaviour and relationships change over a text.</p>		Objectives:

	<p>5.2 - Investigate the features of traditional stories – openings and endings, how events and new characters are introduced, how problems are resolved.</p> <p>5.3 - Explain how the organisational features of non-fiction texts support the reader in finding information or researching a topic.</p> <p>5.4 - Discuss authors’ choice of words and phrases that describe and create impact, e.g. adjectives and expressive verbs.</p> <p>5.5 - Say why they prefer one text to another.</p>		<p>6.1 - Locate, retrieve and collect information from texts about significant or important elements or aspects (e.g. characters, events, topics).</p> <p>6.2 - Practise re-reading a sentence and reading on in order to locate the meaning of unfamiliar words.</p> <p>6.3 - Discuss unfamiliar words and their possible meaning to clarify their understanding of a sentence or passage.</p> <p>6.4 - Notice how information is presented across a range of texts.</p>
<p>Theme 7. Inferential understanding</p>	<p>Strands:</p> <ul style="list-style-type: none"> - Infer from what characters say and do - Predict what might happen - Identify how language ... contribute(s) to meaning: How meaning is conveyed through the writer’s language choices - Ask inferential questions - Adapt reading strategies in order to make inferences 	<p>Theme 8. Reading to find out</p>	<p>Strands:</p> <ul style="list-style-type: none"> - Retrieve and record information from non-fiction texts - Ask questions to find out - Identify how the structure and presentation of non-fiction texts contributes to meaning - Identify how language ...contributes to meaning - Apply strategies for reading non-fiction texts
	<p>Objectives:</p> <p>7.1 - Understand how what a character says or does impacts on other characters, or on the events described in the narrative.</p> <p>7.2 - Infer characters’ feelings in fiction.</p> <p>7.3 - Predict from what they have read or had read to them how incidents, events, ideas or topics will develop or be concluded.</p> <p>7.4 - Discuss the language used to create significant aspects of a text, e.g. opening, build up, atmosphere, and how a writer implies as well as tells.</p> <p>7.5 - Make regular predictions and brief summaries as they read, thinking about the clues and hints they’ve picked up, as well as what is directly stated.</p>		<p>Objectives:</p> <p>8.1 - Express and record their understanding of information orally, using simple graphics, or in writing.</p> <p>8.2 - Use the organisational features of non-fiction texts in their own reading and research.</p> <p>8.3 - Develop their understanding of key words met in reading non-fiction texts.</p> <p>8.4 - Skim and scan a text to locate information quickly and accurately.</p> <p>8.5 - Draw together ideas and information from across a text, using simple signposts (contents, index, sub headings, page numbers etc.) in the text.</p>