

Year 3

NC Fluency Skills:

- 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.

NC Comprehension Skills:

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
- 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 English
- 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 one 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.


NC Non-Statutory Guidance:


- At this stage, teaching comprehension should be taking precedence over teaching word reading directly. Any focus on word reading should support the development of vocabulary.

- When pupils are taught to read longer words, they should be supported to test out different pronunciations. They will attempt to match what they decode to words they may have already heard but may not have seen in print [for example, in reading 'technical', the pronunciation /tɛtʃnɪkəl/ ('tetchnical') might not sound familiar, but /tɛknɪkəl/ ('teknical') should].
- The focus should continue to be on pupils' comprehension as a primary element in reading. The knowledge and skills that pupils need in order to comprehend are very similar at different ages. This is why the programmes of study for comprehension in years 3 and 4 and years 5 and 6 are similar: the complexity of the writing increases the level of challenge. Pupils should be taught to recognise themes in what they read, such as the triumph of good over evil or the use of magical devices in fairy stories and folk tales. They should also learn the conventions of different types of writing (for example, the greeting in letters, a diary written in the first person or the use of presentational devices such as numbering and headings in instructions). Pupils should be taught to use the skills they have learnt earlier and continue to apply these skills to read for different reasons, including for pleasure, or to find out information and the meaning of new words.
- Pupils should continue to have opportunities to listen frequently to stories, poems, nonfiction and other writing, including whole books and not just extracts, so that they build on what was taught previously. In this way, they also meet books and authors that they might not choose themselves. Pupils should also have opportunities to exercise choice in selecting books and be taught how to do so, with teachers making use of any library services and expertise to support this.
- Reading, re-reading, and rehearsing poems and plays for presentation and performance give pupils opportunities to discuss language, including vocabulary, extending their interest in the meaning and origin of words. Pupils should be encouraged to use drama approaches to understand how to perform plays and poems to support their understanding of the meaning. These activities also provide them with an incentive to find out what expression is required, so feeding into comprehension.
- In using non-fiction, pupils should know what information they need to look for before they begin and be clear about the task. They should be shown how to use contents pages and indexes to locate information.
- Pupils should have guidance about the kinds of explanations and questions that are expected from them. They should help to develop, agree on, and evaluate rules for effective discussion. The expectation should be that all pupils take part.





Term: Autumn 1	Project title: Tribal Tales	Number of weeks: 7
Fiction Texts:	Stone Age Boy – Satoshi Kitamura How to Wash a Woolly Mammoth – Michelle Robinson and Katie Hindley Ug: Boy Genius of the Stone Age – Raymond Briggs	
Non-fiction Texts:	Non-Fiction Texts about Living in the Stone Age. The Stone Age – Jerome Martin How to Live Like a Stone Age Hunter – Anita Ganeri The Secrets of Stonehenge – Mick Manning Savage Stone Age – Terry Deary Who Were the First People? Stone, Bronze and Iron Ages – Sonya Newland	
Visual Literacy:	Stone Age Life Stone Age Paintings 	
Poetry:	I Was Born in the Stone Age – Michael Rosen: <a href="https://www.youtube.com/watch?v=tq3Q85aA_0k">https://www.youtube.com/watch?v=tq3Q85aA_0k</a>	

Term: Autumn 2	Project title: Scrumdiddlyumptious!	Number of weeks: 7
Fiction Texts:	Charlie and The Chocolate Factory – Roald Dahl Green Eggs and Ham – Dr Seuss Cloudy with a Chance of Meatballs – Judi Barrett The Chocolate Touch – Patrick Skene Catling	
Non-fiction Texts:	Non-Fiction Texts about Food and Food Production. Recipes. <a href="http://archive.foodafactoflife.org.uk/Sheet.aspx?siteId=20&amp;sectionId=82&amp;contentId=276">http://archive.foodafactoflife.org.uk/Sheet.aspx?siteId=20&amp;sectionId=82&amp;contentId=276</a> Lunchbox: The Story of Your Food – Christine Butterworth A Chocolate Bar (How It’s Made) – Sarah Ridley Who Wants Pizza? (A Guide to the Food We Eat) – Jan Thornhill Usborne: Look Inside Food – Emily Bone Are You What You Eat? – DK The Story of Chocolate – Alex Woolf	
Visual Literacy:	Marks and Spencer’s Advertising: <a href="https://www.youtube.com/watch?v=Tu-sbmySMG8">https://www.youtube.com/watch?v=Tu-sbmySMG8</a> Food Advertising Tricks: <a href="https://www.youtube.com/watch?v=9k7PJoNAXkk">https://www.youtube.com/watch?v=9k7PJoNAXkk</a>	
Poetry	Cakes in The Window Willy Wonka’s Chocolate Room Pure Imagination: <a href="https://www.youtube.com/watch?v=RZ-uV72pQKI">https://www.youtube.com/watch?v=RZ-uV72pQKI</a>	
		

Term: Spring 1	Project title: Tremors	Number of weeks: 7
Fiction Texts:	Escape From Pompeii – Christina Balitt When The Giant Stirred – Celia Godkin	
Non-fiction Texts:	Non-Fiction Texts about Earthquakes, Volcanoes and Tsunamis. Non-Fiction Texts about Fossils and Rocks. Everything Volcanoes and Earthquakes – National Geographic Kids. Rocks and Fossils – Chris Pellant and Belinda Weber Volcanoes – Stephanie Turnbull The Pebble in My Pocket: A History of Our Earth – Meredith Hopper	
Visual Literacy:	A Day in Pompeii: <a href="https://www.youtube.com/watch?v=dY_3ggKg0Bc">https://www.youtube.com/watch?v=dY_3ggKg0Bc</a> 	
Poetry:	<p style="text-align: center;">             A              volcano.              A huge rock,              shooting lava up into              the air! Everyone runs for              cover. Lots of thick, black smoke              pours out of the top, giving you a warning              before the explosions start. Nothing can stand in its              way. Sometimes they don't blow up for hundreds of years.              Still thousands in the world but they don't all work, some are even underwater.           </p>	

Term: Spring 2	Project title: Urban Pioneers	Number of weeks: 5
Fiction Texts:	The Creakers – Tom Fletcher Emil and The Detectives – Erich Kastner Scribbleboy – Philip Ridley The Beast and The Bethany – Jack Meggitt Phillips	
Non-fiction Texts:	Non-Fiction Texts about Birmingham Graffiti Culture – Liz Gogerly Banksy: Art Breaks the Rules – Hettie Bingham Urban Street Art (Is It Really Art?) – Alix Wood 125 Wacky Roadside Attractions	
Visual Literacy:	What is Birmingham Like? - <a href="https://www.youtube.com/watch?v=rxQqoWYEG0g">https://www.youtube.com/watch?v=rxQqoWYEG0g</a> 	
Poetry:	Last Night I Saw the City Breathing : <a href="https://childrens.poetryarchive.org/poem/last-night-i-saw-the-city-breathing/">https://childrens.poetryarchive.org/poem/last-night-i-saw-the-city-breathing/</a>	

Term: Summer 1	Project title: Gods and Mortals	Number of weeks: 6
Fiction Texts:	<p>Here Comes Hercules – Stella Turkson          Beasts of Olympus – Lucy Coats          The Orchard Greek Myths – Geraldine McCaughrean          Greek Myths for Young Children – Heather Amery          Illustrated Stories from the Greek Myths – Usborne          Introduction to Greek Mythology for Kids – Richard Marcus, Natalie Buczynsky et al</p>	
Non-fiction Texts:	<p>Non-Fiction Texts on the Ancient Greeks          Ancient Greeks – Stephanie Turnbull          How the Olympics Came to Be – Helen East          The Orchard Book of Greek Gods and Goddesses          See inside Ancient Greece – Rob Lloyd Jones</p>	
Visual Literacy:	<p>Ancient Greek Gods Fact File: <a href="https://www.youtube.com/watch?v=f3AnwkE8gKE">https://www.youtube.com/watch?v=f3AnwkE8gKE</a>          Poseidon at Sea:</p> 	
Poetry:	<p>Ancient Greek Poems – Paul Perro: <a href="http://www.history-for-kids.com/ancient-greece-for-kids.html">http://www.history-for-kids.com/ancient-greece-for-kids.html</a></p>	

Term: Summer 2	Project title: Flow/Mighty Meals	Number of weeks: 7
Fiction Texts:	<p>The Iron Man – Ted Hughes  This Morning I Met a Whale – Michael Morpurgo  Until I Met Dudley – Roger McGough  The Journey – Neil Griffith and Scott Mann</p>	
Non-fiction Texts:	<p>Non-Fiction Texts about Water, Rivers etc.  Non-Fiction Texts about Metals and Other Materials, Forces and Magnets.  A Drop in the Ocean: The Story of Water – Jacqui Bailey  Rivers – Ruth Thomson  The Drop in my Drink: The Story of Water on Our Planet – Meredith Hooper  Robots (National Geographic Kids)  Forces and Magnets – Peter Riley  100 Inventions that Made History - DK</p>	
Visual Literacy:	<p>Marshland Crows: <a href="https://www.onceuponapicture.co.uk/portfolio_page/marshland-crows/">https://www.onceuponapicture.co.uk/portfolio_page/marshland-crows/</a>  Introversion: <a href="https://www.onceuponapicture.co.uk/portfolio_page/introversion/">https://www.onceuponapicture.co.uk/portfolio_page/introversion/</a>  The Nature I Believe In: <a href="https://www.onceuponapicture.co.uk/portfolio_page/in-nature-i-believe/">https://www.onceuponapicture.co.uk/portfolio_page/in-nature-i-believe/</a>  Literacy Shed - Screen  The Iron Man - <a href="https://www.bbc.co.uk/programmes/p011mxw2">https://www.bbc.co.uk/programmes/p011mxw2</a></p> <div data-bbox="589 847 1144 1118" style="display: flex; justify-content: space-around;">    </div>	
Poetry	<p>A River's Journey:</p> 	



## VIPERS Question Stems Year 3:

<p><b>Vocabulary</b></p>	<p>Which word in the text describes what _____ is like?            What does the word _____ mean in this sentence?            Find and copy one/two words which describe/means?            In the sentence the word _____ is closest in meaning to (examples given)            What does word/phrase mean?</p>
<p><b>Inference</b></p>	<p>Find a word that shows that someone is ....adjective?            How do you think someone is feeling/felt at a point in the story?            How do you know/ Why did he feel that way?            Why did something happen?            Why did someone do something? Why did someone think something?            Why did someone describe something as _____?            How do you know that _____ was _____?            How did _____ feel when _____ happened?            Using info from the text, tick one box in each row to show whether each statement is a fact or an opinion            Why did _____ happen? Why did _____ do _____?</p>
<p><b>Prediction</b></p>	<p>How do you think this story will develop?            What do you think will happen next?            Why do you think that/What are the clues?</p>
<p><b>Explanation</b></p>	<p>How does the title encourage you to read on?            In what ways do the illustrations support the text?            What does the word _____ tell you about _____?            What effect has the author created by writing a particular line this way?            The writer uses words like _____. How does this make you feel?            Which section/part was the most interesting/exciting? Why?            (Comparing 2 texts) Which text is better and why?            Describe different character's reactions to the same event.            Why has information been organized differently in different parts of the text?            What is similar/different about two characters?</p>
<p><b>Retrieval</b></p>	<p>What, Who, Where, When, Why? How much/many?            Using information from the text, decide if the following statements are true or false</p>
<p><b>Summarising</b></p>	<p>Number the sentences below from 1 to 4 to show the order they happen in the story.            What happened before or after _____?            What happens first in the story?</p>

## KS2 Reading Planning 2020 - 2021

<b>Year Group:</b>					<b>Date:</b>			
<b>Reading Text:</b>					<b>Week:</b>			
<b>Non-fiction texts:</b>								
<b>Home learning:</b>								
<b>Skills Focus/VIPERS (Highlight):</b>								
<b><u>V</u></b>	<b><u>I</u></b>	<b><u>P</u></b>	<b><u>E</u></b>	<b><u>R</u></b>	<b><u>S</u></b>			
<p><u>2a</u> Give/explain the meaning of <b>vocabulary</b> in context.</p>	<p><u>2d</u> Make <b>inferences</b> from texts/explain and justify using evidence from the text.</p>	<p><u>2e</u> <b>Predict</b> what might happen from the details stated and implied.</p>	<p><u>2f, 2g, 2h</u> Identify/<b>explain</b> how information/narrative content is related and contributes to the meaning as a whole.</p> <p>Identify/<b>explain</b> how meaning is enhanced through choice of words and phrases.</p> <p>Make <b>comparisons</b> within the text.</p>	<p><u>2b</u> <b>Retrieve</b> and record key information/key details from fiction and non-fiction.</p>	<p><u>2c</u> <b>Summarise</b> main ideas from more than one paragraph.</p>			
<p>How will you equip pupils with the <b>knowledge</b> and <b>cultural capital</b> they need to succeed in life?            What <b>knowledge</b> and <b>experiences</b> do your pupils already have and what do they need to learn for their future success?            Which vocabulary/concepts will they need defining?</p>								
Day	Connect/Review Opportunities	Knowledge <i>Know Components</i>	Skill <i>Know how Components</i>	Key Vocabulary <i>Examples of transferable vocabulary, ideas, knowledge to be taught during the lesson sequence</i>	Activity (Take account of the Principles of Instruction) <i>E.g. Links with previous learning / Teacher modelling - small steps / Question prompts / Independent practice – Inc. research opportunities / Speaking opportunities/</i>	Scaffolds/Challenge <i>SEND Most able Tiger Children</i>	Resources	Cross-curricular links
Monday								
Tuesday								
Wednesday								
Thursday								
Friday								