

Year 3

Objective	Learning objective	Success criteria	What does this look like?	Suggested text types
<p>Children need to read and decode unknown words that they have heard but not seen in print. Children need to read and understand new vocabulary. Children need to use a dictionary and a thesaurus to check the meaning of words they have read</p>	<p>LO develop knowledge of a range of vocabulary</p> <p>LO explore the meaning of words in context</p>	<p>Use strategies to work out the meaning of new vocabulary (tier 2 words).</p> <ul style="list-style-type: none"> * Understand that a dictionary/thesaurus is laid out in alphabetical order. * Use dictionaries to locate words by the initial letter to find the meaning. * Find synonyms and antonyms using a thesaurus. * Re-read a sentence and reading on in order to locate the meaning of unfamiliar words. Discuss unfamiliar words and their possible meaning to clarify their understanding of a sentence or passage. * Mark texts to identify vocabulary and ideas which they need to clarify. * Identify where an author uses alternatives and synonyms for common or over used words. * Discuss the definitions given in dictionaries and agree which is the most useful in the context. * Investigate the meaning of technical or subject specific words (tier 3). 	<p>Strategies would be continually taught throughout every lesson and shared read. Vocabulary will always be a focus point in every lesson. • This would be throughout LOs focused on vocabulary and in English lessons.</p> <ul style="list-style-type: none"> * Build on games from Y2. * Word play. * Play thesaurus games. * Find the best antonym for a word in a sentence to change the meaning of it. * Mind map as many different synonyms as possible. * Create a 'Magpie word book'. * Race to find synonyms for underlined words in as many different sentences as possible drawn from the text. * Odd one out. Give the children a range of synonyms to describe a character/setting and one word which is an antonym or has a different meaning. Children spot the odd one out. * Venn diagram to show words with similar meanings or different meanings to describe characters. * Categorising a range of words in to more than two categories. * Four corners – give children words which are synonyms of four different words for children to match. * Treasure hunt - give children a list of words. Can they find the synonyms of these in the text? * Give children words from the text. They write their own sentences so that the children can put these words into sentences with similar context. 	<p>Discrete extracts with varied themes so that children use strategies to find the meaning of words within a range of contexts</p> <ul style="list-style-type: none"> * In Your Dreams from the collection Short Too! by Kevin CrossleyHolland * Malkin Moonlight by Emma Cox * The Firewrok Maker's Daughter by Phillip Pullman * Varjak Paw by S F Said

<p>Children need to identify and discuss themes and conventions in a wide range of texts.</p> <p>Identify the structures of different text types Children need to identify the purpose of a text.</p>	<p>LO identify themes within texts</p> <p>LO investigate the structure of different texts</p> <p>LO identify the purpose of the text type you are reading</p>	<ul style="list-style-type: none"> • Identify what the main themes are from texts/extracts. * Compare similar themes. * Make theme comparisons between different narrative types. * Explain how organisational features of non-fiction texts support the reader in finding information or researching a topic. * Identify how pictures and captions aid the structure of the text. * Discuss how and why paragraphs have been used. * Understand why the author has written the text. * Identify the typical features of the text. * Find where the purpose of the text is made clear. 	<p>Discuss typical story themes, e.g. trials and forfeits, good and evil, weak over strong, wise and foolish. This might be through learning about good vs evil/mythical themes/romantic ballads.</p> <ul style="list-style-type: none"> * Write a short section to show the theme of text they are focusing on. * Draw pictures to represent the themes. * Write as many different words as possible associated with the themes of the text. * Annotate texts to identify what paragraphs are about. * Label organisational features and suggest purpose. * Compare similar texts based upon structural features. * Try to work out who the author is of different texts. <p>Look at sections of writing structured in different ways and the children identify the audience and the purpose of the text. Children should be taught about the different text types and their purpose (for example, news reports, explanation texts, non-chronological reports, play scripts, poems and persuasive writing).</p> <ul style="list-style-type: none"> * Underline features/phrases/sentences which show the purpose of the text. * Children read a short section of the text and their partner must guess the purpose. 	<p>A range of texts and extracts including news reports, letters, poetry and stories, preferably linked to topic</p> <ul style="list-style-type: none"> * All the King's Tights (Early Readers - red) by Maudie Smith * The Lion and the Unicorn by Shirley Hughes * Your magnificent chooser by John Ortberg * Those shoes by Maribeth Boelts * The hungry coat by Demi
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	LO make comparisons across texts	<ul style="list-style-type: none"> * Make comparisons between events in narrative. * Make comparison between information presented in texts on the same topic or theme. * Compare and contrast writing by the same author. * Compare how information is presented in different genres of writing. * Make comparisons between common features in writing of the same/different genres. 	<p>Children should be given extracts to compare which are closely linked with themes, characters or events. This might include comparing information in non-fiction texts (such as about animals).</p> <ul style="list-style-type: none"> * Venn diagrams – characters, settings and events. * Pictorial representations of the two sides. * Write a paragraph about two texts using comparative vocabulary. 	<p>Non-fiction texts</p> <ul style="list-style-type: none"> * The Julian Stories by Ann Cameron * No two alike by Keith Baker * When I was little by Jamie Less Curtis
Children need to retell familiar stories, poems and playscripts orally	LO use intonation, tone, volume and action when reading aloud	<ul style="list-style-type: none"> * Present stories, showing awareness of the different voices by dramatizing readings. * Understand how playscripts are structured. * Show differences between the narrator and characters. Read, prepare and present poems and play scripts. Identify the effect of using intonation, tone, volume and action on the listener. 	<p>Children should read aloud on a regular basis. This should include stories, but also a wide range of opportunities for children to read aloud using knowledge of how to use intonation, tone and action.</p> <ul style="list-style-type: none"> * Watch performance poetry examples by Michael Rosen. • Perform during assembly/to another class/to parents. 	<p>Poetry A range, preferably linking to topics</p> <ul style="list-style-type: none"> * A selection of Michael Rosen * Chocolate by Michael Rosen * The River * George and the Dragon * The Snowman * I'm walking with my iguana * The Pied Piper of Hamelin (an extract) by Robert Browning

<p>Children need to identify words and phrases that capture the readers' interests and imaginations. Poetry Identify how language contributes to meaning</p>	<p>LO identify how the author has used language to present meaning</p>	<ul style="list-style-type: none"> * Identify where language has been used to build a picture in the reader's mind. * Explain the writer's use of metaphors and similes to create a picture in the reader's mind. * Identify how the use of expanded noun phrases captures the reader's interest. * Identify how the use of adverbials affects the meaning of the text. * Suggest what the figurative language represents a comparison to. * 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 us. * Distinguish between rhyming and nonrhyming poetry and comment on the impact of the poem's layout. 	<p>Identifying the picture that has been painted through the poetry, the key phrases which present meaning and how the author has used figurative language for comparison. Children might start by drawing a picture to represent what they have read. Children will be given words and phrases and asked for their response to them. Poetry focused lessons are a good opportunity for teaching this LO. Language should be unpicked so that children understand the image that the author is trying to make.</p> <ul style="list-style-type: none"> * Annotating text. * Writing the meaning of figurative language. * Draw a picture to represent the language used. * Write alternative phrases using other figurative language which would serve the same purpose. * Draw an emotions graph, identifying language used and plotting this. * Focus on song lyrics. * Blank faces – children draw the author's emotions on this face and use key phrases from the text which tells them the author feels this way. * Role on the wall – outside using language showing how other people perceive actions/characters in the text and inside showing how the author presents this in the text. 	<p>Poetry</p> <ul style="list-style-type: none"> * The Mousehole Cat * Escape from Pompeii • Beowulf by Michael Morpurgo * The Iron Man by Ted Hughes * The Frozen Man by Kit Wright * The Butterfly Lion by Michael Morpurgo * Firebird by Saviour Pirotta
<p>Children need to understand what they are reading in books independently.</p>	<p>LO sequence information from a text</p>	<ul style="list-style-type: none"> • Identify the correct order for information drawn from across one to two paragraphs of writing. • Place main events in the order that they happened. • Order information from chronological non-fiction texts. 	<ul style="list-style-type: none"> * This would include selecting the correct order of given main events in a text, sequencing ideas which were given in the incorrect order and giving own recount of events in order that they happened. * Story maps with detail. * Add other events which haven't been included when given a sequence of events. 	<p>Narratives</p> <ul style="list-style-type: none"> * Out for the Count by Anne Fine • * The day I swapped my dad for two goldfish by Neil Gaiman

	<p>LO identify main ideas drawn from a text and summarise these</p>	<p>* Identify which information from a text is the main ideas.</p> <ul style="list-style-type: none"> • Retell main points of a story in the correct sequence. Identify a few key points from across a non-fiction passage. • Identify the main points drawn from a paragraph and summarise these. 	<p>* This might include selecting the most appropriate summary.</p> <ul style="list-style-type: none"> • Drawing a story map of the main events of a paragraph. • Writing sentences to summarise the main ideas from a paragraph. • Beginning to annotate texts to summarise events. 	<p>* Billionaire Boy by David Walliams</p> <p>* Goodbly Grave by Justine Windsor</p> <p>* Zero to Heroby Dan Worsley</p>
	<p>LO ask questions to improve understanding of the text</p>	<p>* Use the text to form questions.</p> <ul style="list-style-type: none"> • Ask questions which involve developing understanding of the text. • Ask questions which draw on information previously read in the text. • Ask questions to support predictions about future events. 	<p>This LO is broken down into literal and inferential questions. Children should generate questions using evidence from the text.</p> <ul style="list-style-type: none"> * Write questions to ask peers for clarification. * Reciprocal reader. • This is the answer. What is the question? Give the children an answer to a question in the form of a phrase/sentence from the text, and the children have to think of the question. 	<p>* The adventures of the wishing chair by Enid Blyton</p> <ul style="list-style-type: none"> • The secret of platform 13 by Eva Ibbotson • The Ice Palace by Robert Swindell

<p>Children need to retrieve and record from different texts.</p>	<p>LO retrieve information from a wide range of text types</p>	<ul style="list-style-type: none"> * Locate, retrieve and collect information from texts about significant or important elements or aspects (e.g. characters, events, topics). • Take information from diagrams, flow charts and forms where it is presented graphically. * Identify key information in a text and make notes. • Retrieve facts from non-fiction texts to use in topic lessons. • Use an index and contents page to find information. • Draw information from across a page of text. • Respond to a range of retrieval questions. • Draw together ideas and information retrieved from across a text, using simple signposts (contents, index, subheadings, page numbers etc.) * Express and record their understanding of information orally, using simple graphics or in writing. * Use knowledge of vocabulary in order to answer retrieval questions. 	<p>Children should be taught how to make notes of key information. This is likely to be in topic lessons and throughout the school day as well as a taught skill. Children should be taught how to retrieve small parts of information as prompted by the question. Retrieval questions will be based upon a page of text. Questions will appear in order that they appear in a text. Children will be signalled as to the paragraph that they appear. The retrieval questions will be drawn from main events and character in the text. Children will be expected to retrieve from a range of different text types during the course of the year.</p> <ul style="list-style-type: none"> * The children might rewrite the information in their own words. • Research for topic lessons. • Mind maps ideas from given texts. • Match retrieval questions and answers. • Create fact files with more detailed information from texts. • Make notes based upon information given during presentations in topic lessons. • Make notes based upon videos based upon topics. • True or false – answer if statements are true or false by retrieving from the text. • Comic strip events from a story using retrieval. • Challenge grids with different levels of questioning. 	<p>Poetry</p> <p>A wide range Short extracts</p> <p>Class book</p> <p>Topic books</p> <p>Websites</p> <ul style="list-style-type: none"> * Welcome to the Rock Pool (Living Things and Their Habitats) by Ruth Owen • Tropical Rainforests (Amazing Habitats) by Leon Gray • The hundred and one dalmatians by Dixie Smith • The Hodgeheg by Dick King Smith
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	<p>LO make inferences about characters and events</p>	<p>* Use words and phrases in the text to make inferences about characters and events.</p> <ul style="list-style-type: none"> • Make inferences about what characters are like using individual word/phrase clues. • Infer a characters' actions using information from the text. • Suggest character's feelings using clues in the text. • Infer what has happened from what the author implies. • Use knowledge of vocabulary to make inferences. • Infer settings using descriptions in the text. 	<p>Children need to be able to find the clues in the text for their inferences. These will be drawn from within a paragraph or could use pictures. Children will develop understanding of how what a character says or does impacts on other characters, or on the events described in the narrative.</p> <ul style="list-style-type: none"> * Emotions graphs. • Pictures to represent inferences. • Selecting appropriate suggestion. • True or false question – children answer if the statement is true or false by finding the evidence in the text. • Write a character/setting description based upon clues of a character/setting given in a text. • Brainstorm adjectives to describe a character based upon their actions in a text. • Table – what the author says and what this tells me. • Give the children inferences and they find the words/phrases/narration which tells them this. 	<p>Poetry.</p> <p>Class book is ideal towards the beginning of the year as children will have more contextual information to inform their inferences. Extracts where there are explicit clues in the text to support inferences.</p> <ul style="list-style-type: none"> * The Icebreaker by Horatio Clare • Belonging by Jeannie Baker • The house that sailed away by Pat Hutchins
<p>Children need to apply their growing knowledge of root words, prefixes and suffixes (dis – mis – in – ill – im – ir – re – sub – inter – super – anti – auto – ation) both to read aloud and to understand the meaning of new words they meet.</p>	<p>LO understand how the prefix/suffix alters the meaning of the root word WALT apply the prefix/suffix to root words to alter their meaning</p>		<p>This would be taught through spellings, when arising within lessons or as discrete starters.</p> <ul style="list-style-type: none"> * Create a flap booklet with suffixes, root word and prefixes with meaning underneath. • Treasure hunt – children have the root word and have to find a prefix/suffix that would create a new word from around the room. • English writing – using these words in own writing. 	

	<p>LO predict what might happen using information in the text</p>	<ul style="list-style-type: none"> • Use structural devices to make predictions (such as titles, index, subheadings, topic sentences, and captions). * Make predictions about what will happen based upon what is stated in the text. • Make predictions about how a character might react to events. • Draw on own knowledge and experiences to make predictions. • Make predictions about what will happen using setting descriptions. • Predict from what they have read or had read to them how incidents, events, ideas or topics will develop or be concluded. • Update and modify predictions about the events, characters or ideas in a text throughout reading. 	<p>Making predictions about what might happen next using clues drawn from the text. Predictions will include main events and main characters. Predicting what sections will be about based upon heading and subheadings in non-fiction and chapter headings in fiction books. These should be more complex and broader headings; for example, 'Invasion', 'Lions' playschool', 'Women's Work' or 'Fleeing to safety'. (These examples are drawn from a range of texts.)</p> <ul style="list-style-type: none"> * Draw a crystal ball – what main event do you think will happen based upon title and blurb. • Children given a story map of events, they draw the event that came before and after. • Predict why characters act the way they do. • Give section of a text with a cliff hanger. Children finish it using what clues have been in the text. • 2-sided comic strip (2 boxes) with one the showing event and children complete the other to show character's responses or future actions. • Song lyrics – why has the author chosen to write about this? 	<p>Class book</p> <p>Short story extracts</p> <p>Non-fiction texts and knowledge based topic books.</p> <ul style="list-style-type: none"> * A nest full of stars by James Berry • Lizzie Dripping by Helen Cresswell
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Notes -

- * Children who struggle with word reading should have specific support in place to develop this fluency.
- * 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.
- * Clarify the strategies for reading exception words and note the spelling and sound correspondence.
- * Reading books that are structured in different ways and reading for a range of purposes use this objective in your WAGGOLL lessons in writing
- * **Children are encouraged to read for a range purposes to gain knowledge, to find specific knowledge and to read for pleasure. This has clear links to wider curriculum lessons.**
- * Children should be taught the conventions of different types of writing. -
- * When using on-fiction, children should know what information they need to look for before they begin and be clear about the task.