



HODGE HILL
PRIMARY SCHOOL



*...putting children at the heart of everything
we think, say and do.*



Year 3

2024-2025

Curriculum Planning Booklet

Reading

What are we trying to achieve? (INTENT)

The threads in our curriculum builds our children' cultural capital with the knowledge, skills and understanding of the world around them to help them develop into responsible citizens, so that they can make a positive contribution to their community and the wider world. In our curriculum, oracy is a powerful tool for learning: by teaching children to become more effective speakers and listeners, we empower them to better understand themselves, each other and the world around them.

Values

Leaders have taken the three values of Create Partnership Trust, excellence, partnership and perseverance and added alongside the values of integrity, open mind-set and a spirit of adventure.

- **Excellence:** we give our best at work and play; we aim high; we believe in ourselves; we enjoy learning; we love to contribute; we are curious; we celebrate success; we think about our learning; we achieve well independently; we are proud of our work; we understand that there are steps on the way to excellence;
- **Partnership:** a commitment to collaboration – we work together; we listen to each other; we share; we learn from each other; we respect each other; we are sincere; we are good citizens of Birmingham, the United Kingdom and the world; we contribute; we are happy; we feel safe; we look after our schools; we are part of a team; we are part of a family; we help each other to achieve well; we believe that everyone is equal.
- **Perseverance:** continued effort in the face of challenge – we don't give up; we try our best; we are not afraid to make mistakes; we learn from our mistakes; we can talk about our learning; we take responsibility for our learning; we help to make our own futures; we can change if we need to; we can find solutions; we look forward; we have the courage to make difficult decisions.
- **Integrity:** is the practice of being honest and showing a consistent and uncompromising adherence to strong moral and ethical principles and values; we are honest and truthful about our own actions; we do the right thing even when no one else is looking; we act with understanding, accepting and choose to live in accordance with our principles which include honesty, fairness and decency.
- **Open mind-set:** a characteristic that involves being receptive to a wide variety of ideas, arguments and information; having the ability to think critically and rationally; we are open to other ideas and perspectives to enable us to see all of the factors that contribute to problems or come up with effective solutions; we have the ability to step outside of our own comfort zone and consider other perspectives and ideas; we are open to new ideas and experiences even if these conflict with our existing beliefs; we ask questions and actively search for information that challenges our own beliefs; we are committed to the belief that other people should be free to express their beliefs and arguments even if they do not correspond with our own.
- **Spirit of adventure:** we embrace exciting, unusual or unfamiliar experiences; we partake fully in exciting and enterprising opportunities to further and/or apply our learning; we are bold; we are willing to try new things; we embrace risk taking as we know how to do so appropriately; we are pioneers; we are innovators; we are adventurers in our learning.

Curriculum threads

Our curriculum threads are six broad themes that connect the learning across the school. The threads are designed to support our curriculum mission and narrative while putting the child at the heart of all we think, say and do. The curriculum is powered through oracy; teaching our children the skills that are needed to be an effective speaker and listener and by putting reading at the heart of all learning. Leaders draw upon literature and evidence based research from a myriad of sources in conjunction with the thoughts and feelings, ideas and innovation of our children, staff, parents and Create Partnership Trust.

Curriculum Threads (based upon ideas from Three Bridges Primary School)	Mind, body and soul: Our Physical and mental well-being	Our place in the world: Identity and Community	Nurturing nature: Sustainable development	What we are striving for: Peace v Conflict	Using our voice for good: Power and governance	Citizens of the world: Social justice and equity
	Physical and mental health cannot be separated. Poor physical health can lead to an increased risk of developing mental health problems. Conversely, poor mental health can impact negatively upon physical health, leading to an increased likelihood of some conditions occurring. Developing individual well-being is important to future health and happiness: it can also impact positively upon the well-being of the group, school and of the wider community.	Human beings have the same basic needs – it's the ways of meeting these needs that may differ. Differences in class, culture, ethnicity, gender, heritage, language, nationality and status may have significance when explaining these variations and in forming identity. In order to thrive, pupils need to feel confident in their own identity but they also need to be open in engaging positively with other identities and to recognise and challenge stereotypes. We live in an interconnected world. Decisions taken in one place can affect people living elsewhere in the world. The notion of community underpins our sense of interconnectivity and we must shape our pupils to know they and their decisions could affect others both near and far.	There are a variety of different interpretations of sustainable development but at the heart lies the recognition that our relationship with the earth depends upon our acknowledgement that there are limits to resources and the human rights of all. How we choose to share the earth's resources affects the health of the planet and its inhabitants both now and in the future.	In all communities, regardless of location, size and make up, there are conflicts of interests and disagreements. There is a continual need to develop rules, laws, customs and systems that all people accept as reasonable. Social justice, equity and rights go hand in hand with issues of peace and conflict.	Our world is dependent upon our pupils knowing their role and responsibilities within a given system. Our pupils need to know the importance of their voice but also of multiple voices in the success of a system and that systems need to be built upon equity and equality. Our pupils need to have the skills to challenge inequalities and to use the past as well as their present to inform their future.	All human beings belong to a single human race, share a common humanity and are equal in worth. Consequently, all human beings should have the same basic rights and be treated with equity. Yet, religious, political and societal beliefs do not always reflect this.

Year 3

By the beginning of year 3, pupils should be able to read books written at an age-appropriate interest level. They should be able to read them accurately and at a speed that is sufficient for them to focus on understanding what they read rather than on decoding individual words. They should be able to decode most new words outside their spoken vocabulary, making a good approximation to the word's pronunciation. As their decoding skills become increasingly secure, teaching should be directed more towards developing their vocabulary and the breadth and depth of their reading, making sure that they become independent, fluent and enthusiastic readers who read widely and frequently. They should be developing their understanding and enjoyment of stories, poetry, plays and non-fiction, and learning to read silently. They should also be developing their knowledge and skills in reading non-fiction about a wide range of subjects. They should be learning to justify their views about what they have read: with support at the start of year 3 and increasingly independently by the end of year 4.

Most pupils will not need further direct teaching of word reading skills: they are able to decode unfamiliar words accurately, and need very few repeated experiences of this before the word is stored in such a way that they can read it without overt sound-blending.

As in key stage 1, however, pupils who are still struggling to decode need to be taught to do this urgently through a rigorous and systematic phonics programme so that they catch up rapidly with their peers. If they cannot decode independently and fluently, they will find it increasingly difficult to understand what they read and to write down what they want to say. As far as possible, however, these pupils should follow the year 3 and 4 programme of study in terms of listening to new books, hearing and learning new vocabulary and grammatical structures, and discussing these.

Notes and guidance (non-statutory): Word Reading

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.

Notes and guidance (non-statutory) : Comprehension

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, non-fiction 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.

The following statements for **Spoken Language** apply to all years. The content should be taught at a level appropriate to the age of the pupils, with pupils building on oral language skills that have been taught in preceding years.

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Statutory requirements

Pupils should be taught to:

- listen and respond appropriately to adults and their peers
- ask relevant questions to extend their understanding and knowledge
- use relevant strategies to build their vocabulary
- articulate and justify answers, arguments and opinions
- give well-structured descriptions, explanations and narratives for different purposes, including for expressing feelings
- maintain attention and participate actively in collaborative conversations, staying on topic and initiating and responding to comments
- use spoken language to develop understanding through speculating, hypothesising, imagining and exploring ideas
- speak audibly and fluently with an increasing command of Standard English
- participate in discussions, presentations, performances, role play, improvisations and debates
- gain, maintain and monitor the interest of the listener(s)
- consider and evaluate different viewpoints, attending to and building on the contributions of others
- select and use appropriate registers for effective communication.

The following list of writing objectives have come from the Birmingham Continuum for Writing, which breaks the NC2014 document into smaller steps and from the HHPS Oracy Progression which has been developed in conjunction with Voice 21 to develop oracy skills across the school.

Prior Knowledge	New Knowledge: Autumn Term
<p>In Y2, most children will be able to:</p> <ul style="list-style-type: none"> • Read most common exception words • Read most words accurately without overt sounds and blending, and sufficiently fluently to allow them to focus on their understanding rather than on decoding • Read accurately, most words of 2 or more syllables • Read most words containing common suffixes • Identify a favourite author • Understand the use of alphabetically ordered texts • Re-read books to build up their fluency and confidence in word reading • Explain and discuss their understanding • Continue to build up a repertoire of poems learnt by heart <p>In a book that they can read fluently, the pupil can:</p> <ul style="list-style-type: none"> • Answer questions and make some inferences • Check that it makes sense to them, correcting any inaccurate reading 	<p>In Y3, most children will be able to:</p> <ul style="list-style-type: none"> • Recognise and understand the use of speech marks in print and use these effectively when reading aloud • Express basic opinions about simple poems and stories that they have read and heard (although they may not always be able to justify their view) • In shared/guided reading, use a range of strategies to clarify their understanding of the text <i>eg ask relevant questions; self-correcting</i> • Retell a story, in sequence, describing characters, setting and plot using narrative language • Pick out information from non-fiction texts to answer specific questions, providing evidence from the text • Read books that are structured in different ways • Read for a range of purposes

Prior Knowledge	New Knowledge: Spring Term
<p>In Y3, most children will be able to:</p> <ul style="list-style-type: none"> • Read most common exception words • Read accurately, most words of 2 or more syllables • Read most words containing common suffixes • Identify a favourite author • Understand the use of alphabetically ordered texts • Re-read books to build up their fluency and confidence in word reading • Pick out information from non-fiction texts to answer specific questions, providing evidence from the text • Explain and discuss their understanding • Continue to build up a repertoire of poems learnt by heart • Recognise and understand the use of speech marks in print and use these effectively when reading aloud • Express basic opinions about simple poems and stories that they have read and heard (although they may not always be able to justify their view) • In shared/guided reading, use a range of strategies to clarify their understanding of the text <i>eg ask relevant questions; self-correcting</i> • Read books that are structured in different ways • Read for a range of purposes • Retell a story, in sequence, describing characters, setting and plot using narrative language <p>In a book that they can read fluently, the pupil can:</p> <ul style="list-style-type: none"> • Answer questions and make some inferences • Check that it makes sense to them, correcting any inaccurate reading 	<p>In Y3, most children will be able to:</p> <ul style="list-style-type: none"> • Recognise commas and use them appropriately when reading aloud • Express basic opinions about poems and stories they can read independently • Order a set of 4 given sentences on a familiar topic, without verbal or visual prompts, to make a logical, sequential story / set of instructions • Begin to use inference

Prior Knowledge	New Knowledge: Summer Term
<p>In Y3, most children will be able to:</p> <ul style="list-style-type: none"> • Read most common exception words • Read accurately, most words of 2 or more syllables • Read most words containing common suffixes • Identify a favourite author • Understand the use of alphabetically ordered texts • Re-read books to build up their fluency and confidence in word reading • Pick out information from non-fiction texts to answer specific questions, providing evidence from the text • Explain and discuss their understanding • Continue to build up a repertoire of poems learnt by heart • Recognise and understand the use of speech marks in print and use these effectively when reading aloud • Recognise commas and use them appropriately when reading aloud • Express basic opinions about poems and stories they can read independently • In shared/guided reading, use a range of strategies to clarify their understanding of the text <i>eg ask relevant questions; self-correcting</i> • Read books that are structured in different ways • Read for a range of purposes • Order a set of 4 given sentences on a familiar topic, without verbal or visual prompts, to make a logical, sequential story / set of instructions • Begin to use inference 	<p>In Y3, most children will be able to:</p> <ul style="list-style-type: none"> • Read words where ch is sounded differently <i>eg chef, chemist</i> • Read some words which use variations of standard phonemes <i>eg vein, weigh, obey</i> • Express basic opinions about more complex poems and stories <i>ie beyond the level they can read independently; beginning to justify their view</i> • Begin to use inference to predict what may happen next

How will we achieve our intent? (IMPLEMENTATION)

Y3: Autumn: 8 weeks + 7 weeks

Y3 Overview: My Father's Dragon by Ruth Stiles Gannet

Pupils should be taught to develop positive attitudes to reading and understanding of what they read by

- *listening to and discussing a wide range of books*
- *increasing their familiarity with a wide range of books*

Story Time (10mins per day)

The Boy Who Grew Dragons by Andy Shepherd

Teaching Schedule includes Reading Week for individual assessment

1. 2 days INSET + 3 teaching days
 - a. Book Club: *discuss expectations for reading and home reading; set routine for home-reading diaries. Select home reading books.*
 - b. Book Club: *reading questionnaire (see resources) – research shows that when teachers knew more about children's reading practices and experiences beyond school they were more effective in nurturing RfP and building communities of readers. They understood more about each individual child's interests and preferences. Thus they came to question what counts as reading in their classes, began to include more than just books and worked in collaboration with children to widen the variety of texts which were recognised for reading.*
 - c. Book Club: *visit the Community Library. Discuss favourite authors and genres and the importance of reading widely.*
2. Chapter 2 – p16-19
 - a. To read unfamiliar words: *patient, bruise, passengers, complain, stake, miserable, promise, knapsack, dozen, jackknife, docks*
 - b. To build reading fluency: *stop at the comma to separate clauses*
 - c. To ask questions about the text: *use talk tokens to ensure all members contribute to small group discussion*
 - d. To identify main ideas drawn from more than one paragraph: *Q: What do we know about the people that live on the island? SUPPORT – how did they treat the dragon? – was the dragon happy? STRETCH - how does the author tell us about the islanders, without telling us about the islanders? simple character sketch*
 - e. Book Club: *use talk tokens in informal book talk*
3. Chapter 5 – p40-45
 - a. To read and understand synonyms
 - b. To recognise and understand the use of speech marks in print
 - c. To express basic opinions about stories they have read: *use talk detectives to ensure all members contribute to small group discussion*
 - d. To clarify my understanding: *Q: How does the author make the jungle seem like a scary place? SUPPORT – what were the 'whispery' noises? – how do you think My Father felt when he saw 14 green eyes? STRETCH - how does the author build suspense? Create a quiz for a friend*
 - e. Book Club: *use talk detectives in informal book talk*
4. Chapter 10
 - a. To notice the position of adjectives in a sentence
 - b. To build reading fluency: *stop at the comma to separate clauses*
 - c. To retell a story in sequence: *Drama – role play key events (use talk detectives to ensure all members contribute)*
 - d. To participate in discussion about a book: *use clarifier in small group discussion – which was your favourite scene? Who was your favourite character? Which parts of the story did you not like? Create a three-word-review*
 - e. Book Club: *use clarifier in informal book talk*
5. Apply Learning – KS1 SATs papers
 - a. 2023 Paper 2 - Houses Around the World. *Work in pairs to read the text and answer questions.*
 - b. 2023 Paper 2 – Just a Minute: *Work independently to read the text and answer questions RECORD in BKS*
 - c. 2024 Paper 2 – The History of Cats: *Work in pairs to read the text and answer questions.*
 - d. 2024 Paper 2 – Come On, Tiger Tom. *Work independently to read the text and answer questions. RECORD in BKS*

continued overleaf

6. Reading Week - use this week to work through the class, listening to individuals reading their home-reading book. Use Reading Fluency Rubric (see resources) to offer advice about next steps. Children should be encouraged to bring their book to school every day. You may use this week to suggest that children bring in a favourite (bedtime) toy to read to/with. Classroom organisation: establish appropriate reading sound level: *children at this age will usually read aloud*. You may provide struggling readers with some reading associated matching games. You may use some time to assign more confident readers to read/listen to struggling readers
 - a. Read most words accurately and sufficiently fluently: *use book of own choice and Reading Fluency Rubric to give advice about next steps*
 - b. Book Club: *use clarifier in informal book talk*

Y3 Overview: The Boy who Grew Dragons by Andy Shepherd

Pupils should be taught to develop positive attitudes to reading and understanding of what they read by

- *listening to and discussing a wide range of books*
- *increasing their familiarity with a wide range of books*

Story Time (10mins per day)

The Boy Who Grew Dragons by Andy Shepherd

The Stolen Spear by Saviour Pirotta

Teaching Schedule include Assessment Week; align this to the school calendar

1. Introduction

- Vocabulary: *identify verbs and nouns and adjectives including **scales, aerial, desperados, shimmer, razor-sharp, radioactive, fantastical, singe, hanging, digging, tickling, grow, flammable**. CT to read intro, chn to make a table.*
- To build reading fluency: *re-read intro: read italics with appropriate expression*
- To consider the audience and purpose of the text: *use **clarifier** in small group discussion*
- To predict what might happen next: **Q: Where does the author expect the reader to use inference? SUPPORT – by telling us that cucumbers do not do particular things, what is the author implying about dragons? STRETCH - explain the phrase ‘eyes that can see right into the heart of you.’ What do you think might happen in this story?**
- Book Club: *use **clarifier** in informal book talk*

2. Chapter 5 – p37-42

- Vocabulary: *discuss words and phrases that capture the reader’s interest and imagination (**gargantuan, guard, wingless, undignified, painstaking**)*
- To build reading fluency: *compare hyphens and dashes (**sit-on-your-lap-and-have-a-lovely-stroke... tiger-shaped**)*
- To clarify understanding: *use **talk tokens** to ask questions about the character(s) and events so far **Q: Mum and Tomas are both hiding something. What – and why? SUPPORT – why did Tomas wedge his foot against the door? – why did mum hiss and look at Lolly’s door? STRETCH - how does the author use humour?***
- To describe characters using narrative language: *simple character sketch*
- Book Club: *use **talk tokens** in informal book talk*

3. Chapter 9 – p67-72

- Vocabulary: *contextual clues to explore unfamiliar vocab (**detonation, hysteria, figured, racking my brain, genuinely, gouged into my skin**) CT to read chapter; chn spot words in context and define them*
- To build reading fluency: *read apostrophes accurately (**it’s... vets’...I’d...Flicker’s...he’d...hadn’t...I’ve...**)*
- To clarify understanding: *use **clarifier** to predict what might happen next (**I think ... because ..., xxx thinks... because...**)*
- To clarify understanding: **Q: How does the author use punctuation effectively? SUPPORT – how many different types of punctuation can you find? – what is the purpose of each type of punctuation? STRETCH - how does the meaning of a sentence change if you read it without punctuation? explain the importance of punctuation**
- Book Club: *use **clarifier** in informal book talk*

4. Chapter 14 – p108-111

- Vocabulary: *use contextual clues to make best guess about the meaning of unfamiliar vocab (**flitted, concentration, ruffled, enthusiasm, greenery, reappear**)*
- To build prosody: *review purpose of dash v hyphen and how to read both. Review purpose of apostrophes and what each means in context*
- Express basic opinion: **Q: How does the author build up each character? SUPPORT – why was Flicker ‘keen’ to get out of the house? – how does the author tell us that Flicker is being careful? – how does the author tell us that Grandad is excited about his garden? STRETCH - how does the author build suspense towards to the end of the chapter? use **talk detectives** to discuss and share ideas**
- To express basic opinion: *what are you liking about this story? What do you dislike about it? What questions to do you now?*
- Book Club: *use **talk detectives** in informal book talk*

continued overleaf

5. Chapter 20 – p146-151

- a. Vocabulary: *contextual clues to explore unfamiliar vocab (obviously, wind-up, nestled, glorious, attention, shoulder, casual, unleash, whisper, majestic)*
- b. To build reading fluency: *use punctuation to read with appropriate phrasing. Select 2 pages to read and re-read, building fluency and pace each time. Match-my-Time.*
- c. To clarify understanding: *Q: What do we know about Tomas's friends? SUPPORT – 'OK then. Show us.' What does this tell us about Kai? – Why does Kai ask to take the dragon home – and why does Tomas say no? STRETCH - how does the author use dialogue to tell us about the characters? use clarifier to discuss and share ideas*
- d. To express my opinion: *how would you feel about having a pet dragon?*
- e. Book Club: *use clarifier in informal book talk*

6. Assessment Week

- a. Complete assessment
- b. Review answers – *Qs I got right because I knew the answer / Qs I got right because I guessed / Qs I got wrong because I didn't know the answer / Qs I got wrong but should have got right*
- c. Book Club: *review home reading expectations and habits.*
- d. Book Club: (TWO DAYS) *Reading River: construct a reading river to show the books that you have read this year at school and at home. Draw (or print) images of books and write a short blurb saying what you dis/liked about each book.*
- e. Book Club: *see yesterday*

Y3 Overview: Fantastically Great Women Who Made History by Kate Pankhurst

Pupils should be taught to develop positive attitudes to reading and understanding of what they read by

- *listening to and discussing a wide range of books*
- *increasing their familiarity with a wide range of books*

Story Time (10mins per day)

The Stolen Spear by Saviour Pirotta

Teaching Schedule: choose three of these to be completed before the end of term.

1. Boudicca
 - a. To read unfamiliar vocabulary: (**Boudicca, Iceni, mighty, defeat, poison, legend, ferocious, threat, ridiculous, rage, injustice, Trinovante, neighbour**) use *phonics to sound-talk and blend*; define each word using *contextual clues*
 - b. To read books that are structured in different ways: Q: How does the layout help us to understand this text? SUPPORT – the author tells us to follow the spears; how will that help us? – how do the illustrations help us to understand the story? STRETCH - what is the impact of using different fonts? explore layout
 - c. To retrieve facts from non-fiction: present a variety of fact retrieval questions taken from across the text
 - d. To retrieve and record facts from non-fiction: record 5 key facts from the life of Boudicca
 - e. Book Club: use **talk tokens** in informal book talk
2. Hatshepsut
 - a. To discuss and explain the meaning of words in context: (**Hatshepsut, pharaoh, authority, Tuthmosis III, masculine, achieve, elaborate, sphinx, bizarre, erase**) use **challenger** to clarify understanding of each word
 - b. To read books that are structured in different ways: evaluate layout
 - c. To retrieve facts from non-fiction Q: Explain the benefits of a non-linear text. SUPPORT – does it matter which section we read first? – will you read the speech bubbles before or after the adjacent text? STRETCH - Are all non-fiction texts non-linear?
 - d. To retrieve and record facts from non-fiction: present variety of questions (short answer, multi-choice, draw lines to match...)
 - e. Book Club: use **challenger** in informal book talk
3. Noor Inayat Khan
 - a. To discuss and explain the meaning of words in context: (**occupation, Nazi, descend, tolerate, suitcase, locate, detect, superior, compromise, evacuate, extraordinary**) use **challenger** to clarify understanding
 - b. To read books that are structured in different ways: compare layout with other texts we've read this week
 - c. To retrieve facts from non-fiction: Q: Which of our school values did Noor display? SUPPORT – Why did Noor not want to return to Britain in July 1943? – What did Noor do before the war? STRETCH - why does the author NOT tell the reader everything? Work in groups to discuss and share ideas
 - d. To retrieve and record facts from non-fiction: create a quiz for a partner
 - e. Book Club: use **talk detectives** in informal book talk
4. Valentina Tereshkova
 - a. Vocabulary: (**cosmonaut, breakthrough, exploration, competition, adventure, discover, parachute, intense**) use *phonics to sound-talk and blend each word and context to define them*
 - b. To read books that are structured in different ways: compare layout with other texts we've read in this book. Which is your favourite, and why?
 - c. To retrieve facts from non-fiction: Q: How effectively does the author present the variety of information? SUPPORT – what important utensil did Noor not take into space? – how did the flight almost end in disaster? STRETCH - why does the author present some information in bold font? Work in groups to discuss and share ideas
 - d. To read for a range of purposes: use **consensus circle** in small group discussion – evaluate the book... which is your favourite heroine? Which is your preferred layout? What are the benefits of a non-linear text? Which other non-fiction books have you read / would you like to read?
 - e. Book Club: use **consensus circle** in informal book talk

Y3 Overview: The Stolen Spear by Saviour Pirotta

Pupils should be taught to develop positive attitudes to reading and understanding of what they read by

- listening to and discussing a wide range of books
- increasing their familiarity with a wide range of books

Story Time (10mins per day)

The Stone Age by Marcia Williams

Teaching Schedule include Reading Week for individual assessment

1. Chapter 1 – p16-20
 - a. Vocabulary: contextual clues to explore unfamiliar vocab (**meadow, loyal, snide remarks, shaman, community, brave, admire, village, approach, beached whale, miserable, appetite, furiously**)
 - b. To recognise commas and use them appropriately when reading aloud: CT model p16, chn to practise p17-18
 - c. To predict what might happen from details stated: Q: Look at the first paragraph on p18. How does the author give us a hint about what might happen later? SUPPORT – how should we read : ? – why do you think Shadow was ‘barking furiously’ on p19? STRETCH - what further clues has the author given about what kind of trouble Wolf might get into? use **clarifier** in small group discussion
 - d. To predict what might happen : record simple prediction
 - e. Book Club: use **clarifier** in informal book talk
2. Chapter 5 – p48-51
 - a. Vocabulary: dictionary to check the meaning of words (**pounded, impossible, gradually, pleasure, calves, tilled, plough, pinnacle, celebration, honour, ancestor, skeleton, opportunity, shaman, mouth-watering, whine**)
 - b. Read with appropriate phrasing: review purpose of punctuation; match-my-time
 - c. To understand inference: use **challenger** to explore pronouns (it, we, our, their, us, he, him) and follow who the author is referring to; explore simple inference
 - d. Begin to use inference: Q: How does Wolf feel about the ceremony? SUPPORT – why did Wolf curl his arms around Shadow? – how does Wolf describe the food? STRETCH - how does the author show the relationship between Wolf and Shadow? Write your response to the mastery question, using evidence from the text
 - e. Book Club: use **challenger** in informal book talk
3. Chapter 9 – p81-84
 - a. Vocabulary: dictionary to define words and phrases that capture the reader’s interest and imagination (**plateau, descend, barley, woven, storeroom, porridge, hungry, famished, skiff, injured**)
 - b. Read with appropriate phrasing: explore the function of an apostrophe – farmer’s house / she’s / I’m / they’re; match-my-time
 - c. To understand inference: use **talk detectives** to explore pronouns (it, we, our, their, us, he, him) and follow who the author is referring to; explore simple inference – why do you think Wolf ‘crashed to the ground’?
 - d. Begin to use inference: Q: What clues does the author give us about the characters? SUPPORT – why is it so easy for Wolf to trust the family when he first meets them? – Wolf wants to trust the family; what does this tell us about Wolf? STRETCH - how does the author shock the reader?
 - e. Book Club: use **talk detectives** in informal book talk
4. Chapter 15 – p119-123
 - a. Vocabulary: use **challenger** to discuss the meaning of words in context (**ritual, forbidden, imagine, corridor, surround, important, husky, bangle, spearhead, vague, wrench, invisible**)
 - b. Read appropriate phrasing: review the purpose of inverted commas for dialogue; find the voice for each character; echo reading
 - c. To understand inference: Q: How does the author suggest that something magical happens? SUPPORT – when did Wolf first notice the ‘invisible force’ in his body? – what did Wolf ‘see’ – and did he really see it? STRETCH - how effective is the ‘show-not-tell’ technique that the author uses? use **challenger** to consider what was Wolf seeing?
 - d. To express my opinion: is it significant that the spearhead wouldn’t budge for Sparrow but came away easily when Wolf touched it? STRETCH – how does this experience for Wolf contrast with everything else that we have learnt about Wolf?
 - e. Book Club: use **challenger** in informal book talk

continued overleaf

5. Discussion Points: Whole Text
 - a. Identify themes within the story: use **talk tokens** to consider: *Why is friendship important to the characters? When do we see the power of friendship?*
 - b. Identify themes within the story: use **talk detectives** to ensure all members contribute: *Give examples of when Wolf is courageous in this story? Where does courage come from?*
 - c. Express basic opinions about stories I can read: *Likes, Dislikes, Puzzles, Patterns. Are there any similarities between our modern way of life and the Neolithic people?*
 - d. To apply my learning: use **'Charlie Small' interview** and associated questions... *(see resources – READING Charlie Small)*
 - e. Book Club: use **challenger** in informal book talk
6. Reading Week - use this week to work through the class, listening to individuals reading their home-reading book. Use Reading Fluency Rubric (see resources) to offer advice about next steps. Children should be encouraged to bring their book to school every day. You may use this week to suggest that children bring in a favourite (bedtime) toy to read to/with. Classroom organisation: establish appropriate reading sound level: *children at this age will usually read aloud*. You may provide struggling readers with some reading associated matching games. You may use some time to assign more confident readers to read/listen to struggling readers
 - a. Read most words accurately and sufficiently fluently: *use book of own choice and Reading Fluency Rubric to give advice about next steps*
 - b. Book Club: use **challenger** in informal book talk

Y3 Overview: The Stone Age by Marcia Williams

Pupils should be taught to develop positive attitudes to reading and understanding of what they read by

- *listening to and discussing a wide range of books*
- *increasing their familiarity with a wide range of books*

Story Time (10mins per day)

Icarus was Ridiculous by Pamela Butchart

Teaching Schedule includes Assessment Week which should be aligned to the school calendar

We are examining excerpts from each chapter; take some time to summarise the beginning of each story

1. Chapter 1 – The Last Neanderthal – p19-23
 - a. Begin to use inference: VOCABULARY define **Neanderthals**; use context to guess the meaning of unfamiliar words/phrases (**fanged, grim determination, couldn't afford to lose food, weakmed, endangered species, triumphant, newling, overflowing, anxiously**)
 - b. To recognise commas and use them appropriately when reading aloud: *identify inverted commas for dialogue. Use inference to track the dialogue – who is speaking? Find the speakers' voices. Echo reading*
 - c. To clarify understanding: **Q: How does the author give us the impression that the Neanderthals outnumber Clan Woolly? SUPPORT – where did the Neanderthals come from? – who won the battle, and why is that surprising? STRETCH - use the author's clues to describe Clan Woolly. use talk tokens to ask questions about the character(s) and share ideas**
 - d. To describe characters using narrative language: *describe Clan Woolly using evidence from the text*
 - e. Book Club: use **talk tokens** in informal book talk
2. Chapter 2 – Hunter Gatherers – p34-37
 - a. Use a dictionary effectively: *check meaning of unfamiliar vocab (**lightening, sabre-toothed cat, lurk, disloyal, horizon, suspicious, swift**)*
 - b. To recognise hyphens and use them appropriately when reading aloud: *hunter-gatherer, sabre-toothed, hung-er, ice-bound, bitter-tasting, strong-looking. Match-my-Time*
 - c. To read to understand: **Q: Find evidence that all hunter-gatherers lived a 'tough life' SUPPORT – what does the chief's name tell us about him? – where did the clan live? – how did the clan cook their food? – what does the phrase 'you were as likely to be eaten as to eat' tell us about daily life? STRETCH - explain why the clan accepted Garth's help, and why this was unusual. use talk detectives to ensure all members contribute to discussion and share ideas**
 - d. To explain my understanding: *Use evidence from the text to explain why Clan Woolly was reluctant to welcome strangers – and why they made an exception for Garth*
 - e. Book Club: use **talk detectives** in informal book talk
3. Chapter 3 – The Miracle of Fire – p66-69
 - a. Use a dictionary effectively : *check the meaning of words and create word families (**gather, gathering, gathered, puff, puffing, puffed, beam, beaming, beamed, relent, relenting, relented, miracle, miraculous**)*
 - b. To recognise commas and use them appropriately when reading aloud: *use inference to track dialogue, using inverted commas to indicate characters' voices. Choral reading.*
 - c. Begin to use inference: **Q: What does the author tell us about Old Snore? SUPPORT – Old Snore 'puffed his way back to camp'... what does that tell us about Old Snore? – Old Snore 'almost' smiled... what does that tell us about Old Snore? – Old Snore praised Stump 'grudgingly'... what does that tell us about the relationship between Old Snore and Stump? STRETCH - Why does a good author expect the reader to use inference? use **challenger** to discuss inferred motives and actions**
 - d. To begin to use inference: *explain what you know about Old Snore and his relationship with Stump. Use evidence from the text.*
 - e. Book Club: use **challenger** in informal book talk

continued overleaf

4. Chapter 5 – From Nomads to Farmers – p88-90
 - a. Use a dictionary independently: *check the meaning of unfamiliar words (oddball, loner, boar, rumour, expel, instinct, accept, social)*
 - b. To build reading fluency: *use commas effectively to separate clauses. Echo Reading*
 - c. To read to understand: **Q: Why Clan Woolly not happy to 'socialise with the Grub family'?** SUPPORT – describe some of Grub's 'disgusting' habits – Clan Woolly wanted to keep their numbers small, so why did they not expel the Grubs? STRETCH - in telling us about Grub, what is the author implying about Clan Woolly? – list what Clan Woolly would consider to be 'acceptable behaviour'
 - d. To summarise events from more than one paragraph: *what are the pros and cons of allowing the Grubs to stay with Clan Woolly?*
 - e. Book Club: use **talk tokens** in informal book talk
5. Ten Astonishing Facts About the Sensational Stone Age – p120-121
 - a. To read accurately: *use phonics knowledge to sound-talk and blend unfamiliar words (Paleolithic, historian, prehistoric, religious, artefacts, development, jewellery, obsidian, Neolithic)*
 - b. To build reading fluency: *use punctuation effectively to understand clauses: brackets in fact 1 and fact 7; dash in fact 3; commas throughout the text. Echo reading.*
 - c. To read for meaning: **Q: Why do we study the Stone Age in school today?** SUPPORT – how long did the Stone Age last? – what items used in the Stone Age are still used today? STRETCH - why has the author included this section at the end of the book?
 - d. To express my opinion: *Use a consensus circle to decide which of the ten facts are the most significant / interesting / surprising. RECORD: why do we study the Stone Age in school today?*
 - e. Book Club: use **consensus circle** in informal book talk
6. Assessment Week
 - a. Complete assessment
 - b. Review answers – Qs I got right because I knew the answer / Qs I got right because I guessed / Qs I got wrong because I didn't know the answer / Qs I got wrong but should have got right
 - c. Book Club: *review home reading expectations and habits. Q: Studies show that reading for pleasure enhances mental wellbeing. Do you agree?*
 - d. Express basic opinions about stories I can read independently: *MODEL how to write a 3-word review. PREPARE book sleeves and write at least one 3-word review for a book in our class library. (A3 paper cut into strips; children write a 3-word review and Sellotape it around the book that they are reviewing. These reviews will be placed onto books in your class library as a means of recommending the book to its next reader).*
 - e. Book Club: use **talk tokens** in informal book talk **Q: Tell me about a time when reading has helped to improve your mental wellbeing.**

Y3: Summer = 4 weeks + 7 weeks

Y3 Overview: Greek Gods and Heroes by Sylvia Baussier

Pupils should be taught to develop positive attitudes to reading and understanding of what they read by

- *listening to and discussing a wide range of books*
- *increasing their familiarity with a wide range of books*

Story Time (10mins per day)

**Selection of short stories – child chosen
(might include Aesop’s fables?)**

Teaching Schedule

1. Zeus, Minotaur, Theseus, Ariadne (see pdf posters in reading folder)
 - a. To read most words accurately: *use phonics to read unfamiliar words; re-read sentences to build fluency*
 - b. Read books that are structured in different ways: *Select a section of text to read; re-read for fluency; summarise your understanding*
 - c. To read books that are structured in different ways: *use **challenger** to compare this text to ‘Fantastically Great Women’... how does the layout support and guide the reader? What are the limitations of this format?*
 - d. Pick out information from non-fiction texts: *use **talk tokens** and work in trios to take notes on one of the Gods... share these with the class*
 - e. Book Club: *use **talk tokens** in informal book talk*

Y3 Overview: The Minotaur retold by Russell Punter

Teaching Schedule (see scans of text plus video reading in reading folder)

2. The Minotaur (Ch 1-3)
 - a. To read some words which use variations of standard phonemes: *minotaur, Aegeus, labyrinth, accomplice*
 - b. Recognise and understand the use of speech marks in print and use these effectively when reading aloud: *use local inference to deduce who is speaking; add expression*
 - c. Sequence a story: *In a group, order a set of 4 given sentences to show the main events of the story (WT – give visual prompts, ARE – give written sentences, GD – give oral sentences and ask them to make notes before ordering; use **talk detectives** to ensure all contribute*
 - d. Begin to use inference: *Q: I wonder what might happen next? SUPPORT – Theseus knows the string is magic; what power could it have? STRETCH - Theseus ‘had to agree with Ariadne for now’... what does this imply? write a prediction – what do you think will happen next?*
 - e. Book Club: *use **talk detectives** in informal book talk*
3. The Minotaur (Ch 4-5)
 - a. Read accurately most words of 2 or more syllables: *prisoners, hurtled, cavern, terrifying, inhuman, flourish, scariest, menacing, cowered*
 - b. Re-read for fluency: *use punctuation to read one clause at a time; add expression*
 - c. Use strategies to clarify understanding: *use **talk detectives** to ensure all members contribute - role-play the story... explore motivations*
 - d. Use strategies to clarify understanding: *sketch the Minotaur. Use evidence from the story – and from the Minotaur fact file (see week 1) - to label your diagram*
 - e. Book Club: *use **talk detectives** in informal book talk*

Y3 Overview: Icarus was Ridiculous by Pamela Butchart

Pupils should be taught to develop positive attitudes to reading and understanding of what they read by

- *listening to and discussing a wide range of books*
- *increasing their familiarity with a wide range of books*

Story Time (10mins per day)

Midsummer Night's Dream by William Shakespeare

Selection of short stories – child chosen

Teaching Schedule includes Reading Week for individual assessment

Summarise each story before embarking on the study text (we read this in Spring 2)

1. Reading Week - use this week to work through the class, listening to individuals reading their home-reading book. Use Reading Fluency Rubric (see resources) to offer advice about next steps. Children should be encouraged to bring their book to school every day. You may use this week to suggest that children bring in a favourite (bedtime) toy to read to/with. Classroom organisation: establish appropriate reading sound level: *children at this age will usually read aloud*. You may provide struggling readers with some reading associated matching games. You may use some time to assign more confident readers to read/listen to struggling readers
 - a. Read most words accurately and sufficiently fluently: *use book of own choice and Reading Fluency Rubric to give advice about next steps*
 - b. Book Club: use **challenger** in informal book talk
2. Icarus: p37-p44
Daedalus designed the maze for King Minos but the Minotaur escaped. Daedalus and Icarus have been locked in a tower as a punishment. They have been collecting bird feathers so that they can escape...
 - a. To read some words which use variations of standard phonemes: *Daedalus, caught, Aegean*.
 - b. Read books that are structured in different ways: **Q: How does author show an awareness of the reader? SUPPORT – which words has the author capitalised, and why? – who is telling the story, and what do you know about this narrator? STRETCH - which other ways might an author emphasis certain words/phrases? Echo Reading.**
 - c. Express basic opinions about stories: use a **consensus circle** - *notice that this book is written as one might talk. How does this compare to other books that we have read? What is your first opinion of this text?*
 - d. Use strategies to clarify my understanding: *create a story map/comic strip retelling key events of the story*
 - e. Book Club: use **builder & challenger** in informal book talk...
3. Narcissus: p72-78
One of the gods has put a curse on ECHO so that she can only repeat the last words that she hears; she is in love with Narcissus... Narcissus is the most handsome boy in all of Greece.
 - a. Read most words containing common suffixes: *worried, noticed, gasped, wanted, searching, surrounded, reflection, winking, smiling, winked, staring, wandering, categorise into past/present tense*
 - b. Build reading fluency: *use punctuation to read one clause at a time... Match-my-Time*
 - c. Begin to use inference: use **builder & challenger** to discuss - *what is an ECHO? Explore the possibility that these Greek myths are not based on fact – which elements of the story do you think are factual?*
 - d. Begin to use inference: **Q: How does the author use the story to teach the reader a lesson? SUPPORT – How could Narcissus have avoided his fate? – if someone says you are 'narcissistic' what do they mean, and is that a positive or negative thing? STRETCH - Compare this story to the Minotaur... what do Greek legends and myths have in common? record the message/moral of the story**
 - e. Book Club: use **builder & challenger** in informal book talk
4. King Midas: p160 – p167
The god, Dionysus, granted King Midas one wish in return for a good deed that he had previously done...
 - a. Read accurately, words of 2 or more syllables: *definitely, Dionysus, decided, comfortable, embarrassing, eventually, glittery*
 - b. Build reading fluency: *use punctuation and layout to read smoothly. Match-my-Time*
 - c. Express basic opinions: *which greek myth did you enjoy the most? Explain with reference to the text.*
 - d. Apply my learning: **2024 KS1 Reading Paper 2** + associated questions
 - e. Book Club: use **summariser** in informal book talk

Pupils should be taught to develop positive attitudes to reading and understanding of what they read by

- **listening to and discussing a wide range of books**
- **increasing their familiarity with a wide range of books**

Story Time (10mins per day)

The Lost Fairy Tales by Isabel Otter (*children will study this text in Y4 Autumn*)

Selection of short stories – child chosen

Teaching Schedule includes Assessment Week which should be aligned to school calendar

At the start of each weekly study session, summarise each relationship by referring to the ongoing mind-map that you have created during storytime.

1. Assessment Week
 - a. Complete assessment
 - b. Review answers – Qs I got right because I knew the answer / Qs I got right because I guessed / Qs I got wrong because I didn't know the answer / Qs I got wrong but should have got right
 - c. Book Club: *review home reading expectations and habits.* Q: **Studies show that reading for pleasure leads to success in other areas. Do you agree?**
 - d. To build stamina for reading: *Challenge children to read silently for 5 minutes. Discuss how this feels. Now extend the challenge to 10 minutes. Discuss how this feels. What are the benefits of silent reading? What are the dangers?*
 - e. Book Club: use **talk tokens** in informal book talk Q: **Tell me about what reading you do at school other than in reading lessons? What reading do you do outside of school?**
 2. Ch1: p5-13

Theseus is the Duke of Athens. Where have we heard that name before? This book is based on a famous play by William Shakespeare which was written over 400 years ago to amuse noisy audiences. People in those days loved mix-ups and magic – this story has both of those elements!

 - a. To read some words which use variations of standard phonemes: *Hippolyta (Hippolighter), Egeus (Ejeus), daughter, obey, fury, sighed*
 - b. Build reading fluency: *use commas to separate clauses*
 - c. Being to use inference: use **clarifier** - *develop local inference by following each pronoun to see who is doing what and with whom*
 - d. Develop local inference: Q: **How does Shakespeare build characterisation? SUPPORT – explore the relationships of key characters. – who loves whom? STRETCH - do you think this play will be a tragedy, comedy or history? create a mind-map of key characters to track their relationships**
 - a. Book Club: use **builder, challenger, clarifier & summariser** in informal book talk
 3. Ch4: p29-31 and p34-39

Oberon, the King of the Fairies feels sorry for Helena. He has asked his jester, Puck, to put a spell Demetrius so that he will fall in love with Helena. However, Puck has put a spell on Lysander instead.

 - a. Read some words which use variations of standard phonemes: *Lysander, awoke, Thisbe, who, whose, teasing, sleeping, idea, rehearsing, clearing, screamed, beautiful, creature*
 - b. Build reading fluency: *track the use of dialogue... use local inference to ascertain who is speaking to whom – how does this affect the expression that we need to use*
 - c. Begin to use inference: use **clarifier** - *explain what is happening... who loves who? Why?*
 - d. Begin to use inference: Q: **How does Shakespeare build humour? SUPPORT – who is behind the mix-up? – why did Oberon want to put a spell on Demetrius? – why did Puck not do as Oberon asked? STRETCH - is the joke funny? what do you think will happen next? Why?**
 - e. Book Club: use **builder, challenger, clarifier & summariser** in informal book talk
 4. Ch6: 49-54

Oberon realises that the joke has gone too far. He tells Puck to remove all of the spells.

 - a. Read accurately, most words of 2 or more syllables: *interrupted, copying, direction, bellowed, exhausted, miserable, appearing*
 - b. Build reading fluency: *track the use of dialogue... use local inference to ascertain who is speaking to whom – how does this affect the expression that we need to use*
 - c. Express basic opinions about more complex stories: Use **talk tokens & summariser** - *this is one of Shakespeare's comedies... what is funny about this story?. Orally compose a 3-word book review*
 - d. Express basic opinions about more complex stories: Q: **Is Shakespeare still relevant today? SUPPORT – which other comedies can you name? – which other mix-up stories do you know? – which other love-triangle stories do you know? STRETCH - which other Shakespeare stories have you read/would you like to read? Write a book review; give brief synopsis and then marks out of 5, with reasons**
 - e. Book Club: use **builder, challenger, clarifier & summariser** in informal book talk
- continued overleaf

5. Shakespeare's First Folio

Recognise and understand the use of speech marks in print and use these effectively when reading aloud

Recognise commas and use them appropriately when reading aloud

Read books that are structured in different ways

Read for a range of purposes

5 DAYS: Use **Shakespeare's First Folio** illustrated by Emily Sutton to read, rehearse and perform the abridged playscript 'Midsummer Night's Dream'