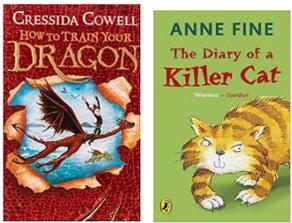


Year 3						
Reading Spine			<p>How to Train your Dragon - Cressida Cowell The Diary of a Killer Cat – Anne Fine The Hundred-Mile-an-Hour-Dog – Jeremy Strong The Iron Man - Ted Hughes The Abominable - Eva Ibbotson The Worst Witch - Jill Murphy The 13-Storey Tree House - Andy Griffiths Ugo - Raymond Briggs The Moonshine Dragon - Cornelia Funk Dragons at Crumbling Castle - Terry Ratchet</p>			
Author of the Term	Cressida Cowell		Anne Fine		Jeremy Strong	
Poetry Spine	<p>Quick, Let's Get Out of Here The World's Greatest Space Cadet Paint Me a Poem The Puffin Book of Utterly Brilliant Poetry</p>					
Reading at Home	<p>Children are expected to read at least 4 times a week at home. Adults at home record when their child reads in their Reading Record Folder. Reading Record Folders are checked regularly in school. Every child reads to an adult regularly in school and children who do not regularly read at home read more than once a week to an adult in school.</p>					
Reading for Pleasure	<p>Daily storytelling sessions are timetabled. Adults read a range of genres covering poetry, fiction and non-fiction. Class bookcase available for children to select books from for reading for pleasure. Topic boxes from SSE Somerset Library Services available in class for children to read.</p>					
	Topic Related Texts:					
	<ul style="list-style-type: none"> Stone Age Boy 	<ul style="list-style-type: none"> The Ancient Greek Mysteries So You Think You've Got it Bad? A Kid's Life in Ancient Greece 	•	•	•	•
Reading Assessment	<ol style="list-style-type: none"> Apply his/her growing knowledge of root words, prefixes and suffixes (etymology and morphology) both to read aloud and to understand the meaning of new words he/she meets, to include: dis-, mis-, in-, il-, im-, ir-, -ly; (English Appendix 1) Read further exception words, noting the unusual correspondences between spelling and sound, and where these occur in the word (linked to spelling English Appendix 1) Maintain positive attitudes to reading and understanding of what he/she reads by listening to and discussing a wide range of fiction, poetry, plays and non-fiction. Maintain positive attitudes to reading and understanding of what he/she reads by reading books that are structured in different ways Maintain positive attitudes to reading and understanding of what he/she reads by increasing his/her familiarity with a wide range of books, including fairy stories, myths and legends, and retell some of these orally Maintain positive attitudes to reading and understanding of what he/she reads by identifying themes in books 					

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| | <ol style="list-style-type: none">7. Maintain positive attitudes to reading and understanding of what he/she reads by reading aloud poems and perform play scripts8. Maintain positive attitudes to reading and understanding of what he/she reads by discussing words that capture the reader's interest and imagination9. Understand what he/she reads independently by checking that the text makes sense to him/her, discussing his/her understanding of words10. Understand what he/she reads independently by asking questions to improve his/her understanding of a text11. Understand what he/she reads independently by drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence12. Understand what he/she reads independently by predicting what might happen from details stated13. Understand what he/she reads independently by identifying main ideas drawn from within one paragraph and summarise these14. Understand what he/she reads independently by identifying how language, structure, and presentation contribute to meaning to include paragraphs, headings, sub-headings, inverted commas to punctuate speech15. Retrieve and record information from non-fiction16. Participate in reasoned discussion about books, poems and other material that are read to him/her and those he/she can read for himself/herself, taking turns and listening to what others say |
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