



St Paul's Reading Curriculum Year 3



Our reading curriculum consists of three key elements within each year group:

- **Read** - the essential decoding & fluency requirements correlating directly to the National Curriculum.
- **Understand** - VIPERS comprehension skills to be taught for the specific year group.
- **Apply** - how children should apply and develop their knowledge as readers for purpose and pleasure.

Read it!

Within KS1, the 'Read it!' section links phonic knowledge, high frequency words and common exception words.

In KS2, there is a growing emphasis on knowledge of root words, prefixes and suffixes as the building blocks for vocabulary construction and understanding.



Understand it!

Decoding and fluency are building blocks for reading comprehension. All NC comprehension objectives are met in the 'Understand it!' section and progression in VIPERS skills are detailed. Children will develop their VIPERS comprehension skills in each year group.



Apply it!

This section examines how pupils can apply their skills and knowledge in order to become fluent, confident readers who have developed a life-long love of reading. We have outlined some of the high-quality literature that has been specifically chosen to provide texts which are appropriate, challenging and, above all, engaging.

Children in Year 3 at St Paul's will enjoy a rich and varied reading curriculum based around high quality, carefully selected texts. These books are used to teach reading and writing; explore literary technique; develop comprehension skills and promote a love of reading and performance. Our 'Thrive' selection supports our PSHE curriculum as well as helping to develop the children's social and emotional skills whilst representing British Values and our Trust Virtues. Below details a selection of texts used in Y3.

Fiction	
Non-Fiction	
Poetry	

1. READ IT: WORD READING: PHONICS & DECODING IN Y3

PHONICS & DECODING	COMMON EXCEPTION WORDS - Read most Y3/Y4 exception words.						FLUENCY
<p>Use their phonic knowledge to decode quickly and accurately (may still need support to read longer unknown words).</p> <p>Apply their growing knowledge of root words and prefixes, including in-, im-, il-, ir-, dis-, mis-, un-, re-, sub-, inter-, super-, anti- and auto to begin to read aloud.</p> <p>Apply their growing knowledge of root words and suffixes/word endings, including -ation, -ly, -ous, -ture, -sure, -sion, -tion, -ssion and -cian, to begin to read aloud.</p>	accident(ally) actual(ly) address answer appear arrive believe bicycle breath breathe build busy/business calendar caught centre century	certain circle complete consider continue decide describe different difficult disappear early earth eight/eighth enough exercise experience experiment	extreme famous favourite February forward(s) fruit grammar group guard guide heard heart height history imagine increase important	interest island knowledge learn length library material medicine mention minute natural naughty notice occasion(ally) often opposite ordinary	particular peculiar perhaps popular position possess(ion) possible potatoes pressure probably promise purpose quarter question recent regular reign	remember sentence separate special straight strange strength suppose surprise therefore though/although thought through various weight woman/women	<p>At this stage, teaching comprehension skills should be taking precedence over teaching word reading and fluency specifically.</p> <p>Any focus on word reading should support the development of vocabulary.</p> <p>Children should read age appropriate texts at: Year 3 89 – 149 WPM</p>

2. UNDERSTAND IT: VIPERS FOR COMPREHENSION IN Y3

VOCABULARY	INFERENCE	PREDICTION	EXPLANATION	RETRIEVAL	SEQUENCE & SUMMARISE
<ul style="list-style-type: none"> Use dictionaries to check the meaning of words that they have read Discuss words that capture the readers interest or imagination Identify how language choices help build meaning find the meaning of unfamiliar words using substitution within a sentence. <p>PRIOR KNOWLEDGE</p> <ul style="list-style-type: none"> Alphabetical order in order to use a dictionary or thesaurus. That a dictionary defines words whereas a thesaurus provides synonyms. Know that different texts have different vocabulary choices e.g., the difference between fiction and nonfiction. <p>Know that features such as the glossary can help me to find the meaning of unfamiliar, subject specific words.</p>	<ul style="list-style-type: none"> Infer characters' feelings, thoughts, and motives from their stated actions. Justify inferences by referencing a specific point in the text. Ask and answer questions appropriately, including some simple inference questions based on characters' feelings, thoughts, and motives. Make inferences about actions or events. <p>PRIOR KNOWLEDGE</p> <p>That many words convey meaning and that these provide hints or clues about actions or events.</p>	<ul style="list-style-type: none"> Justify predictions using evidence from the text. Use relevant prior knowledge to make predictions and justify them. Use details from the text to form further predictions. <p>PRIOR KNOWLEDGE</p> <ul style="list-style-type: none"> That stories contain a climax and resolution. That my knowledge of other texts can help me to make predictions (make links between texts). <p>That predictions must be justified e.g. I think this because...</p>	<ul style="list-style-type: none"> Discuss the features of a wide range of fiction, poetry, plays, non-fiction, and reference books Identify how language, structure, and presentation contribute to meaning Recognise authorial choices and the purpose of these <p>PRIOR KNOWLEDGE</p> <ul style="list-style-type: none"> That texts are arranged in order to aid meaning. The title, contents page, index, glossary, subheading, captions, diagrams. That the mood is the feeling created by the author. That stories often have messages. <p>That opinions must be justified with evidence from the text.</p>	<ul style="list-style-type: none"> Learn the skill of 'skim and scan' to retrieve details. Begin to use quotations from the text. Retrieve and record information from a fiction text. Retrieve information from a non-fiction text. <p>PRIOR KNOWLEDGE</p> <ul style="list-style-type: none"> Where a glossary or index is and where I can locate these. To look back at the text for exact words or phrases. To scan the text for key words. 	<ul style="list-style-type: none"> Identify main ideas drawn from a key paragraph or page and summarise these begin to distinguish between the important and less important information in a text. Give a brief verbal summary of a story. teachers begin to model how to record summary writing. Identify themes from a wide range of books <p>PRIOR KNOWLEDGE</p> <ul style="list-style-type: none"> That a summary is the main point or events of a text. How to retell orally using story maps. <p>How to use time adverbials to sequence key events.</p>

3. APPLY IT IN Y3

READING FOR PURPOSE

Retrieve and record information from non-fiction texts.

Reading across the curriculum



READING FOR PLEASURE

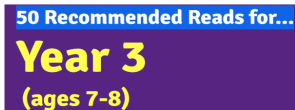
Listening to and discussing a wide range of fiction, poetry, plays, non-fiction and reference books or textbooks

- 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
- Recognising some different forms of poetry [for example, free verse, narrative poetry]

Branching out in Year 3



Children are encouraged to try new authors through 'Book Talk'. Sharing ideas and recommendations helps to broaden the children's reading experiences.



READING TO PERFORM/DEBATE

Prepare and perform poems and play scripts that show some awareness of the audience when reading aloud.

Begin to use appropriate intonation and volume when reading aloud.

Playscripts

Charlie and the Chocolate Factory by Roald Dahl

Poems learnt by heart in Year 3

Prepare and perform poems and play scripts that show some awareness of the audience when reading aloud.

Begin to use appropriate intonation and volume when reading aloud.

At the End of School Assembly by Simon Pitt

A Sea Creature Ate Our Creature by Brian Moses

Egyptian Mummy Poem – unknown

Tiger might by Wes Magee

I was born in the stone age – Michael Rosen.

The Iron Man by Brenda Williams