



'Growth through Jesus' love so that we learn, persevere, achieve and bear fruit together'



Medium term plan for Reading

| Year 3 | Objectives to be simmering throughout the year. | | |
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| | <ul style="list-style-type: none"> • Uses phonic knowledge to decode regular words and attempts to read some common irregular words. • Respond speedily with the correct sound to graphemes (letters or groups of letters) for all 40+ phonemes, including, where applicable, alternative sounds for graphemes. • Applies phonic knowledge, including alternative representations for phonemes, when reading unfamiliar words. • Reads other words of more than one syllable that contain beyond taught GPCs. • Reads aloud more complex books, including those beyond their chronological age. • Reading is seen as a pleasurable activity. • Listens to and discusses a wide range of poems, stories and non-fiction at a level beyond that at which they can read independently • Participates in discussion about what is read to them, taking turns and listening to what others say. • Explain how a story, poem or non-fiction topic makes them feel. • Contribute appropriately to discussion about a wide range of different types of texts they have listened to or read. | | |
| | Autumn | Spring | Summer |
| Word Reading | <ul style="list-style-type: none"> • Phonic knowledge and skills are consistently applied to decode quickly and accurately. Needs support to read longer unknown words and test our pronunciations. | <ul style="list-style-type: none"> • Usually reads fluently, decoding most new words outside everyday spoken vocabulary. Can read longer words with support and tests out different pronunciations. Apply knowledge of root words, prefixes and suffixes. • Reads further exception words, noting the unusual correspondences between spelling and sound, and where these occur in the word. | <ul style="list-style-type: none"> • Reads a book accurately and at a speed • Reads with fluency, more challenging texts (including those beyond their chronological age), and selects strategies to decode new words. Is beginning to clarify meaning of new words through contextual understanding. (2a) |
| Literal Comprehension | <ul style="list-style-type: none"> • Self-correcting and checking the text makes sense to them and beginning to use appropriate intonation when reading aloud. • With support, explain the main idea of a paragraph or page they have just read. (2b) | <ul style="list-style-type: none"> • Automatically track meaning of text during reading, pausing to self-correct where necessary. With some support or prompting, can explain meaning of what has been read, in response to a question. (2b) | <ul style="list-style-type: none"> • Answer literal or deductive questions about a range of different kinds of books and texts, using clues and information from different parts of the text where these are clearly signposted. (2b / 2d) |



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| | <ul style="list-style-type: none"> • Able, with support, to retell stories in correct sequence with different degrees of detail, depending on the purpose of the retelling. (2b) • Know a dictionary is arranged in alphabetical order and that it can be used to find out meaning of words. • Know information can be found in non-fiction features such as diagrams, photos, captions, labels and charts, as well as in main text, and often use these features with minimal prompting to find answers to questions.(2b) • Ask questions to improve understanding of the text • Discussing their understanding and explain the meaning of words in context. (2a) | <ul style="list-style-type: none"> • Identifying main ideas drawn from more than one paragraph and summarise these. (2c) | <ul style="list-style-type: none"> • Retell longer familiar stories they have read, e.g. myths and legends. (2c) • Retrieve and record information from a range of fiction and non-fiction texts. (2b) |
| Inference | <ul style="list-style-type: none"> • Make a sensible prediction of what might happen and can justify the prediction on the basis of what has happened so far in the story. (2e) • Distinguish between simple statements of fact and opinion where opinions are clearly signposted with 'I think'. (2b) | <ul style="list-style-type: none"> • With support, make inferences, such as inferring characters' feelings and motives from their actions. (2d) • Predict what will happen from what is clearly stated and straightforwardly implied in a text, sometimes drawing on knowledge of similar texts. (2e) | <ul style="list-style-type: none"> • When prompted, draw inferences such as characters' feelings, thoughts and motives from their actions. Justifying inference with evidence. (2d) |
| Range of texts | <ul style="list-style-type: none"> • Listening to and discuss a wide range of texts. (2h) • Listen attentively and discuss books | <ul style="list-style-type: none"> • Reading and comparing books that are structured in different ways. (2h) | |



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| | <p>and authors that are not their favourite choice.</p> <ul style="list-style-type: none"> • Reading for a range of purposes. | | |
| Responding to the Text | <ul style="list-style-type: none"> • Copy a modelled reading of a poem with predictable expression or, after rehearsal, follow simple stage directions for how to read lines of a play. | <ul style="list-style-type: none"> • Give an opinion on a moral dilemma presented in a story. (2a) • Copy a modelled reading of a poem with varying expression and volume or follows stage directions for how to read lines of a play. | <ul style="list-style-type: none"> • Give an opinion on a moral dilemma presented in a story and give a simple reason for this. (2a) • Understand different forms of poetry. Prepare poems and play scripts to read aloud showing intonation through intonation, tone, volume and action. (2h) |
| Language for Effect | <ul style="list-style-type: none"> • With prompting, identify an interesting word or phrase in a passage and express preferences for particular words. (2a / 2f / 2g) | <ul style="list-style-type: none"> • Discuss interesting vocabulary on a page of text and, with support, can explain in simple terms the effect the word has on the reader – capturing the reader's interest and imagination (2f / 2g) | <ul style="list-style-type: none"> • Use knowledge of how a dictionary is structured to find out the meaning of words. (2g) |
| Themes and Conventions | <ul style="list-style-type: none"> • Has read or heard a variety of myths and legends and can explain some of the key features of these. • Identify some ways in which structure and presentation contribute to meaning. (2f) | <ul style="list-style-type: none"> • Beginning to use familiar non-fiction features independently to help them navigate through a text. (2b) | <ul style="list-style-type: none"> • Has read or listened to a range of texts, including some myths, legends, fiction, poetry, plays, non-fiction and reference books, and can answer questions about the texts. (2b) • Identify some of the ways in which language and structure contribute to meaning in different types of texts. (2h) |