

Long-Term Planning: Reading

2022-23

Year Group	Year 3
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AUTUMN TERM

Date	Shared Reading Text	Genre	Focused Session Objective (Skills and Knowledge)	Extra Notes (Optional)
29.08.22	Assessments			
05.09.22	Pests	Fiction	Phrasing We will continue to work on this skill during the Autumn Term	How are children using full stops and commas, to read simple sentences and multi-clausal sentences?
12.09.22	Pests	Fiction	Pronoun tracking	Pronoun switch. Bold the pronouns in the text. Model how you stop at pronouns and link them back to the noun they have replaced. <i>What does this pronoun mean?</i>
19.09.22	Pests	Fiction	Pronoun tracking	Pronoun switch. Bold the pronouns in the text. Model how you stop at pronouns and link them back to the noun they have replaced. <i>What does this pronoun mean?</i>
26.09.22	Pests	Fiction	Working memory and pronoun tracking	Model how good readers hold information in their head as they read to build meaning. Read a sentence, STOP, THINK, what do I now know?
26.09.22	Pests	Fiction	Working memory and pronoun tracking	Model how good readers hold information in their head as they read to build meaning. Read a sentence, STOP, THINK, what do I now know?
03.10.22	Pests	Fiction	Scanning	We are going to learn to read really quickly today to find specific information. Look at this word. Now I will get my fastest finger ready and find this word. Ok, now your turn to practice.
10.10.22	Pompeii Poetry	Fiction	Visualising	Model what you are visualising a sentence at a time (not every sentence will add to your drawing). Practice – we – with a pair draw their v. on a whiteboard. Apply, draw on a whiteboard and compare with your pair.
Half Term				
24.10.22	(poetry)	Fiction	Reinforcement of previous	

			strategies (not scanning)	
31.10.22	Pests	Fiction	Comprehension monitoring	Good readers notice when what they're reading doesn't make sense! What do I when I don't understand a word? Model reading the sentence. Stop. Reread that sentence. Try another word instead. Reread. (can't do look at root word, suffixes and prefixes yet as not taught – cover this later in the year)
07.11.22	Volcanoes and Mountains	Non-fiction – topic they are familiar with	Summarise literal events: identifying key words	Good readers can talk about the main thing they now know. Use little postits – identify key words.
14.11.22	Volcanoes and Mountains	Non-fiction – topic they are familiar with	Summarise literal events: create a summary	What is the main thing that I now know? Let's use my keywords in a sentence.
21.11.22	Billy and the mini-monsters	Fiction	Background knowledge	What do I already know about this...? I know..... because I've seen it, done it, watched it, learnt it, read it...
28.11.22	Billy and the mini-monsters	Fiction	Inference – a sentence/ short paragraph	Think about what I know from the text and what I already know from my background I infer that..... because / I think that.... Because I, we – with pictures I we you - with a sentence(s) Feelings... (prompt them to think about actions or anything they say). What I think I now know because...
05.12.22	Billy and the mini-monsters		Inference – a short paragraph	As above
12.12.22			Reinforcement / assessment	

N.C Objectives: Please highlight once covered at the end of the term.

Word Reading

- apply their growing knowledge of root words, prefixes and suffixes (etymology and morphology) as listed in - see [English appendix 1](#) , both to read aloud and to understand the meaning of new words they meet
- read further exception words, noting the unusual correspondences between spelling and sound, and where these occur in the word

Comprehension

develop positive attitudes to reading, and an understanding of what they read, by:

- 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
- preparing poems and play scripts to read aloud and to perform, showing understanding through intonation, tone, volume and action
- discussing words and phrases that capture the reader's interest and imagination
- recognising some different forms of poetry [for example, free verse, narrative poetry]

understand what they read, in books they can read independently, by:

- checking that the text makes sense to them, discussing their understanding, and explaining the meaning of words in context
- asking questions to improve their understanding of a text
- drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence
- predicting what might happen from details stated and implied
- identifying main ideas drawn from more than 1 paragraph and summarising these
- identifying how language, structure, and presentation contribute to meaning
- retrieve and record information from non-fiction
- participate in discussion about both books that are read to them and those they can read for themselves, taking turns and listening to what others say

SPRING TERM

Date	Shared Reading Text	Genre	Focused Session Objective (Skills and Knowledge)	Extra Notes (Optional)
02.01.23	Mighty mountains swirling seas	Poetry	Phrasing	Review previous learning – introduce rhythm / beat / syllables
09.01.23	Mighty mountains swirling seas	Poetry – focus on a diff poetry type	Inference	Review previous learning from fiction book
16.01.23	Twits	Fiction	Summarising – literal	Review previous learning from non-fiction book
23.01.23	Twits	Fiction	Gist	Show their understanding of what's been read by saying the most important parts with their inference thrown in – not just verbatim re-telling Ensure children clear difference between summarising and gist
30.01.23	Twits		Gist	Show their understanding of what's been read by saying the most important parts with their inference thrown in – not just verbatim re-telling Ensure children clear difference between summarising and gist
06.02.23	Twits		Raising questions	Model - I wonder... What do I know... (I know she's in a dark room) What do I think I know... (I think she's scared) What do I still not know – I wonder (So I wonder why...)
13.02.23	Twits		Reinforcement	
Half Term				
27.03.23	Fantastic Mr Fox	Fiction	Scanning – answering questions (Ask key questions)	Scan text to find specific answers to questions
06.03.23	Fantastic Mr Fox	Fiction	Scanning – answering questions (Id key questions)	Scan text to find specific answers to questions
13.03.23	Fantastic Mr Fox	Fiction	To replace words with another to help	Clarifying – review previous learning

			understand it.	
20.03.23	Fantastic Mr Fox	Fiction	Theme	
27.03.23	Fantastic Mr Fox	Fiction	Diagnostic assessment	

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Comprehension

- develop positive attitudes to reading, and an understanding of what they read, by:
- 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
- preparing poems and play scripts to read aloud and to perform, showing understanding through intonation, tone, volume and action
- discussing words and phrases that capture the reader's interest and imagination
- recognising some different forms of poetry [for example, free verse, narrative poetry]
- understand what they read, in books they can read independently, by:
- checking that the text makes sense to them, discussing their understanding, and explaining the meaning of words in context
- asking questions to improve their understanding of a text
- drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence
- predicting what might happen from details stated and implied
- identifying main ideas drawn from more than 1 paragraph and summarising these

	<ul style="list-style-type: none"> • identifying how language, structure, and presentation contribute to meaning • retrieve and record information from non-fiction • participate in discussion about both books that are read to them and those they can read for themselves, taking turns and listening to what others say
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SUMMER TERM

Date	Shared Reading Text	Genre	Focused Session Objective (Skills and Knowledge)	Extra Notes (Optional)
17.04.23	Fantastic Mr Fox	Fiction	Vocabulary – prefixes and suffixes	
24.04.23	Fantastic Mr Fox	Fiction	Clarifying	<p>Check that the text makes sense to them, discussing understanding and explaining the meaning of words in context.</p> <p>Revise comprehension from previous term – re reading sentence, before after – next step identify root word, look at suffixes and prefixes, word class etc</p>
01.05.23			Clarifying	<p>Check that the text makes sense to them, discussing understanding and explaining the meaning of words in context.</p> <p>Revise comprehension from previous term – re reading sentence, before after – next step identify root word, look at suffixes and prefixes, word class etc</p>
08.05.23		Poetry	Syllables	
15.05.23		Poetry	Theme	
22.05.23			Predicting	
Half Term				
05.06.23				
12.06.23				
19.06.23				

26.06.23				
03.07.23				

N.C Objectives: Please highlight once covered at the end of the term.

<p><u>Word Reading</u></p> <ul style="list-style-type: none"> • apply their growing knowledge of root words, prefixes and suffixes (etymology and morphology) as listed in - see English appendix 1 , both to read aloud and to understand the meaning of new words they meet • read further exception words, noting the unusual correspondences between spelling and sound, and where these occur in the word 	<p><u>Comprehension</u></p> <ul style="list-style-type: none"> • develop positive attitudes to reading, and an understanding of what they read, by: • 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 • preparing poems and play scripts to read aloud and to perform, showing understanding through intonation, tone, volume and action • discussing words and phrases that capture the reader’s interest and imagination • recognising some different forms of poetry [for example, free verse, narrative poetry] • understand what they read, in books they can read independently, by: • checking that the text makes sense to them, discussing their understanding, and explaining the meaning of words in context • asking questions to improve their understanding of a text • drawing inferences such as inferring characters’ feelings, thoughts and motives from their actions, and justifying inferences with evidence • predicting what might happen from details stated and implied • identifying main ideas drawn from more than 1 paragraph and summarising these • identifying how language, structure, and presentation contribute to meaning
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