

Reading Yearly Planner – Year 3 – please ensure this is updated annually checking in line with potential gaps

- **Develop positive attitudes to reading and understanding of what they read:**

- listen to and discuss a wide range of fiction, poetry, plays, non-fiction and reference books or textbooks
- increase their familiarity with a wide range of books, including fairy stories, myths and legends, and retelling some of these orally
- prepare poems and play scripts to read aloud and to perform, showing understanding through intonation, tone, volume and action
- 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

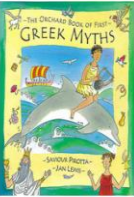
Reading Intent CJS

At CJS we believe that by the time the children leave us, children should be confident, articulate and expressive individuals who will engage in the lifelong skills of communication. We will provide an ambitious, holistic curriculum, which will inspire and motivate children to engage in high quality learning in reading, becoming effective listeners, speakers, readers and writers. This will be facilitated through a nurturing, cultural, focused environment, which will be rich with memorable experiences and transferrable skills. We will ensure all children are challenged, respecting their individual starting points, focusing on growth, progression and resilience. We will make the learning of reading fun, interesting and memorable. We strive to develop a culture that instils a passion for reading in all children, helping them to develop the life skill of reading habits, both for information and pleasure. Children are enabled to become enthusiastic and critical readers through their independent reading, as well as in engaging and challenging reading lessons, driven by high quality texts. All children are supported in becoming fluent readers and our extensive Library is at the heart of our school.

Autumn 1 – Wonders of Me	Autumn 2 – Roaming around Romsey	Spring 1 – Yabbadabadoo	Spring 2 – Garden Gang	Summer 1 – Roman Remains	Summer 2 – Raging Rivers
Whole class reading sessions: The Invisible Boy Number of Weeks: 3 weeks Speaking and Listening objectives: • <i>Listen to, discuss and express views about a wide range of contemporary and classic poetry, stories and non-fiction at a level beyond that at which they can read independently</i> • <i>Become increasingly familiar with and retell a wider range of stories, fairy stories and traditional tales</i> • Use relevant strategies to build and develop vocabulary • Give well-structured descriptions • Participate in discussions Reading Objectives: <i>Read most words quickly and accurately, without overt sounding and blending, when</i>	Whole class reading sessions: How Santa Really Works Number of Weeks: 6 weeks Speaking and listening objectives: • Articulate and justify opinions (about how Santa’s workshop works) • Use spoken language to develop understanding through speculating, hypothesising, imagining and exploring ideas Reading Objectives: <i>Re-read books to build up their fluency and confidence in word reading</i> <i>Read non-fiction books that are structured in different ways</i> • Identify how language, structure and presentation contribute to meaning • Identify specific language which contributes to the development of meaning	Whole class reading sessions: The Iron Man by Ted Hughes Number of Weeks: 6 weeks Speaking and Listening objectives: • Listen and respond appropriately to adults and their peers • Ask relevant questions to extend their understanding and knowledge • Maintain attention and participate actively in collaborative conversations, staying on topic and initiating and responding to comments Reading Objectives: • <i>Discuss the sequence of events in books and how items of information are related</i> • <i>Check that the text makes sense to them as they read and correct inaccurate reading</i> • Identify main ideas drawn from more than one	Whole class reading sessions: The Wild Robot by Peter Brown Number of Weeks: 5 weeks Speaking and listening objectives: • Give well-structured descriptions, explanations and narratives for different purposes, including for expressing feelings (when adding ideas to the illustrator’s letter) • Consider and evaluate different viewpoints, attending to and building on the contributions of others Reading Objectives: • <i>Make comparisons between books, noting similarities, differences and preferences between e.g. layout, features and setting</i> • Explain and discuss their understanding of books, poems and other material, both those that they listen to and those that they read for themselves	Whole class reading sessions: The Royal Rabbits by Santa Montefiore Number of Weeks: 6 weeks Speaking and Listening objectives: • 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) Reading Objectives: • <i>Predict what might happen on the basis of what has been read so far and their own experience</i> • Make inferences on the basis of what is being said and done • <i>Develop positive attitudes to reading and understanding of what they read by identifying themes and conventions in a wide range of books, drawing</i>	Whole class reading sessions: Charlotte’s Web E B White Number of Weeks: 6 weeks Speaking and Listening objectives: • 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) Reading Objectives: • <i>Predict what might happen on the basis of what has been read so far and their own experience</i> • Make inferences on the basis of what is being said and done • <i>Develop positive attitudes to reading and understanding of what they read by identifying themes and conventions in a wide range of books, drawing</i>

they have been frequently encountered - Apply their growing knowledge of root words, prefixes and suffixes (etymology and morphology) as listed in 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 - Recognise some different forms of poetry [for example, free verse, narrative poetry] Spelling Phonics phase spellings NNS Whole class reading sessions: The Tin Forest Number of Weeks: 3 weeks Speaking and Listening objectives: <i>Listen to, discuss and express views about a wide range of contemporary and classic poetry, stories and non-fiction at a level beyond that at which they can read independently</i> <i>Become increasingly familiar with and retell a wider range of stories, fairy stories and traditional tales</i> - Use relevant strategies to build and develop vocabulary	- Identify specific techniques, e.g. simile, metaphor, repetition, exaggeration, and say why they interest them <i>Develop positive attitudes to reading and understanding of what they read by identifying themes and conventions in a wide range of books</i>, drawing on a growing knowledge of authors <i>Retrieve and record information from non-fiction</i> <i>Uses text features to locate information e.g. contents, indices, subheadings</i> - Recognise some different forms of poetry [for example, free verse, narrative poetry] Spelling Phonics phase spellings NNS	paragraph and summarise these <i>Predict what might happen from details stated and implied</i> - Make plausible predictions based on knowledge of the text <i>Understand what they read (in books they can read independently) by inferring feelings, thoughts and motives of main characters from their actions, and justify inferences with evidence</i> - Recognise some different forms of poetry [for example, free verse, narrative poetry] Spelling Phonics phase spellings NNS	<i>Develop positive attitudes to reading and understanding of what they read by identifying themes and conventions in a wide range of books</i>, drawing on a growing knowledge of authors - Ask questions to improve their understanding of a text <i>Self-correct misread words when reading age-appropriate texts and discuss the meaning of new words in context</i> <i>Use dictionaries to check the meaning of words that they have read</i> - Recognise some different forms of poetry [for example, free verse, narrative poetry] Spelling Phonics phase spellings NNS	paragraph and summarise these <i>Retrieve and record information from non-fiction</i> <i>Uses text features to locate information e.g. contents, indices, subheadings</i> <i>Self-correct misread words when reading age-appropriate texts and discuss the meaning of new words in context</i> <i>Use dictionaries to check the meaning of words that they have read</i> - Recognise some different forms of poetry [for example, free verse, narrative poetry] Spelling Phonics phase spellings NNS	on a growing knowledge of authors - Identify main ideas drawn from more than one paragraph and summarise these <i>Retrieve and record information from non-fiction</i> <i>Uses text features to locate information e.g. contents, indices, subheadings</i> <i>Self-correct misread words when reading age-appropriate texts and discuss the meaning of new words in context</i> <i>Use dictionaries to check the meaning of words that they have read</i> - Recognise some different forms of poetry [for example, free verse, narrative poetry] Spelling Phonics phase spellings NNS
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- Give well-structured descriptions - Participate in discussions Reading Objectives: <i>Read most words quickly and accurately, without overt sounding and blending, when they have been frequently encountered</i> - Apply their growing knowledge of root words, prefixes and suffixes (etymology and morphology) as listed in English Appendix 1, both to read aloud and to understand the meaning of new words they meet					
Vocabulary: <u>The Tin Forest</u> windswept sifting tropical exotic sprouted perched <u>Our Planet</u> delicate protect conserve seasonal magnificent territory microscopic	Vocabulary: <u>A Walk in London</u> citizen strike rare ambassador sentries ceremony <u>How Santa Really Works</u> wondered international operations facilities communications specific public	Vocabulary: <u>The Iron Man:</u> glowing tumbled scattered guttering twilight unfurled <u>Stone Age</u> Stone Age Paleolithic Neolithic Mesolithic Artefact Ancient Archaeologist	Vocabulary: <u>The Wild Robot</u> sweltering hurricane skittered sloshed methodically survival <u>DK</u> Deciduous Vegetable Common Temperature Germination Reproduction	Vocabulary: <u>The Royal Rabbits</u> proud brave borough London society rustle patter <u>Romans</u> Citizen Conquest Empire Emperor Roman Celtic tribe	Vocabulary: <u>Charlotte’s Web</u> runt injustice weakling wobble blissful snout vanish disappear manure commotion cunning discard
Author of the half term: Anthony Brown	Author of the half term: Julia Donaldson	Author of the half term: Joseph Coelho	Author of the half term: World Book Day	Author of the half term: Beatrix Potter	Author of the half term: Michael Morpurgo
Whole class reading for pleasure Fiction: Anthony Brown	Whole class reading for pleasure Fiction: Julia Donaldson	Whole class reading for pleasure Fiction: Joseph Coelho	Whole class reading for pleasure Favourite Books	Whole class reading for pleasure Fiction: Beatrix Potter	Whole class reading for pleasure Fiction: Michael Morpurgo

And the Colour Monster Non-fiction: Our Planet – David Attenborough Poetry: "I Am..." Poem Art - YouTube	Non-fiction: Non-fiction Assessment prep. Poetry: Julia Donaldson – Poems to Perform	Non-fiction: 24 Hours in the Stone Age – Lan Cook Poetry: I Was Born in the Stone Age POEM Kids' Poems and Stories With Michael Rosen - YouTube	Non-fiction: Dkfindout.com Poetry: I Wandered Lonely as a Cloud (Daffodils) William Wordsworth	Non-fiction: Non-chronological - habitats Poetry: Roman Numerals - YouTube	Non-fiction: The Spider Diaries Poetry: A study of Joseph Coelho The Orchard Book of First Greek Myths by Saviour Pirotta A perfect illustrated primer of Greek Myths. This book includes Theseus and the Minotaur, Odysseus, Pandora, King Midas and more. The year 3 book of myths is a perfect age-appropriate introduction to these classic stories, and also serves as a useful impetus for creative writing. Myths 
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