



Year 3 Reading Medium Term Plan



	Theme	Genre	NC Learning Objectives	VIPERS SKILLS
Aut 1	Athens v Sparta - Conflict in Ancient Greece	Greek Myths -5 weeks	<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. • 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. 	<p>Retrieval focus</p> <ul style="list-style-type: none"> • Use a range of text organisational features to quickly navigate a text and locate information • Confidently skim and scan texts to find specific information • Make precise selections when retrieving information • Use relevant quotes to support their answers to questions • Retrieve and record information from a fiction or non-fiction text. <p>Vocabulary- ongoing</p> <ul style="list-style-type: none"> • Use dictionaries to check the meaning of words that they have read • Use a thesaurus to find synonyms • Discuss why words have been chosen and the effect these have on the reader • Explain how words can capture the interest of the reader • Discuss new and unusual vocabulary and clarify the meaning of these words • Find the meaning of new words using the context of the sentence
		Assessment week		

Areas identified by PiXL Assessments - individual, group and whole class level will offer targeted therapies



Aut 2		<p>Biography of The Grand High Witch - <i>The Witches</i> -3 weeks</p> <p>Instructions for a Witch's spell - <i>The Witches</i> -2 weeks</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. • identifying themes and conventions in a wide range of books • drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence • identifying main ideas drawn from more than 1 paragraph and summarising these • 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 	<p>Prediction focus</p> <ul style="list-style-type: none"> • Justify predictions using evidence from the text • Use relevant prior knowledge as well as details from the text to form predictions and to justify them • Monitor these predictions and compare them with the text as they read on <p>Inference focus</p> <ul style="list-style-type: none"> • Draw inferences from character's feelings, thoughts and motives that justifies their actions. • Consolidate the skill of justifying their inferences using a specific reference point in the text • Use more than one piece of evidence to justify their answer • Ask and answer questions appropriately, including some simple inference questions based on characters' feelings, thoughts and motives (<i>I know this because questions</i>)
		Grammar week PiXL intervention	<i>Areas identified by PiXL Assessments - individual, group and whole class level will offer targeted therapies</i>	





<p>Spr 1</p>	<p>That's All Folks - Film and Animation</p>	<p>Diary <i>The Iron Man</i> -4 weeks</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. • drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence • identifying main ideas drawn from more than 1 paragraph and summarising these • 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 	<p>Inference focus</p> <ul style="list-style-type: none"> • Draw inferences from character's feelings, thoughts and motives that justifies their actions. • Consolidate the skill of justifying their inferences using a specific reference point in the text • Use more than one piece of evidence to justify their answer • Ask and answer questions appropriately, including some simple inference questions based on characters' feelings, thoughts and motives (<i>I know this because questions</i>)
		<p>Grammar week PiXL intervention</p>	<p><i>Areas identified by PiXL Assessments - individual, group and whole class level will offer targeted therapies</i></p>	
<p>Spr 2</p>	<p>May the Force be With You - Forces and Magnets</p>	<p>Mystery story - <i>Star Wars</i> -3 weeks</p> <p>Descriptive settings -<i>Tadeo Jones</i> 2 weeks</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. • identifying themes and conventions in a wide range of books • drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence 	<p>Explain focus:</p> <ul style="list-style-type: none"> • Discuss words and phrases that capture the reader's interest and imagination • Identifying how language, structure, and presentation contribute to meaning • Recognise authorial choices and the purpose of these • Identify themes and conventions in a wide range of books
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<p>Sum 1</p>	<p>Ug! - Stone Age to Celts</p>	<p>Newspaper The Stone Age - <i>Now Press Play</i></p>	<ul style="list-style-type: none"> • discussing words and phrases that capture the reader's interest and imagination • retrieve and record information from non-fiction • drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence • 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. 	<p>Summarise focus/Sequence focus SEQUENCE</p> <ul style="list-style-type: none"> • Recall and sequence the main events from a text • Discuss the sequence of events in books and how items of information are related, and begin to consider non-linear texts <p>SUMMARISE</p> <ul style="list-style-type: none"> • Identify important information to write a brief summary of main points • Identifying main ideas (gist) drawn from more than one paragraph and to summarise these drawing on the key details from within the text • Identify themes from a wide range of books • Summarise whole paragraphs, chapters or texts • Highlight key information and record it in bullet points, diagrams, maps etc
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<p>Sum 2</p>	<p>Under the Canopy - Rainforests</p>	<p>Persuasive letter/information on page- <i>The Next Brazilian Mascot</i></p> <p>Kennings poetry</p>	<ul style="list-style-type: none"> • reading books that are structured in different ways and reading for a range of purposes • preparing poems and play scripts to read aloud and to perform, showing understanding through intonation, tone, volume and action • listening to and discussing a wide range of fiction, poetry, plays, non-fiction and reference books or textbooks • recognising some different forms of poetry [for example, free verse, narrative poetry] • identifying how language, structure, and presentation contribute to meaning 	<p>Review- VIPERS Ensure all VIPERS skills have been covered and revisited as necessary</p> <p>Review and revise key reading skills that are areas of weakness for the cohort.</p>
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YEAR 3-4 National Curriculum Objectives- READING	
<p>Reading - Word Reading</p> <p>Ongoing NC Objectives covered throughout</p>	<p>Pupils should be taught to:</p> <ul style="list-style-type: none">• read further exception words, noting the unusual correspondences between spelling and sound, and where these occur in the word.
<p>Reading - Comprehension</p> <p>Ongoing NC Objectives covered throughout</p>	<p>Pupils should be taught to:</p> <ul style="list-style-type: none">• develop positive attitudes to reading, and an understanding of what they read, by:<ul style="list-style-type: none">◦ using dictionaries to check the meaning of words that they have read◦• understand what they read, in books they can read independently, by:<ul style="list-style-type: none">◦ 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◦ predicting what might happen from details stated and implied