

Year 3 Reading Programmes of Study

Purpose of Study:

English has a pre-eminent place in education and in society. A high-quality education in English will teach pupils to speak and write fluently so that they can communicate their ideas and emotions to others, and through their reading and listening, others can communicate with them. Through reading in particular, pupils have a chance to develop culturally, emotionally, intellectually, socially and spiritually. Literature, especially, plays a key role in such development. Reading also enables pupils both to acquire knowledge and to build on what they already know. All the skills of language are essential to participating fully as a member of society; pupils who do not learn to speak, read and write fluently and confidently are effectively disenfranchised.

Subject Content:

By the beginning of year 3, pupils should be able to read books written at an age-appropriate interest level. They should be able to read them accurately and at a speed that is sufficient for them to focus on understanding what they read rather than on decoding individual words. They should be able to decode most new words outside their spoken vocabulary, making a good approximation to the word's pronunciation. As their decoding skills become increasingly secure, teaching should be directed more towards developing their vocabulary and the breadth and depth of their reading, making sure that they become independent, fluent and enthusiastic readers who read widely and frequently. They should be developing their understanding and enjoyment of stories, poetry, plays and non-fiction, and learning to read silently. They should also be developing their knowledge and skills in reading non-fiction about a wide range of subjects. They should be learning to justify their views about what they have read: with support at the start of year 3 and increasingly independently by the end of year 4. As in key stage 1, pupils who are still struggling to decode need to be taught to do this urgently through a rigorous and systematic phonics programme so that they catch up rapidly with their peers. If they cannot decode independently and fluently, they will find it increasingly difficult to understand what they read and to write down what they want to say. As far as possible, however, these pupils should follow the year 3 and 4 programme of study in terms of listening to new books, hearing and learning new vocabulary and grammatical structures, and discussing these.

Previous Learning	Previous end point knowledge the pupils must remember to ensure learning stays in the long term memory. Please review previous learning to check pupils' understanding, identify and correct misunderstandings. This will ensure pupils embed key concepts in their long-term memory and apply them fluently. Revisiting previous learning will allow pupils to transfer key knowledge to long-term memory.
Current Knowledge & Skills	The new knowledge and skills must allow pupils to transfer key knowledge to long-term memory. New knowledge and skills will build on what has been taught before and pupils will work towards the clearly defined end points.
End Point of Unit	The key content the pupils need to know. Assessment is used to check pupils' understanding and to help pupils embed and use knowledge fluently and develop their understanding

Year 3 READING

Over the course of the year, the children will develop the same skills with growing sophistication as applied to a broad range of texts of increasing complexity of vocabulary and themes. They will increase familiarity with a wide range of books, reading for a range of different purposes - myths, legends, traditional stories from a range of cultures and traditions, modern fiction, fiction from our literary heritage; a range of forms of poetry, plays, a variety of purposes of nonfiction.

FLUENCY, WORD READING AND VOCABULARY

Most pupils will not need further direct teaching of word reading skills: they are able to decode unfamiliar words accurately, and need very few repeated experiences of this before the word is stored in such a way that they can read it without overt sound-blending. They should demonstrate understanding of figurative language, distinguish shades of meaning among related words and use age-appropriate, academic vocabulary. As in key stage 1, however, pupils who are still struggling to decode need to be taught to do this urgently through a rigorous and systematic phonics programme so that they catch up rapidly with their peers. If they cannot decode independently and fluently, they will find it increasingly difficult to understand what they read and to write down what they want to say. As far as possible, however, these pupils should follow the year 3 and 4 programme of study in terms of listening to new books, hearing and learning new vocabulary and grammatical structures, and discussing these.

At this stage, teaching comprehension should be taking precedence over teaching word reading directly. Any focus on word reading should support the development of vocabulary. When pupils are taught to read longer words, they should be supported to test out different pronunciations. They will attempt to match what they decode to words they may have already heard but may not have seen in print [for example, in reading 'technical', the pronunciation /tɛfɪnɪkəl/ ('tetchnical') might not sound familiar, but /tɛknɪkəl/ ('teknical') should].

When teachers are reading with or to pupils, attention should be paid to new vocabulary – both a word's meaning(s) and its correct pronunciation.

Pupils will need to be exposed to new vocabulary 8-12 times (listening and reading) before they will be able to use it independently.

Previous Learning		New Knowledge Content	Skill development	End Point of Unit
Revisiting previous learning to transfer key knowledge to long-term memory.		What will the pupils know at the end of this unit that they didn't know before?	How they will show and apply their new knowledge	Assessment of learning at end point
Reading texts: Link to text map	By the beginning of year 3, pupils should be able to read books written at an age appropriate interest level. They should be able to read them accurately and at a speed that is sufficient for them to focus on understanding what they read rather than on decoding individual words. They should be able to decode most new words outside their spoken vocabulary, making a good approximation to the word's pronunciation.	I will know: <ul style="list-style-type: none"> ● Further exception words, noting the unusual correspondences between spellings and sounds, and where these occur in the word (Sounds Write) ● That I can work out many unfamiliar words using the root ● Vocabulary relevant to the topic studied ● To use the first letters in a word to check the meaning in a dictionary <p>Polysyllabic/Spelling: See Year 3 Writing Curriculum https://docs.google.com/document/d/14HIXyS35i-RcFwKHrT8yZmSutoAR_wzE/edit?usp=sharing&ouid=118342443763641101854&rtpof=true&sd=true</p>	I will know how to: <ul style="list-style-type: none"> ● Read with 91% accuracy ● 90-140 words per minute ● Apply growing knowledge of root words, prefixes and suffixes (morphology and etymology) to read aloud and to understand the meaning of new words: <i>un, dis, mis, ation, ly, sure, tion</i> ● Use new vocabulary appropriately and precisely ● Understand nuances in vocabulary choice and age-appropriate, academic vocabulary. This involves consolidation, practice and discussion of language. ● Use dictionaries to check the meaning of words they have read 	Pupils' knowledge of language, gained from stories, plays, poetry, non-fiction and textbooks, will support their increasing fluency as readers, their facility as writers, and their comprehension. Evaluating and Editing (Year 3 content)

COMPREHENSION

The knowledge and skills that pupils need in order to comprehend are very similar at different ages: the programmes of study for comprehension in years 3 and 4 and years 5 and 6 are similar: the complexity of the writing increases the level of challenge.

Good comprehension draws from linguistic knowledge (in particular of vocabulary and grammar) and on knowledge of the world. Comprehension skills develop through pupils' experience of high-quality discussion with the teacher, as well as from reading and discussing a range of stories, poems and non-fiction. All pupils must be encouraged to read widely across both fiction and non-fiction to develop their knowledge of themselves and the world in which they live, to establish an appreciation and love of reading, and to gain knowledge across the curriculum. Reading widely and often increases pupils' vocabulary because they encounter words they would rarely hear or use in everyday speech. Reading also feeds pupils' imagination and opens up a treasure-house of wonder and joy for curious young minds.

Pupils will be taught to read as a reader, identifying the audience and purpose of the text and what the text is trying to do to them as a reader before using the strategies to build up to inference.

Previous Learning		New Knowledge Content	Skill development	End Point of Unit
Revisiting previous learning to transfer key knowledge to long-term memory.		What will the pupils know at the end of this unit that they didn't know before?	How they will show and apply their new knowledge	Assessment of learning at end point
<p>Reading texts: Link to text map</p>	<p>Pupils' knowledge of language, gained from stories, plays, poetry, non-fiction and textbooks, will support their increasing fluency as readers, their facility as writers, and their comprehension.</p> <p>Previous Learning Year 2 Knowledge:</p> <p>Books:</p> <ul style="list-style-type: none"> The significance of the title and significant events You can infer something which you have not directly read <p>Poetry:</p> <ul style="list-style-type: none"> Know by heart and recite a range of poems and rhymes by heart 	<p>Text purpose:</p> <p>I will know:</p> <ul style="list-style-type: none"> That writers create texts to create a particular effect on the reader <p>Comprehension strategies:</p> <p>I will know:</p> <ul style="list-style-type: none"> What the strategy is, how the strategy is used and why and when to use the strategy. That I can combine strategies. To retrieve and record information from non-fiction texts <p>Strategies - I will know:</p> <ul style="list-style-type: none"> To clarify and check that the text makes sense, discussing my understanding and exploring the meaning of words in context To ask questions to improve my understanding To draw inferences such as inferring 	<p>Text purpose:</p> <p>I will know how to:</p> <ul style="list-style-type: none"> Identify the intended audience and purpose of the text Bring my prior knowledge as reader to help understand the text: presentational devices, language choice, structures Identify what the text does to me as a reader <p>Comprehension strategies:</p> <p>I will know how to:</p> <p>Retrieve:</p> <ul style="list-style-type: none"> Retrieve, record and present information (including from non-fiction texts), using different points within and across the text Combine information from more than one source <p>Deduce/Clarify:</p> <ul style="list-style-type: none"> Check the text makes sense by discussing my understanding Retell the text orally <p>Questioning:</p> <ul style="list-style-type: none"> Ask questions to clarify 	<p>The knowledge and skills that pupils need in order to comprehend are very similar at different ages. Pupils should continue to apply what they have already learnt to more complex writing.</p>

- What you like about the poem/rhyme
- Stories:**
- Join in with phrases in a familiar traditional tale
 - Retell a key story/fairy story/traditional tale using key characteristics
- Non-fiction:**
- Understand a non-fiction you cannot read yourself
- Year 2 Skills:**
- You will know how to:**
- Check text makes sense and correct themselves as they read
 - Discuss and link the meanings of new words to words we already know
 - Draw on background information / given vocabulary to understand a book
 - Explain clearly your understanding of what has been read to them
 - Make simple inferences on the basis of what is said and done
 - Make simple predictions on what may happen next based on what has happened so far

- characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence
- To **predict** what might happen from details stated and implied
 - To identify the main ideas drawn from more than one paragraph and **summarise** these

Making meaning:

- That **language, structure and presentation contribute to meaning**
- That specific words and phrases will capture interest and imagination
- Themes and conventions in the texts studied
- That there will be similarities in characters, settings, structures in different texts
- Figurative language: similes, metaphors, personification

Reading into writing:

I will know that:

- organisational devices support the intended reader for the intended purpose *[for example, headings and sub-headings]*
- grammar and vocabulary choices support the intended reader for the intended purpose *(eg technical and precise language, precise description - or deliberately vague description for purpose)*

Infer:

- Infer characters' feelings, thoughts and motives (viewpoint/relationship/mood) from clues in the text
- Justify inference with evidence from the text (PEE)

Prediction:

- Predict what might happen from details stated and implied and making links using knowledge of other texts.

Summarising:

- Identify the main ideas from more than one paragraph and summarise these (including key themes and ideas behind the text)

Making meaning:

Purpose/Evaluation:

- **Identify how language, structure and presentation contribute to meaning**
- Discuss and evaluate how authors use language to impact on the reader (including particular language choices in particular places and figurative language)
- Distinguish between statements of fact and opinion
- Identify and discuss themes in texts (such as the triumph of good over evil or the use of magical devices in fairy stories and folk tales)
- Identify and discuss conventions in texts (such as the greeting in letters, a diary written in the first person or the use of presentational devices such as numbering and headings in instructions)
- Providing reasons and justifications for my views (PEEL)
- Make comparisons between characters,

	<ul style="list-style-type: none"> ● Link what you have read to your own experiences ● Take turns and listen to what others say about books 	<ul style="list-style-type: none"> ● description of settings and characters build themes <p>Vocabulary: metaphor, simile, personification, onomatopoeia, alliteration, imagery, style, effect.</p>	<p>within and across books</p> <ul style="list-style-type: none"> ● Use technical and other terms needed for discussing what they hear and read ● Use contents pages and indexes to locate information 	
--	---	--	--	--

READING FOR PLEASURE

As their decoding skills become increasingly secure, teaching should be directed more towards developing their vocabulary and the breadth and depth of their reading, making sure that they become independent, fluent and enthusiastic readers who read widely and frequently. They should be developing their understanding and enjoyment of stories, poetry, plays and non-fiction, and learning to read silently. They should also be developing their knowledge and skills in reading non-fiction about a wide range of subjects. They should be learning to justify their views about what they have read: with support at the start of year 3 and increasingly independently by the end of year 4.

*Pupils should be taught to use the skills they have learnt earlier and continue to apply these skills to read for different reasons, including for pleasure, or to find out information and the meaning of new words. Pupils should continue to have opportunities to listen frequently to stories, poems, nonfiction and other writing, including whole books and not just extracts, so that they build on what was taught previously. In this way, they also meet books and authors that they might not choose themselves. Pupils should also have opportunities to exercise choice in selecting books and be taught how to do so. **Pupils should be reading widely and frequently, outside as well as in school, for pleasure and information.***

Reading, re-reading, and rehearsing poems and plays for presentation and performance give pupils opportunities to discuss language, including vocabulary, extending their interest in the meaning and origin of words. Pupils should be encouraged to use drama approaches to understand how to perform plays and poems to support their understanding of the meaning. These activities also provide them with an incentive to find out what expression is required, so feeding into comprehension.

	<p>Pupils should be able to prepare readings, with appropriate intonation to show their understanding, and should be able to summarise and present a familiar story in their own words. They should be able to read silently, with good understanding, inferring the meanings of unfamiliar words, and then discuss what they have read.</p>	<p>I will know:</p> <ul style="list-style-type: none"> ● To read texts that are structured in different ways and for a range of purposes: <ul style="list-style-type: none"> ○ to entertain (<i>eg narrative descriptions, poetry, characters/settings</i>) ○ to inform (<i>eg explanation, recount, letter, biography, newspaper article</i>) ○ to persuade (<i>eg advertising, letter, speech, poster</i>) ● To read an increasingly wide range of fiction, including fairy stories, myths and legends ● To read and recognise some different forms of poetry (<i>range of forms and opportunities ie narrative poems, free verse based on themes or issues studied, old English language, onomatopoeia, cinquain, poetic effects: similes, metaphors, personification, onomatopoeia, alliteration</i>) ● To learn a range of poems by heart 	<p>I will know how to:</p> <ul style="list-style-type: none"> ● Select books (exercising choice) ● Show positive attitudes to reading ● Read silently ● Recommend books I have read, giving reasons ● Listen to and discuss a wide range of fiction, poetry, plays, non-fiction and reference books or textbooks ● Retell stories orally ● Participate in discussions about books (read to me and ones I have read myself), with explanations and asking questions, taking turns and listening to what others say ● Discuss words and phrases that capture the reader's interest and imagination ● Use language confidently to participate in drama, formal presentations and debate 	<ul style="list-style-type: none"> ● To read an increasingly wide range of fiction, including myths, legends and traditional stories, modern fiction, fiction from our literary heritage, and books from other cultures and traditions ● To read (and discuss) a range of poetry (<i>range of forms and opportunities ie narrative poems, different dialects, alliteration and assonance, comic verse, nonsense verse, figurative and poetic language: similes, metaphors, personification,</i>
--	--	---	--	---

- To read an increasingly wide range of plays, non-fiction and reference books or textbooks

Poetry:

- Prepare poems and play scripts to read aloud and to perform, showing understanding through intonation, tone, volume and action which support the meaning

onomatopoeia, alliteration, assonance)

- To learn a range of poems by heart
- To read an increasingly wide range of plays, non-fiction and reference books or textbooks