

# Year 3 Reading

	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
<b>YEAR 3</b>	Using the texts listed below - the text mapping demonstrates increasing complexity (complexity of language, complexity of sentence structure, complexity of narrative structure, variety of audience and variety of purpose) <ul style="list-style-type: none"> <li>● <i>I will know how to identify the intended audience and purpose of a text</i></li> <li>● <i>I will know how to retrieve information from a text</i></li> <li>● <i>I will know how to define the meaning of vocabulary in a text</i></li> <li>● <i>I will know how to define the impact of vocabulary choices on the reader</i></li> <li>● <i>I will know how to infer meaning from a text</i></li> <li>● <i>I will know how to explain and justify my inferences</i></li> <li>● <i>I will know how texts work cohesively as a whole</i></li> <li>● <i>I will know how writers make deliberate choices to impact the reader</i></li> <li>● <i>I will know how to read a range of texts for pleasure and for information</i></li> </ul>					
	<ul style="list-style-type: none"> <li>● The Twits</li> <li>● Matilda</li> <li>● Stone Age Boy</li> <li>● The Day the Crayons Quit -</li> <li>● <b>I Was Born In the Stone Age</b> - Michael Rosen</li> <li>● <b>In the Moonlight</b> - Yosa Buson</li> </ul>	<ul style="list-style-type: none"> <li>● How to wash a woolly mammoth</li> <li>● The Boy with the Bronze Axe</li> <li>● The Small Miracle</li> <li>● The Pebble in My Pocket</li> <li>● <b>The Flint</b> - Christina Rosetti</li> </ul>	<ul style="list-style-type: none"> <li>● Escape from Pompeii</li> <li>● When the Giant Stirred</li> <li>● Natural Disasters DIY Manual</li> <li>● <b>Please Mrs Butler</b> - Allan Ahlberg</li> </ul>	<ul style="list-style-type: none"> <li>● The Cloud Tea Monkeys</li> <li>● Mufaro's Beautiful Daughters</li> <li>● The Three Little Wolves and the Big Bad Pig</li> <li>● The Thrifty Guide to Ancient Rome</li> <li>● <b>Clouds</b> - Christina Rosetti</li> </ul>	<ul style="list-style-type: none"> <li>● The Firework Maker's Daughter</li> <li>● The Fastest Boy in Boy in the World</li> <li>● The Story of Tutankhamun - specifically, Howard Carter discovering tomb</li> <li>● <b>Dazzledance</b> - John Rice</li> </ul>	<ul style="list-style-type: none"> <li>● I Survived the San Francisco Earthquake, 1906</li> <li>● The Mousehole Cat</li> <li>● Earth Shattering Events</li> <li>● <i>Revisit Natural Disasters DIY Manual - earthquake pages</i></li> <li>● <b>Sometimesish Sea</b> - Pauline Stewart</li> </ul>
	<ul style="list-style-type: none"> <li>● I know how to read fluently at 90 words per minute</li> <li>● I know how to decode age appropriate vocabulary</li> <li>● I know how to read a range of stories, poetry, plays and non-fiction silently</li> </ul> <ul style="list-style-type: none"> <li>● I know how to retrieve information from a text: use organisational features to find information (contents, index, subheadings, diagrams)</li> <li>● I know how to apply my knowledge of etymology and morphology to read aloud and understand the meaning of new words</li> <li>● I know the conventions of different types of writing, including themes within stories</li> <li>● I know how to use clues from the text to infer characters' thoughts and feelings from their actions</li> <li>● I know how to predict what might happen from the details stated</li> <li>● I know the main ideas from the a paragraph or section and how to summarise these</li> <li>● I know how language and presentation contribute to meaning</li> </ul>					