

Year 3

Reading Word (Decoding)

Skills Phonics and decoding	<p style="text-align: center;"><u>Objective</u></p> <p>To use their phonic knowledge to decode quickly and accurately. Including to address unfamiliar or challenging words.</p> <p>To apply their knowledge of root words and prefixes including in, im, il, ir dis,mis,un,re,sub,inter,super,anti,auto to begin to read aloud.</p> <p>To apply their knowledge of root words and suffixes including ation, ly, ous, ture, sure, sion, tion, ssion, cian when reading aloud</p>	<p style="text-align: center;"><u>What you will see in the classroom.</u></p> <ul style="list-style-type: none"> Phonics teaching of those who didn't pass the re-take of the phonics screening – Read Write inc. (lowest 20%) Daily individual reading for those who need it. (Daily reader card in the reading folder) (lowest 20%- daily readers) Interventions – Teach a Monster (lowest 20%) All children have access to Rapid Read online and are encouraged to use this as much as possible at home. Books changed regularly and monitored closely by teacher and LSA. Lexia intervention for those identified as significantly below their chronological age for reading - pending ECHP (lowest 20%) Links to spelling - Spelling shed, Topical Resources-Look, Cover, Spell. Adopt a reader for those who are identified as needing support – reading frequently to the 'adopted' adult. Repetition of taught phonics sounds in morning and afternoon work to consolidate. Reading miles display to show the frequency of home reading. Teachers modelling reading(decoding)through the use of WAGOLLS and quality texts in shared reading sessions in English and across the wider curriculum.
Common exception words	<p>To read Y3/4 common exception words - noting unusual correspondence between spelling and sound.</p>	
Fluency	<p>At this stage the teaching of comprehension skills in WCR sessions will take precedence over teaching word reading and fluency specifically.</p> <p>To read with fluency a range of age appropriate text types – including fairy stories, myths and legends, poetry, plays, non-fiction books - reading at a speed sufficient for them to focus on understanding with some support.</p> <p>To focus on word reading which will support the development of vocabulary in the vocabulary sessions.</p> <p>To determine the meaning of new words by sometimes applying knowledge of root words and their affixes eg: disagree, misbehave, incorrect.</p> <p>To read aloud books, sounding out unfamiliar words accurately and showing appropriate intonation and volume.</p> <p>To recognise punctuation and use correctly to help read</p>	

Reading Comprehension

	<p><u>Objective</u></p> <p>To check that the text makes sense to them, discussing their understanding and explaining the meaning of words in context – Vocab.</p> <p>To discuss words and phrases that capture the reader's interest and imagination.</p> <p>To ask questions to improve their understanding of a text.</p>	<p style="text-align: center;"><u>What you will see in the classroom.</u></p> <ul style="list-style-type: none"> Daily individual reading for some (Daily reading card in the reading folder.) (lowest 20%- daily readers)
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Herne Junior School's Reading Curriculum Progression

<p>Understanding and becoming familiar with text.</p>	<p>To identify how language, structure and presentation contribute to meaning eg: trembling indicates that the child is scared; text box provides a list of quick facts</p> <p>To identify main ideas drawn from more than one paragraph and summarising these.</p> <p>To Increase their familiarity with a wide range of books.</p> <p>To identify themes and conventions in a wide range of books.</p> <p>To listen to and discuss a wide range of fiction, poetry, non-fiction and reference books or textbooks.</p> <p>To read books that are structured in different ways and read for a range of purposes – sometimes at a level beyond that, which they can read independently.</p> <p>To 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> <p>To explain and discuss their understanding of the text eg: explain events; describe a character's actions.</p> <p>To draw inferences and justify with evidence eg: characters' feelings, thoughts and motives from their actions or words.</p> <p>To predict what might happen from simple details both stated and implied.</p>	<ul style="list-style-type: none"> • Class reader (for pleasure) – discussion summarising. • Vocabulary (words of the week) – pre read activity. Encouraging children to use new vocabulary in other subjects. • Whole class reading –linked to class text. Minimum of three times a week. Differentiated activities. • Performance poem learnt and performed. • Poetry and other writing in English lessons performed to an audience – Performance grid completed. • Quality Fiction and non- fiction text used in other curriculum areas to research and gather information. • Reading scrap books in the classrooms to enthuse children about a range of books. • Reading displays and areas in all classrooms.
<p>Non- Fiction</p>	<p>To retrieve and record information from non-fiction.</p> <p>To identify their characteristics and recognise typical presentational features</p>	
<p>Poetry and Performance</p>	<p>To prepare poems to read aloud and to perform, showing understanding through intonation, tone, volume and action.</p> <p>To recognise some different forms of poetry.</p>	

VIPERS

<p>Vocabulary</p> 	<p>Using dictionaries to check the meaning of words that they have read.</p> <p>Identify and discuss the meaning of words in context e.g. I think 'generous' means kind because he gave his money away.</p> <p>Identify words and phrases that capture the reader's interest and contribute to the meaning of the text. E.g. it says gobbled, which tells you he was eating it greedily and quickly. The author's used powerful verbs like flushed, drifting, sneaked, pluck.</p>
<p>Inference</p> 	<p>To ask and answer questions appropriately, including some simple inference questions based on characters' feelings, thoughts and motives.</p> <p>Draw inferences about characters' thoughts and actions. e.g. I think the boy really misses his dad because he cries when he sees his friends with their dads.</p> <p>Justify inferences with a single piece of evidence from the text to support one specific point. E.g. I know this because...</p>
<p>Predictions</p> 	<p>To justify predictions using evidence from the text.</p> <p>Predict what may happen based on both what has been stated (obvious) and implied (less obvious) e.g. I think mum will get cross because Tom knew he shouldn't have lied.</p>

Herne Junior School's Reading Curriculum Progression

<p>Explanation</p> 	<p>Discuss words and phrases that capture the reader's interest and imagination. Identify how language, structure, and presentation contribute to meaning. Identify the language conventions of non-fiction in relation to the text type (see range). Identify the over-arching theme of a text e.g. honesty, loneliness, good overcoming evil. Identify the structural conventions of non-fiction in relation to the text type (see range). Identify how the structure and presentation of texts contributes to the meaning e.g. shape poems, rhyme in rap, direction/size of print in 'Emily Brown and the Thing'.</p>
<p>Retrieval</p> 	<p>To retrieve and record information from a fiction text. Use contents and sub-headings to locate relevant information. Identify a main topic to research, independently and through shared reading.</p>
<p>Summarise</p> 	<p>Identify main ideas drawn from more than one paragraph and summarise these. Summarise the main idea/s within a paragraph or section e.g. this paragraph is about how Harry is feeling. This paragraph is about how penguins feed. Make notes from one source to capture key information about a topic through recording or highlighting sentences/key words e.g. information about penguins' habitat.</p>
<p>Whole Class Reading Text</p>	<p>Reading Explorers Lob – Linda Newbery Matilda – Roald Dahl Summer TBC</p>