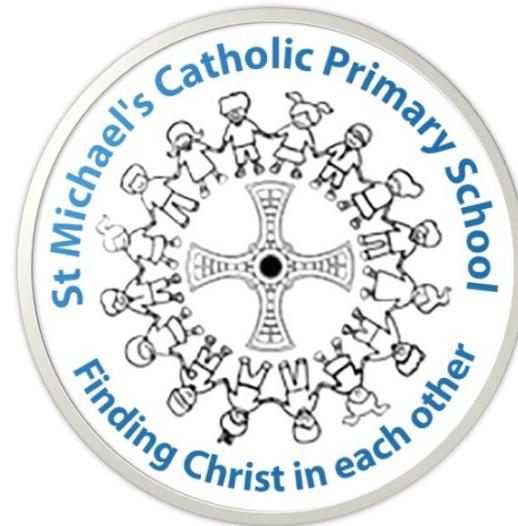


St Michael's Catholic Primary School



Reading Scheme Overview of Knowledge and Skills

Year 3

Year 3					
Autumn 1	Texts	Word reading	Comprehension	Skills and strategies	Content domains (grouped skills focus)
Unit A - Forces, magnets and rocks	My Book of Rocks and Minerals by Dorling Kindersley	Apply 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 read further exception words, noting the unusual correspondences between spelling and sound, and where these occur in the word	<ul style="list-style-type: none"> • Read a range of books that are structured in different ways and read for a range of purposes • Identify how language, structure and presentation contribute to meaning • Check that the text makes sense to them, discuss their understanding and explain the meaning of some words in context • Retrieve and record some information from non-fiction • Predict what might happen from details stated and some which are implied 	<ul style="list-style-type: none"> • Recognise and read many Year 3&4 Word List words • Read aloud using punctuation to aid expression including speech • Self-correction, including re-reading and reading ahead • Skim to gain an overview of a text, e.g. topic, purpose • Identify different purposes of texts, e.g. to inform, instruct, explain • Read short information texts independently with concentration 	2a give / explain the meaning of words in context 2b retrieve and record information / identify key details from fiction and non-fiction 2e predict what might happen from details stated and implied 2f identify / explain how information / narrative content is related and contributes to meaning as a whole
	Forces in Action by Rob Coulson				
	The Force That is Friendship by Katie Prescott				
	Forces of Nature by Jane Goulbourne				
	The Wild Robot by Peter Brown				
	The Robot and the Bluebird David Lucas				
	The Tin Forest by Helen Ward and Wayne Anderson				

Year 3					
Autumn 2	Texts	Word reading	Comprehension	Skills and strategies	Content domains (grouped skills focus)
Unit B- Reading breadth: Stories and poetry	<p>Leon and the Place Between by Angela McAllister and Grahame Baker-Smith</p> <p>Charlotte's Web by E.B. White</p> <p>Varjak Paw by SF Said</p> <p>Hot like Fire and Other Poems by Valerie Bloom: - Seasons - The Sun is a Jack in the Box - I'm not a kid</p>	<ul style="list-style-type: none"> Apply 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 Read further exception words, noting the unusual correspondences between spelling and sound, and where these occur in the word 	<ul style="list-style-type: none"> Increase their familiarity with a wide range of stories Use dictionaries to check the meaning of many unknown words that they have read Predict what might happen from details stated and some which are implied Recognise some different forms of poetry [for example, free verse, narrative poetry] Ask some questions to improve their understanding of a text Prepare short poems to read aloud and to perform, showing some understanding through intonation, tone, volume and action 	<ul style="list-style-type: none"> Recognise and read many Year 3&4 Word List words Read aloud using punctuation to aid expression including speech Self-correction, including rereading and reading ahead 	<p>2e predict what might happen from details stated and implied</p> <p>2a give / explain the meaning of words in context</p>

Year 3					
Spring 1	Texts	Word reading	Comprehension	Skills and strategies	Content domains (grouped skills focus)
Unit C - Rivers and mountains	<p>Rivers and Mountains by Joanna Brundle</p> <p>Rivers by Rebecca Kahn</p> <p>In the Green Mountains by Jessie Belle Rittenhouse</p> <p>To a Mountain Stream by Kate Slaughter McKimmie</p> <p>The Sound of Music Lyrics</p> <p>Climbing Song by Ruby Archer</p> <p>King of the Cloud Forests by Michael Morpurgo</p> <p>Where the Mountain meets the Moon by Grace Lin</p>	<ul style="list-style-type: none"> Apply 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 read further exception words, noting the unusual correspondences between spelling and sound, and where these occur in the word 	<ul style="list-style-type: none"> Read a range of books that are structured in different ways and read for a range of purposes Identify how language and structure contribute to meaning Identify main ideas drawn from more than one paragraph and summarise these Draw inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying many inferences with evidence Retrieve and record some information from non-fiction 	<ul style="list-style-type: none"> Recognise and read most Year 3&4 Word List words Skim to gain an overview of a text, e.g. topic, purpose Identify how texts are organised, e.g. lists, numbered points, diagrams with arrows, tables and bullet points Look for specific information in texts using contents, indexes, glossaries, dictionaries Identify and use text features, e.g. titles, headings and pictures, to locate and understand specific information Re-reading sentences for clarity 	<p>2c summarise main ideas from more than one paragraph</p> <p>2f identify / explain how information / narrative content is related and contributes to meaning as a whole</p> <p>2d make inferences from the text / explain and justify inferences with evidence from the text</p>

Year 3					
Spring 2	Texts	Word reading	Comprehension	Skills and strategies	Content domains (grouped skills focus)
Unit D - Reading Breadth: Fairy stories and poetry	<p>The Princess and the Pea by Lauren Child</p> <p>The Princess' Blankets by Carol Ann Duffy</p> <p>The Snow Queen Retold by Sarah Lowes</p> <p>From Fire Burn, Cauldron Bubble Chosen by Paul Cookson: - Witchy Magic – Mary Serenc - How do Dragons Fly? Liz Brownlee - Ooshus Magooshus –Joshua Seigal</p>	<ul style="list-style-type: none"> Apply 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 read further exception words, noting the unusual correspondences between spelling and sound, and where these occur in the word 	<ul style="list-style-type: none"> Increase their familiarity with a wide range of books, including fairy stories Identify simple themes and conventions in an increasing range of books Draw inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying many inferences with evidence Recognise some different forms of poetry [for example, free verse, narrative poetry] Prepare short poems to read aloud and to perform, showing some understanding through intonation, tone, volume and action 	<ul style="list-style-type: none"> Recognise and read most Year 3&4 Word List words Read aloud with attention to punctuation, including full stops, question, exclamation and speech marks and intonation Re-reading sentences for clarity 	<p>2d make inferences from the text / explain and justify inferences with evidence from the text</p> <p>2h make comparisons within the text</p>

Year 3					
Summer 1	Texts	Word reading	Comprehension	Skills and strategies	Content domains (grouped skills focus)
Unit E - The Egyptians	<p>The Genius of The Ancient Egyptians by Sonya Newland</p> <p>Life in Ancient Egypt by Angela McDonald</p> <p>Cinderella of the Nile by Beverley Naidoo</p> <p>Secrets of a Sun King by Emma Carroll</p> <p>The Naughty Little Egyptian by Mary Mapes Dodge</p>	<ul style="list-style-type: none"> Apply 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 read further exception words, noting the unusual correspondences between spelling and sound, and where these occur in the word 	<ul style="list-style-type: none"> Read a range of books that are structured in different ways and read for a range of purposes Identify simple themes and conventions in an increasing range of books Discuss some words and phrases that capture the reader's interest and imagination Identify how language and structure contribute to meaning Retrieve and record some information from non-fiction 	<ul style="list-style-type: none"> Recognise and read allYear 3&4 Word List words with automaticity Enhance understanding in information text through, e.g. illustration, photographs, diagrams and charts Skim to gain an overview of a text, e.g. topic, purpose Look for specific information in texts using contents, indexes, glossaries, dictionaries 	<p>2f identify / explain how information / narrative content is related and contributes to meaning as a whole</p> <p>2h make comparisons within the text</p> <p>2g identify / explain how meaning is enhanced through choice of words and phrases</p>

Year 3					
Summer 2	Texts	Word reading	Comprehension	Skills and strategies	Content domains (grouped skills focus)
Unit F - Stories and plays and poetry - different forms	<p>Pippi Longstocking by Astrid Lindgren</p> <p>Harry the Poisonous Centipede by Lynne Reid Banks</p> <p>Stig of the Dump by Clive King</p> <p>Welcome To My Crazy Life by Joshua Seigal</p> <p>- Can't Bear It!</p> <p>- Anxiety</p> <p>- Mrs Ironbladder</p> <p>- The Both of Us</p> <p>- The World's Worst Poet</p>	<ul style="list-style-type: none"> Apply 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 Read further exception words, noting the unusual correspondences between spelling and sound, and where these occur in the word 	<ul style="list-style-type: none"> Increase their familiarity with a wide range of books Identify simple themes and conventions in an increasing range of books Discuss some words and phrases that capture the reader's interest and imagination Recognise some different forms of poetry [for example, free verse, narrative poetry] Prepare short plays to read aloud and to perform, showing some understanding through intonation, tone, volume and action 	<ul style="list-style-type: none"> Recognise and read all Year 3&4 Word List words with automaticity Read aloud with attention to punctuation, including full stops, question, exclamation and speech marks and intonation 	<p>2f identify / explain how information / narrative content is related and contributes to meaning as a whole</p> <p>2h make comparisons within the text</p> <p>2g identify / explain how meaning is enhanced through choice of words and phrases</p>