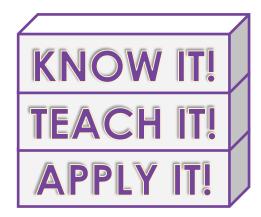




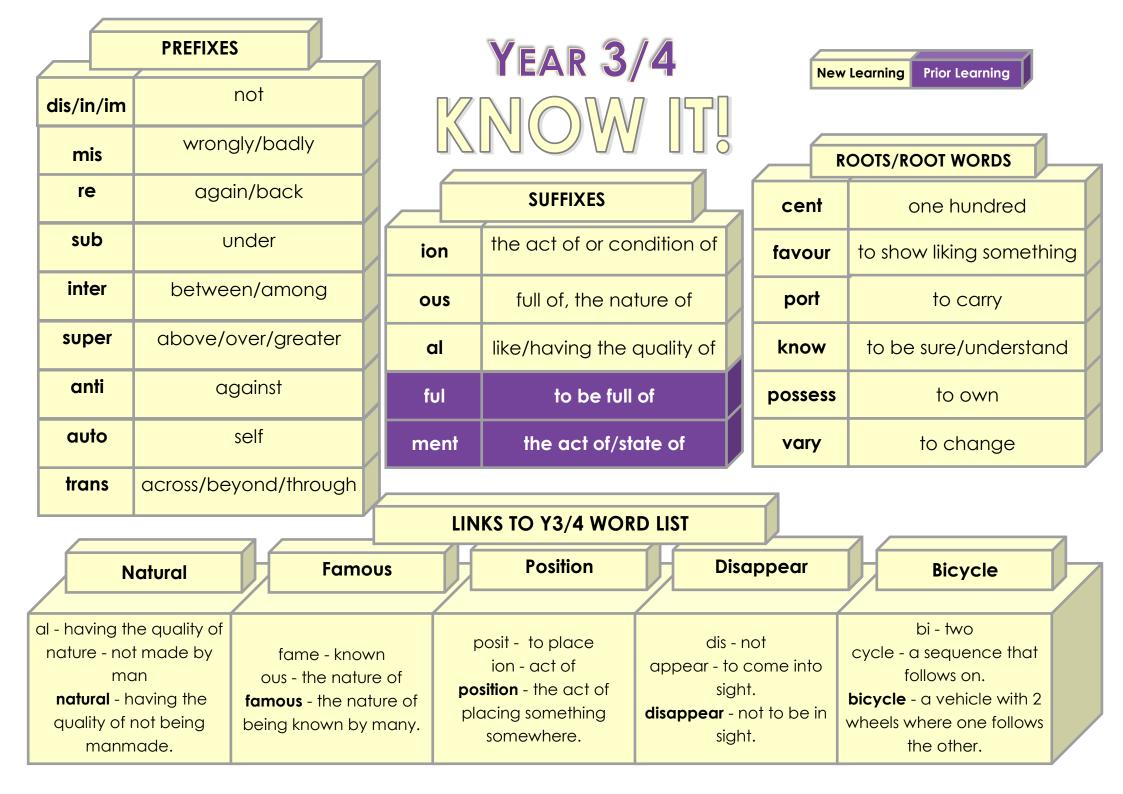
# **READING CURRICULUM**



Sponsored by











#### **DECODING & WORD RECOGNITION**

#### Children should be taught to:

- read further exception words, noting the unusual correspondences between spelling and sound, and where these occur in the word;
- apply their growing knowledge of root words, prefixes and suffixes to read aloud;
- apply phonic knowledge and skills as the route to decode words;
- Respond with the correct sound to graphemes for all 40+ phonemes, including, alternative sounds for graphemes;
- Read accurately by blending sounds in unfamiliar words containing GPCs that have been taught.

#### **GRAMMAR, STRUCTURE & LAYOUT**

### Children should be taught to deepen their understanding of texts they read independently through:

- identifying how language, structure and presentation contribute to meaning;
- reading books that are structured in different ways;
- increase vocabulary and grammatical awareness to identify the differences between spoken and written language.

#### **GRAMMATICAL FEATURES**

- recognise plurals and collective nouns;
- recognise pronouns and how they are used;
- identify and discuss how adjectives and verbs bring reading to life;
- recognise adverbs and how they are used in their reading;
- identify powerful verbs within reading.

#### COMPREHENSION

### Children should be taught to deepen their understanding of texts they read independently through:

- checking that the text makes sense to them and discussing their understanding;
- asking questions to improve their understanding of the text;
- identifying themes and conventions in a wide range of books.

#### RETRIEVAL

- Use skimming and scanning skills to look through the text and locate key words/dates/facts/information/sections.
- Order events across longer texts within both narrative and nonnarrative.
- Match statements from reading to true or false answers.

#### **SUMMARISING**

- Summarising the main events or significant ideas from individual paragraphs both orally and in note-form.
- Discuss key parts of factual processes linked to learning in other subjects.

#### **INFERENCE**

- Make more detailed predictions about what might happen from details stated and implied.
- Explain characters' possible feelings, thoughts and motives from their actions.
- Use evidence from the text to prove or explain their answers.
- Answer simple questions about what has happened (cause) <u>and</u> why it has happened (effect).

#### Children should be given opportunity to apply inference skills through:

• Giving reasons, explaining how they know, why they think, or what it shows and predicting future events.

#### VOCABULARY

Children should be taught to deepen their understanding of texts they read independently through:

- explaining the meaning of words in context;
- expanding their vocabulary through applying growing knowledge of root words, prefixes and suffixes to understand the meaning of new words that they meet;
- discussing words and phrases that capture the reader's interest and imagination.

#### **EXPLORE, TEACH, PRACTISE**

## Children should be taught to expand their knowledge of words through:

- exploring links with known words through identifying prefixes, suffixes, synonyms, antonyms and root word meanings;
- looking at words associated with others;
- generating word lists linked to stories, topics, synonyms etc.;
- being explicitly taught the meaning and correct pronunciation of new words.

#### For example,

- \* seeing how it is used in context
- \* finding clues within the word to define word meaning.
- finding clues within the context to infer the word meaning
- \* making connections with word class
- \* discussing examples seen or heard before
- \* using dictionary skills in order to check the meaning.



## APPLY IT

## YEAR 3

During Year 3, children should be encouraged to read widely and often with fluency and comprehension.

READING FOR PURPOSE	READING FOR PLEASURE	Reading for/With and Audience
READING FOR PURPOSE         Children should use their reading skills to:         • read for a range of purposes;         • read books that are structured in different ways;         • research and extend their knowledge across all areas of the curriculum;	<ul> <li>READING FOR PLEASURE</li> <li>Children should develop a love of reading through: <ul> <li>developing an enjoyment of reading and understanding what they have read;</li> <li>listening to and discussing a wide range of fiction, poetry, plays, non-fiction and reference and text books;</li> </ul> </li> </ul>	<ul> <li>Children should be given opportunity to:</li> <li>confidently attempt reading aloud in different contexts;</li> <li>hear and understand how commas are used to give reading more meaning;</li> </ul>
<ul> <li>retrieve and record information from non-fiction;</li> <li>begin to take simple notes from what they have read;</li> <li>locate information effectively in non-fiction using contents and indexes;</li> <li>Develop their knowledge of different text types and their purposes, in order to support their writing.</li> </ul>	<ul> <li>listening to whole books by authors they may not choose themselves;</li> <li>exercising choice in selecting books and being taught how to do so;</li> <li>increasing familiarity with a wide range of books, including fairy stories, myths and legends, and retell some of these orally;</li> <li>recognising some different forms of poetry.</li> </ul>	<ul> <li>use appropriate voices for characters and adopt a story-telling voice when needed;</li> <li>identify how apostrophes are used to show possession in reading;</li> <li>prepare poems and play scripts to read aloud and to perform, showing understanding through intonation, tone, volume and action;</li> <li>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.</li> </ul>

#### **OUR YEAR 3 READING SPINE-HIGH QUALITY LITERATURE**

In our school, children will have books such as these read to/with them across Year 3 to enable them to extend their vocabulary, understanding and develop their love of reading.

