



Year 3 English Curriculum (Reading)

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Topic	Stone Age	India	The Romans		The Seven Wonders of the World	
Suggested Whole Class Reading texts Topic based Non Fiction Non – topic based fiction	- Stone Age Boy – Satoshi Kitamura - Boy – James Mayhew - The Street Beneath my Feet – Charlotte Guillian	- Reluctant Rajput – Richard Moverley - Bamba Beach – Pratima Mitchell - The Iron Man – Ted Hughes	- Romans on the Rampage – Jeremy Strong - I was there in Boudica’s army – Hilary Mckay - Escape from Pompeii – Christina Balit - Amazing Islands – Sabrina Weiss - The Wild Robot – Peter Brown - The Lion the witch and the wardrobe – C.S Lewis		- Pugs of the Frozen North – Philip Reeve - My Funny Family Down Under – Chris Higgins - The Adventure Club – Jess Butterworth - Atlas of adventures – Lucy Letherland - The Puffin Keeper – Michael Morpurgo - Fantastic Mr Fox – Roald Dahl	
Progression of skills	Word Reading - Read words with unfamiliar spelling patterns - Use an understanding of morphology and etymology to aid them in reading unfamiliar words (link to spelling strand) - Continue to build a knowledge of unusual grapheme phoneme correspondences					
Progression of skills	Being a Reader - Listen to and discuss a range of fiction, poetry, plays, non-fiction, reference and text books - Read for a range of purposes - Retell stories, adding key details		Being a Reader - Listen to and discuss a range of fiction, poetry, plays, non-fiction, reference and text books - Read for a range of purposes - Know and recognise some forms of poetry - Prepare poems and plays to read aloud and perform		Being a Reader - Listen to and discuss a range of fiction, poetry, plays, non-fiction, reference and text books - Identify and remember common structural and language conventions in different text types - Read for a range of purposes - Retell fairy stories or folk tales focusing on the theme - Use dictionaries to check word meanings	

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Progression of skills	Reading Comprehension • Clarifying: Check that they understand the text they are reading : Answer questions by referring back to the text (scanning skills) • Imagining: to image situations that are described • Inferring: Use textual details to draw conclusions about characters, settings and events • Linking: Develop understanding by linking reading to other books or similar contexts • Predicting: Predict what may happen and explain using detail from the text • Summarising: Identify the key points in a text Understanding writers' use of language: • Explain the meaning of words in context • Select and explain favourite vocabulary choice Understanding text organisation • Explain the basic structures inherent in different text types (fiction and non-fiction) Understanding purpose and viewpoint • Identify the author's purpose e.g. to inform, describe, entertain, share feelings etc. • Develop an active attitude towards reading e.g. seeking answers, anticipating events and imagining situations that are described		
Progression of skills	Being a Researcher • Use library classification to find reference materials • Take notes by summarising, deleting and substituting • Retrieve, record and present information		
Progression of skills	Speaking, Listening and Discussion • Speak fluently in sentences and without hesitation • Hold a conversation with peers and adults • Disagree politely with peers Drama • Create atmosphere through the use of voice and movement	Speaking, Listening and Discussion • Annotate poems and stories and perform them • Evaluate the effectiveness of others' performances • Use discussion to organise roles within a group Drama • Create atmosphere through the use of voice and movement	Speaking, Listening and Discussion • Plan and deliver a presentation with an 'attention grabbing' opening and a satisfying conclusion • Evaluate the effectiveness of others' presentations • Discuss a wider range of feelings and emotions • Drama • Create characters in an improvised drama



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		• Devise and act in plays showing character through voice and movement (<i>LKS2 Production</i>)	
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