Year 3 Reading Overview 2023-2024

Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Learning Journey 1	Learning Journey 1	Learning Journey 1	Learning Journey 1	Learning Journey 1	Learning Journey 1
Multidimensional Fluency assessment **Text: The Lost Thing**	**Text: Explore! Stone, Bronze and Iron Ages**	**Text: Interview with a Panda & other endangered animals too**	**Text: The Boy Who Grew Dragons**	**Text: The Iron Man**	**Text: Fantastic Mr Fox**

Text: The True Story of the Three Little Pigs
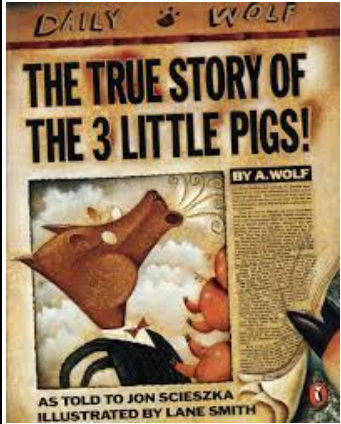
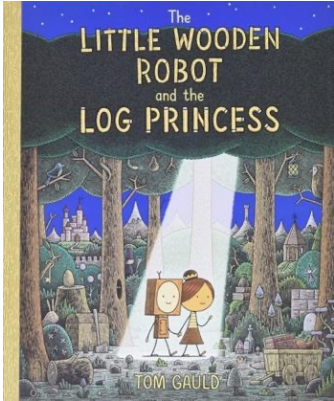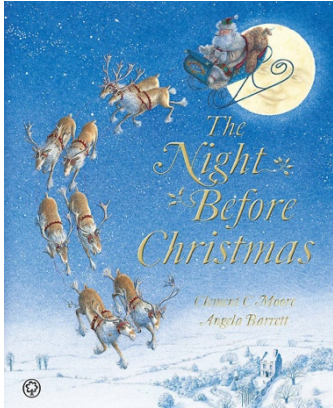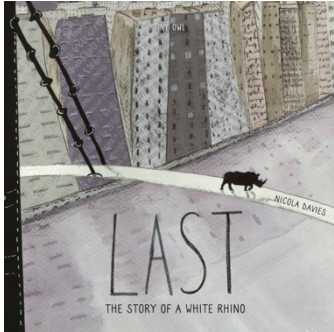|					
Objectives: ● Apply their growing knowledge of root words, prefixes and suffixes (etymology and morphology) as listed in English Appendix 1, both to read aloud and to understand the meaning of new words they meet ● Read further exception words, noting the unusual correspondences between spelling and sound, and where these occur in the word ● Predict what might happen from details stated and implied ● Draw plausible inferences, often supported through reference to the text ● Show understanding of the main points drawn	**Objectives:** ● Apply their 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 they meet ● Read further exception words, noting the unusual correspondences between spelling and sound, and where these occur in the word ● Uses text features to locate information e.g. contents, indices, subheadings ● Check that the text makes sense to them, discussing their understanding and explaining the meaning of words in context	**Objectives:** ● Apply their 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 they meet ● Read further exception words, noting the unusual correspondences between spelling and sound, and where these occur in the word ● Decode words accurately ● To read fluently using sentence boundaries (Full stops and commas) correctly ● To read with expression - with a change in intonation and pitch - informed by characters	**Objectives:** ● Apply their 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 they meet ● Read further exception words, noting the unusual correspondences between spelling and sound, and where these occur in the word ● Use dictionaries to check the meaning of words that they have read ● Use specific vocabulary and ideas expressed in the text to support own views ● Show understanding of the main points drawn from one paragraph	**Objectives:** ● Apply their 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 they meet ● Read further exception words, noting the unusual correspondences between spelling and sound, and where these occur in the word ● Use specific vocabulary and ideas expressed in the text to support own views ● Check that the text makes sense to them, discussing their	**Objectives:** ● Apply their 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 they meet ● Read further exception words, noting the unusual correspondences between spelling and sound, and where these occur in the word ● Draw inferences such as inferring feelings, thoughts and motives of main characters from their actions ● Justify inferences with evidence

from one paragraph ● Locate and retrieve information using skimming, scanning and text marking ● Discuss the effect of specific language on the reader ● Demonstrate familiarity with a wide range of books, including fairy stories, myths and legends and retell some of these orally ● Discuss words and phrases that capture the reader's interest and imagination ● Listen to and discuss a wide range of fiction, poetry, plays, non-fiction and reference books and textbooks ● Identify themes and conventions in a wide range of books e.g. recognising simple links to known texts or personal experience; recognising conventions such as the triumph of good over evil and magical devices in fairy stories/ folk tales ● Can explore and discuss underlying themes and ideas	● Begin to recognise fact and opinion ● Identify and name presentational devices in non-fiction ● Retrieve and record information from non-fiction ● Show understanding of the main points drawn from more than one paragraph ● Extract information and make notes ● Begin to use vocabulary from the text to support responses and explanations	speech and actions and word choice ● To read fluently with expression using what you know about characters ● Use a range of known strategies appropriately to establish meaning in books that can be read independently ● Ask relevant questions to improve and deepen their understanding of a text making links to previous learning and own knowledge ● Check that the text makes sense to them, discussing their understanding and explaining the meaning of words in context ● Show understanding of the main points drawn from more than one paragraph ● Locate and retrieve information using skimming, scanning and text marking ● Begin to recognise fact and opinion ● Discuss words and phrases that capture the reader's interest and imagination ● Begin to use vocabulary from the text to support responses and explanations ● Justify inferences with evidence given ● Identify how language, structure and presentation contribute to meaning ● Discuss the effect of specific language on the	● Predict what might happen from details stated and implied ● Draw plausible inferences, often supported through reference to the text ● Draw inferences such as inferring feelings, thoughts and motives of main characters from their actions ● Justify inferences with evidence ● Use a range of known strategies appropriately to establish meaning in books that can be read independently ● Identify themes and conventions in a wide range of books e.g. recognising simple links to known texts or personal experience; recognising conventions such as the triumph of good over evil and magical devices in fairy stories/ folk tales ● Can explore and discuss underlying themes and ideas	understanding and explaining the meaning of words in context ● Show understanding of the main points drawn from more than one paragraph ● Ask questions to improve their understanding of a text ● Use specific vocabulary and ideas expressed in the text to support own views ● Draw inferences such as inferring feelings, thoughts and motives of main characters from their actions ● Justify inferences with evidence ● Identify how language, structure and presentation contribute to meaning ● Discuss the effect of specific language on the reader ● Can explore and discuss underlying themes and ideas	● Begin to use vocabulary from the text to support responses and explanations ● Show understanding of the main points drawn from more than one paragraph ● Check that the text makes sense to them, discussing their understanding and explaining the meaning of words in context ● Demonstrate familiarity with a wide range of books, including fairy stories, myths and legends and retell some of these orally ● Can explore and discuss underlying themes and ideas ● Identify how language, structure and presentation contribute to meaning ● Identify themes and conventions in a wide range of books e.g. recognising simple links to known texts or personal experience; recognising conventions such as the triumph of good over evil and magical devices in fairy stories/ folk tales ● Can explore and discuss underlying themes and ideas

		reader ● Can explore and discuss underlying themes and ideas			
Learning Journey 2	**Learning Journey 2**	**Learning Journey 2**			
Text: The Little Wooden Robot and the Log Princess 	**Text: The Night Before Christmas** 	**Text: Last: The Story of a White Rhino** 			
Objectives: ● Predict what might happen from details stated and implied ● Draw plausible inferences, often supported through reference to the text ● Draw inferences such as inferring feelings, thoughts and motives of main characters from their actions ● Show understanding of the main points drawn from one paragraph ● Locate and retrieve information using skimming, scanning and text marking ● Discuss the effect of specific language on the	**Objectives:** ● Predict what might happen from details stated and implied ● Draw plausible inferences, often supported through reference to the text ● Apply their 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 they meet ● Read further exception words, noting the unusual	**Objectives:** ●			

reader • Discuss words and phrases that capture the reader's interest and imagination • Demonstrate familiarity with a wide range of books, including fairy stories, myths and legends and retell some of these orally • Discuss words and phrases that capture the reader's interest and imagination • Listen to and discuss a wide range of fiction, poetry, plays, non-fiction and reference books and textbooks • Use a range of known strategies appropriately to establish meaning in books that can be read independently • Identify themes and conventions in a wide range of books e.g. recognising simple links to known texts or personal experience; recognising conventions such as the triumph of good over evil and magical devices in fairy stories/ folk tales • Can explore and discuss underlying themes and ideas	correspondences between spelling and sound, and where these occur in the word • Decode words accurately • To read fluently using sentence boundaries (Full stops and commas) correctly • To read with expression - with a change in intonation and pitch - informed by characters speech and actions and word choice • Ask relevant questions to improve and deepen their understanding of a text making links to previous learning and own knowledge • Use dictionaries to check the meaning of words that they have read • Use a range of known strategies appropriately to establish meaning in books that can be read independently • Identify how language, structure and presentation contribute to meaning • Discuss the effect of specific language on the reader • Predict what might happen from details stated and implied • Draw appropriate inferences, often supported through reference to the text				

	Draw inferences such as inferring feelings, thoughts and motives of main characters from their actions				