



St. Walburga's Catholic Primary School
Reading Scheme



YEAR 3	AUTUMN	SPRING	SUMMER
TOPICS	Stone Age/ Bronze Age/ Iron Age	World Geography – focus on Italy	Forces and Magnets
TEXTS	F - The Tin Forest by Helen Ward F - Where the Wild Things Are by Maurice Sendak F - Stone Age Boy by Satoshi Kitamura F - The Boy Who Grew Dragons by Andy Shepherd P - Poetry	F - Pugs of the Frozen North by Philip Reeve and Sarah McIntyre N/F - Plastic Pollution [<i>Literacy Shed</i>] N/F - The Pebble in my Pocket by Meredith Hooper and Chris Coady P – Poetry	N/F - Escape from Pompeii by Christina Bailey F - Krindlekrax by Philip Ridley [<i>Literacy Shed</i>] F - Dear Green Peace by Simon James P - Jelly Boots Smelly Boots by Michael Rosen

SKILLS/DOMAINS	SKILLS	SUGGESTED ACTIVITIES
Word Reading: Phonics and Decoding	<ul style="list-style-type: none"> Use phonic knowledge to decode quickly and accurately (may still need support to read longer unknown words). Apply growing knowledge of root words and prefixes, (e.g. in-, im-, il-, ir-, dis-, mis-, un-, re, sub-, inter-, super-, anti and auto-), to both read aloud and understand the meaning of new words. Apply growing knowledge of root words and suffixes, including -ation-, -ly, -ous, -ture, -sure, -sion, -tion, -ssion and -cian, to both read aloud and understand the meaning of new words. Begin to accurately and fluently read books written at an age-appropriate level at a speed that is sufficient to enable a focus on understanding. Read silently. 	Complete a root word, prefix or suffix sorting matching activity 60-second read activities [Twinkl] Reading Diary/Log General objectives covered verbally throughout the year
Word Reading: CEWs	<ul style="list-style-type: none"> Begin to read Y3 and Y4 exception words. 	General objectives covered verbally throughout the year
Word Reading: Fluency	At the start of KS2, teaching comprehension will be taking precedence over teaching word reading directly. Any focus on word reading will be supporting the development of vocabulary. <i>NB - Children working significantly below age-related expectations will have teaching intervention and differentiated support to enable them to reach age-related expectations as quickly as possible. [Following the School Reading Scheme]</i>	
Comprehension Words in Context and Authorial Choice [Vocabulary]	<ul style="list-style-type: none"> Check that the text makes sense to them, discussing their understanding and explaining the meaning of words in context, drawing on what they already know or on background information and vocabulary provided by the teacher. Discuss authors' choice of words and phrases for effect, (e.g. <i>similes to create pictures and alliteration and rhyme to create sound effects</i>). 	What do I already know about this topic? What experiences have I had? (when looking at a new text)
Comprehension Inference	<ul style="list-style-type: none"> Ask and answer questions appropriately, including some simple inference questions based on characters' feelings, thoughts, and motives, (e.g. <i>use verbs used for dialogue to work out how a character is feeling, such as shouted, sighed, joked</i>). 	<i>Literacy Shed Plus</i>
Comprehension Prediction	<ul style="list-style-type: none"> Make predictions using experience of reading books by the same author, (e.g. <i>identify what Horrid Henry might do to Perfect Peter in a given setting</i>). Justify predictions using evidence from the text, (e.g. <i>use descriptions of a character's appearance to make predictions about how they might behave or what they might say</i>). 	Ninja Comprehension
Comprehension Comparing, Contrasting and Commentating [Explain/Retrieve]	<ul style="list-style-type: none"> Regularly recognise, read, listen to and discuss a wide range of fiction, poetry, plays, non-fiction and reference books or textbooks, including fairy tales, myths and legends, fables and folk tales, (e.g. <i>Grimm's Fairy Tales, Rudyard Kipling 'Just So' Stories</i>), retelling some of them. Read for a range of purposes (e.g. <i>enjoyment, to find out information or the meaning of new words</i>), and make personal reading choices and recommendations to peers, explaining reasons for these. Use appropriate terminology when discussing texts (<i>plot, character, setting</i>). Discuss the sequence of events in books, (including the five stages of a story: Context - Conflict - Climax - Closure - Conclusion), and how items of information are related. Identify and summarise the main idea of a paragraph, (e.g. <i>This paragraph is describing what Horrid Henry did with the water pistol</i>). Identify how language, structure and presentation contribute to meaning, (e.g. <i>How are the beginning and end similar? Is the order of events important?</i>) Identify themes and conventions in a range of books, (e.g. <i>typical characters; use of magical devices in fairy stories and folk tales; the triumph of good over evil or weak over strong; the conventions of different types of non-fiction writing, such as the greeting and sign off in a letter</i>). 	General objectives covered verbally throughout the year Given a selection of books to choose from, which would they pick and why?
Poetry and Performance	<ul style="list-style-type: none"> Prepare and perform poems and play scripts that show some awareness of the audience when reading aloud. Begin to use appropriate intonation and volume when reading aloud. Recognise the structure and/or patterns of some simple forms of poetry, (e.g. <i>list poems, question and answer poems, simple rhyming poetry</i>). 	
Non-Fiction	<ul style="list-style-type: none"> Retrieve and record information from non-fiction texts, using a contents page, headings or subheadings, and evaluate their usefulness. Scan for key words to retrieve information, (e.g. <i>a paragraph or page</i>). 	