



YEAR 3 READING & WRITING CURRICULUM 2022-2023

	AUTUMN 1 Unit A	AUTUMN 2 Unit B	SPRING 1 Unit C	SPRING 2 Unit D	SUMMER 1 Unit E	SUMMER 2 Unit F
Word Reading	<p>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.</p> <p>Read further exception words, noting the unusual correspondences between spelling and sound, and where these occur in the word.</p>	<p>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.</p> <p>Read further exception words, noting the unusual correspondences between spelling and sound, and where these occur in the word.</p>	<p>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.</p> <p>Read further exception words, noting the unusual correspondences between spelling and sound, and where these occur in the word.</p>	<p>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.</p> <p>Read further exception words, noting the unusual correspondences between spelling and sound, and where these occur in the word.</p>	<p>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.</p> <p>Read further exception words, noting the unusual correspondences between spelling and sound, and where these occur in the word.</p>	<p>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.</p> <p>Read further exception words, noting the unusual correspondences between spelling and sound, and where these occur in the word.</p>
Comprehension	<p>Build on Previous Year & Focus on:</p> <p>Read a range of books that are structured in different ways and read for a range of purposes.</p> <p>Identify how language, structure and presentation contribute to meaning.</p> <p>Check that the text makes sense to them, discuss their understanding and explain the meaning of some words in context.</p> <p>Retrieve and record some information from non-fiction Predict what might happen from details stated and some which are implied.</p>	<p>Build on Previous Year & Focus on:</p> <p>Increase their familiarity with a wide range of stories</p> <p>Use dictionaries to check the meaning of many unknown words that they have read</p> <p>Predict what might happen from details stated and some which are implied</p> <p>Recognise some different forms of poetry [for example, free verse, narrative poetry] Ask some questions to improve their understanding of a text</p> <p>Prepare short poems to read aloud and to perform, showing some understanding through intonation, tone, volume and action</p>	<p>Read a range of books that are structured in different ways and read for a range of purposes</p> <p>Identify how language and structure contribute to meaning</p> <p>Identify main ideas drawn from more than one paragraph and summarise these</p> <p>Draw inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying many inferences with evidence</p> <p>Retrieve and record some information from non-fiction</p>	<p>Build on Previous Term & Focus on:</p> <p>Increase their familiarity with a wide range of books, including fairy stories</p> <p>Identify simple themes and conventions in an increasing range of books</p> <p>Draw inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying many inferences with evidence</p> <p>Recognise some different forms of poetry [for example, free verse, narrative poetry]</p> <p>Prepare short poems to read aloud and to perform, showing some understanding through intonation, tone, volume and action</p>	<p>Build on Previous Term & Focus on:</p> <p>Read a range of books that are structured in different ways and read for a range of purposes</p> <p>Identify simple themes and conventions in an increasing range of books</p> <p>Discuss some words and phrases that capture the reader's interest and imagination</p> <p>Identify how language and structure contribute to meaning</p> <p>Retrieve and record some information from non-fiction</p>	<p>Build on Previous Term & Focus on:</p> <p>Increase their familiarity with a wide range of books</p> <p>Identify simple themes and conventions in an increasing range of books</p> <p>Discuss some words and phrases that capture the reader's interest and imagination</p> <p>Recognise some different forms of poetry [for example, free verse, narrative poetry]</p> <p>Prepare short plays to read aloud and to perform, showing some understanding through intonation, tone, volume and action</p>

	AUTUMN 1 Unit A	AUTUMN 2 Unit B	SPRING 1 Unit C	SPRING 2 Unit D	SUMMER 1 Unit E	SUMMER 2 Unit F
Skills & Strategies	<p>Build on Previous Year & Focus on: Recognise and read many Year 3&4 Word List words</p> <p>Read aloud using punctuation to aid expression including speech</p> <p>Self-correction, including re-reading and reading ahead</p> <p>Skim to gain an overview of a text, e.g. topic, purpose</p> <p>Identify different purposes of texts, e.g. to inform, instruct, explain</p> <p>Read short information texts independently with concentration</p>	<p>Build on Previous Year & Focus on: Recognise and read many Year 3&4 Word List words</p> <p>Read aloud using punctuation to aid expression including speech</p> <p>Self-correction, including rereading and reading ahead</p>	<p>Build on Previous Year & Focus on: Recognise and read most Year 3&4 Word List words</p> <p>Skim to gain an overview of a text, e.g. topic, purpose</p> <p>Identify how texts are organised, e.g. lists, numbered points, diagrams with arrows, tables and bullet points</p> <p>Look for specific information in texts using contents, indexes, glossaries, dictionaries.</p> <p>Identify and use text features, e.g. titles, headings and pictures, to locate and understand specific information</p> <p>Re-reading sentences for clarity</p>	<p>Build on Previous Term & Focus on: Recognise and read most Year 3&4 Word List words</p> <p>Read aloud with attention to punctuation, including full stops, question, exclamation and speech marks and intonation</p> <p>Re-reading sentences for clarity</p>	<p>Build on Previous Term & Focus on:</p> <p>Recognise and read all Year 3&4 Word List words with automaticity</p> <p>Enhance understanding in information text through, e.g. illustration, photographs, diagrams and charts</p> <p>Skim to gain an overview of a text, e.g. topic, purpose</p> <p>Look for specific information in texts using contents, indexes, glossaries, dictionaries</p>	<p>Build on Previous Term & Focus on:</p> <p>Recognise and read most Year 3&4 Word List words</p> <p>Read aloud with attention to punctuation, including full stops, question, exclamation and speech marks and intonation</p> <p>Re-reading sentences for clarity</p>
Content Domains	<p>2a give / explain the meaning of words in context</p> <p>2b retrieve and record information / identify key details from fiction and non-fiction</p> <p>2e predict what might happen from details stated and implied</p> <p>2f identify / explain how information / narrative content is related and contributes to meaning as a whole</p>	<p>2e predict what might happen from details stated and implied</p> <p>2a give / explain the meaning of words in context</p>	<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>	<p>Build on Previous Term & Focus on:</p> <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>	<p>Build on Previous Term & Focus on:</p> <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>	<p>Build on Previous Term & Focus on:</p> <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>

	AUTUMN 1 Unit A	AUTUMN 2 Unit B	SPRING 1 Unit C	SPRING 2 Unit D	SUMMER 1 Unit E	SUMMER 2 Unit F
Shared Reading Lessons	<ul style="list-style-type: none"> The Robot and the Bluebird by David Lucas The Tin Forest by Helen Ward & Wayne Henderson The Wild Robot by Peter Brown Forces in Action DK-My Book of Rocks and Minerals 	<ul style="list-style-type: none"> Leon and the Place Between by Angela McAllister & Grahame Baker-Smith Charlotte's Web by E.B White Varjak Paw by SF Said Hot Like Fire and Other Poems by Valerie Bloom 	<ul style="list-style-type: none"> Rivers and Mountains by Joanna Brudle Rivers-A Dazzling Geographic Journey King of the Cloud Forest by Michael Morpurgo Where the Mountain Meets the Moon by Grace Lin 	<ul style="list-style-type: none"> The Princess and the Pea by Lauren Child The Snow Queen by Sarah Lowes The Princess' Blankets by Carol Ann Duffy Fire Burn, Cauldron Bubble-Magical Poems chosen by Paul Cookson 	<ul style="list-style-type: none"> The Genius of the Ancient Egyptians by Sonya Newland Life in Ancient Egypt by Angela McDonald Cinderella of the Nile by Beverley Naidoo Secrets of a Sun King by Emma Carroll 	<ul style="list-style-type: none"> Pippi Longstocking by Astrid Lindgren Harry the Poisonous Centipede by Lynne Reid Banks Stig of the Dump by Clive King Welcome to my Crazy Life-Poems by Joshua Seigal 
Reading Text for Writing	<p><u>The Iron Man by Ted Hughes</u></p>  <p>Threat Narrative Explanation Text</p>	<p><u>Fox by Margaret Wild and Ron Brooks</u></p>  <p>Fable Narrative Fox Report</p>	<p><u>Dear Earth by Isabel Otter and Clara Anganuzz</u></p>  <p>Description Letter</p>	<p><u>The Egyptian Cinderella by Shirley Climo</u></p>  <p>Fairy-tale Narrative Non-chronological Report</p>	<p><u>Egyptology by Duguld Steer</u></p>  <p>Egyptian Mystery Narrative Diary</p>	<p><u>Into the Forest by Anthony Browne</u></p>  <p>Lost Narrative Newspaper</p>