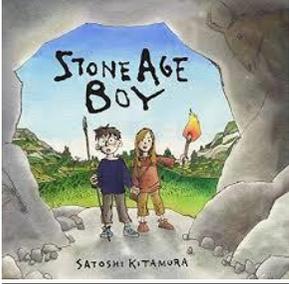
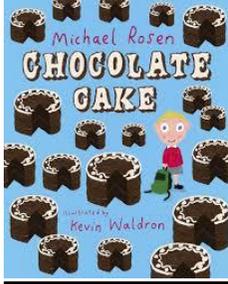
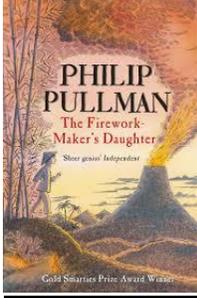
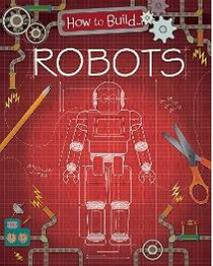
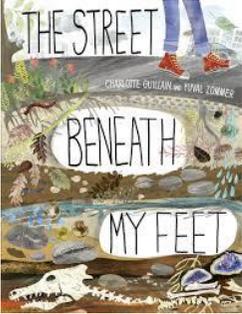
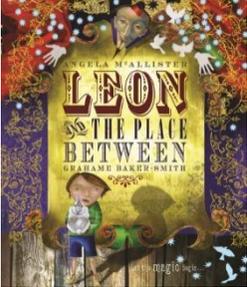
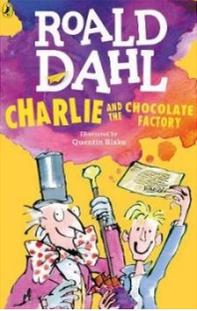
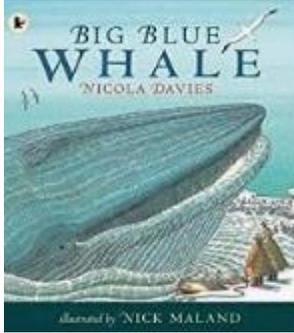
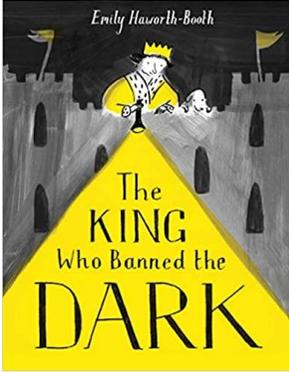
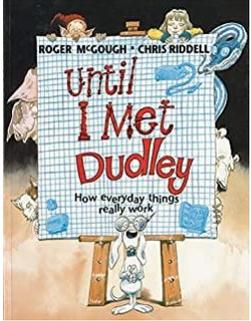


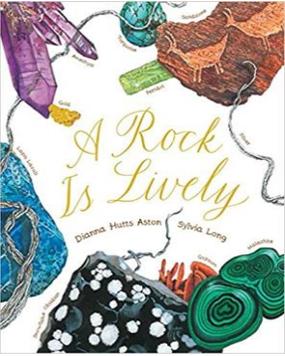
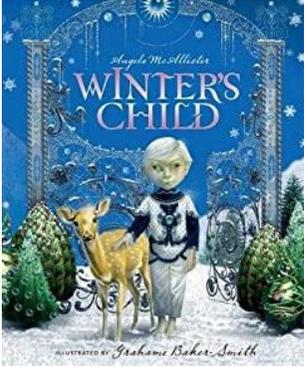
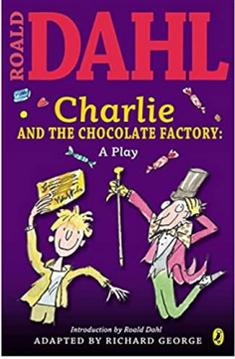
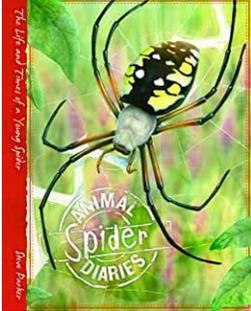
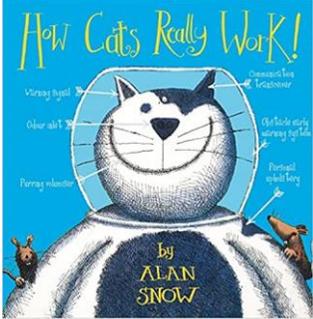
Year 3 Reading Long Term Overview

Concept: Change		Concepts: Jealousy, Love, Greed, links to poverty, status and deserving	Concepts: Curiosity	Concept: Safety/ danger	
Digging Up the Past	Magic & Wonder	Chocolate	Plants & Animals	Light & Dark	Cracking Contraptions
<u>Autumn 1</u>	<u>Autumn 2</u>	<u>Spring 1</u>	<u>Spring 2</u>	<u>Summer1</u>	<u>Summer2</u>
<u>Learning Journey 1</u>	<u>Learning Journey 1</u>	<u>Learning Journey 1</u>	<u>Learning Journey 1</u>	<u>Learning Journey 1</u>	<u>Learning Journey 1</u>
<p>The Stone Age Boy (Fiction)</p> 	<p>The Black Hat (video Literacy Shed)</p> 	<p>Chocolate Cake by Michael Rosen (P)</p> 	<p>It starts with a seed by Laura Knowles (P)</p> 	<p>The Firework Maker's Daughter by Philp Pullman (novel)</p> 	<p>Text: How to build robots by Louise Derrington (NF)</p> 
Key NC Statements	Key NC Statements	Key NC Statements	Key NC Statements	Key NC Statements	Key NC Statements
<p>Y2 discussing the sequence of events in books and how items of information are related</p> <p>reading books that are structured in different ways and reading for a range of purposes</p> <p>drawing inferences such as inferring characters' feelings, thoughts and</p>	<p>Y2 answering and asking questions</p> <p>Y2 predicting what might happen on the basis of what has been read so far</p> <p>identifying themes in a wide range of books</p> <p>participate in discussion about both books that are read to them and those</p>	<p>recognising some different forms of poetry [for example, free verse, narrative poetry]</p> <p>preparing poems to read aloud and to perform, showing understanding through intonation, tone, volume and action</p>	<p>reading books that are structured in different ways</p> <p>identifying how language, structure, and presentation contribute to meaning</p> <p>recognising some different forms of poetry [for example, free verse, narrative poetry]</p>	<p>drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence</p> <p>identifying themes in a wide range of books</p>	<p>reading books that are structured in different ways</p> <p>identifying conventions in a wide range of books</p> <p>identifying how language, structure, and presentation contribute to meaning</p>

Year 3 Reading Long Term Overview

<p>motives from their actions, and justifying inferences with evidence</p>	<p>they can read for themselves, taking turns and listening to what others say.</p>				
Learning Journey 2	Learning Journey 2	Learning Journey 2	Learning Journey 2	Learning Journey 2	Learning Journey 2
<p style="text-align: center;">The street beneath my feet (NF)</p> 	<p style="text-align: center;">Leon and the Place Between by Angela McAllister (F)</p> 	<p style="text-align: center;">Charlie and the chocolate factory by Roald Dahl (heritage)</p> 	<p style="text-align: center;">Big Blue Whale by Nicola Davies (F/NF)</p> 	<p style="text-align: center;">The King who Banned the Dark (F)</p> 	<p style="text-align: center;">Until I met Dudley by Roger McGough (f/NF)</p> 
Key NC Statements	Key NC Statements	Key NC Statements	Key NC Statements	Key NC Statements	Key NC Statements
<p>being introduced to non-fiction books that are structured in different ways</p> <p>checking that the text makes sense to them as they read and correcting inaccurate reading</p> <p>apply their growing knowledge of root words, prefixes and suffixes (etymology and</p>	<p>discussing their favourite words and phrases</p> <p>reading books that are structured in different ways and reading for a range of purposes</p> <p>identifying themes and conventions in a wide range of books</p>	<p>discussing words and phrases that capture the reader's interest and imagination</p> <p>checking that the text makes sense to them, discussing their understanding and explaining the meaning of words in context</p> <p>drawing inferences such as inferring characters'</p>	<p>develop positive attitudes to reading and understanding of what they read by listening to and discussing a wide range of non-fiction and reference books or textbooks</p> <p>asking questions to improve their understanding of a text</p>	<p>increasing their familiarity with a wide range of books, including fairy stories, myths and legends, and retelling some of these orally</p> <p>asking questions to improve their understanding of a text</p> <p>discussing words and phrases that capture the</p>	<p>checking that the text makes sense to them, discussing their understanding and explaining the meaning of words in context</p> <p>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.</p>

Year 3 Reading Long Term Overview

<p>morphology) as listed in English Appendix 1, both to read aloud and to understand the meaning of new words they meet</p>	<p>predicting what might happen from details stated and implied</p> <p>identifying how language, structure, and presentation contribute to meaning</p>	<p>feelings, thoughts and motives from their actions, and justifying inferences with evidence</p>		<p>reader's interest and imagination</p>	<p>using dictionaries to check the meaning of words that they have read</p>
<p>Learning Journey 3</p>	<p>Learning Journey 3</p>	<p>Learning Journey 3</p>	<p>Learning Journey 3</p>	<p>Learning Journey 3</p>	<p>Learning Journey 3</p>
<p style="text-align: center;">A Rock is Lively (poetic non-fiction)</p> 	<p style="text-align: center;">Winter's Child by Angela McAllister (modern fable)</p> 	<p style="text-align: center;">Charlie & The Chocolate Factory (Play script)</p> 	<p style="text-align: center;">Spider Diaries by Steve Parker (NF)</p> 	<p style="text-align: center;">The Night Box (F)</p> 	<p style="text-align: center;">How Cats Really Work by Alan Snow (NF)</p> 

Year 3 Reading Long Term Overview

<p>recognising simple recurring literary language in stories and poetry</p> <p>read further exception words, noting the unusual correspondences between spelling and sound, and where these occur in the word.</p> <p>using dictionaries to check the meaning of words that they have read</p> <p>predicting what might happen from details stated and implied</p>	<p>explain and discuss their understanding of books, poems and other material, both those that they listen to and those that they read for themselves.</p> <p>develop positive attitudes to reading and understanding of what they read by listening to and discussing a wide range of fiction, poetry, plays, non-fiction and reference books or textbooks</p> <p>discussing words and phrases that capture the reader's interest and imagination</p>	<p>develop positive attitudes to reading and understanding of what they read by listening to and discussing a wide range of poetry</p> <p>preparing play scripts to read aloud and to perform, showing understanding through intonation, tone, volume and action</p>	<p>using dictionaries to check the meaning of words that they have read</p> <p>identifying main ideas drawn from more than one paragraph and summarising these</p> <p>retrieve and record information from non-fiction</p>	<p>checking that the text makes sense to them, discussing their understanding and explaining the meaning of words in context</p> <p>discussing words and phrases that capture the reader's interest and imagination</p> <p>identifying how language, structure, and presentation contribute to meaning</p>	<p>using dictionaries to check the meaning of words that they have read</p> <p>checking that the text makes sense to them, discussing their understanding and explaining the meaning of words in context</p> <p>identifying main ideas drawn from more than one paragraph and summarising these</p>
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