

SEQUENTIAL READING CURRICULUM

End points which show progression of knowledge, understanding and skills in Reading at an age appropriate level

Year Group: 3

	T1	T2	T3	T4	T5	T6
Key TEXTS: *subject to change	Escape from Pompeii – Christina Balit	The Christmasaurus – Tom Fletcher	George’s Marvellous Medicine – Roald Dahl	The Planet in a Pickle Jar – Martin Stanev	The Boy Who Grew Dragons – Andy Shepherd	The Wild Robot – Peter Brown
	Focus Poet for the year group: Joshua Seigal					
Decode / word-reading: phonics tricky words alphabet	<p>Children build their knowledge of root words, prefixes and suffixes both to read aloud and to understand the meaning of new words they meet.</p> <p>Begin to read some words from the Y3-4 statutory word list.</p> <p>With support, be able to decode new words outside their vocabulary, making a good approximation of the word’s pronunciation.</p>	<p>Children begin to apply their knowledge of root words, prefixes and suffixes both to read aloud and to understand the meaning of new words they meet.</p> <p>Begin to read some words from the Y3-4 statutory word list and note unusual correspondences between spelling and sound.</p> <p>With support, be able to decode new words outside their vocabulary, making a good approximation of the word’s pronunciation.</p>	<p>Children continue to apply their knowledge of root words, prefixes and suffixes both to read aloud and to understand the meaning of new words they meet.</p> <p>Continue to read some words from the Y3-4 statutory word list and note unusual correspondences between spelling and sound.</p> <p>Continue to decode new words outside their vocabulary, making a good approximation of the word’s pronunciation.</p>	<p>Children apply their knowledge of root words, prefixes and suffixes both to read aloud and to understand the meaning of new words they meet.</p> <p>Continue to read some words from the Y3-4 statutory word list and note unusual correspondences between spelling and sound.</p> <p>Continue to decode new words outside their vocabulary, making a good approximation of the word’s pronunciation.</p>	<p>Children apply their knowledge of root words, prefixes and suffixes both to read aloud and to understand the meaning of new words they meet.</p> <p>Continue to read some words from the Y3-4 statutory word list and note unusual correspondences between spelling and sound and where these occur in the word.</p> <p>With confidence, continue to decode new words outside their vocabulary, making a good approximation of the</p>	<p>Assess how children apply their knowledge of root words, prefixes and suffixes both to read aloud and to understand the meaning of new words they meet.</p> <p>Continue to read some words from the Y3-4 statutory word list and note unusual correspondences between spelling and sound and where these occur in the word.</p> <p>With confidence, continue to decode new words outside their vocabulary, making a good approximation of the</p>

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					word's pronunciation.	word's pronunciation.
<p>Comprehend, locate and retrieve: vocabulary characters settings events information justify using text</p>	<p>1a)Introduce scanning a text to find key words, using fingers for tracking.</p> <p>1b)Introduce identifying key words in questions and scanning a text to find answers.</p> <p>2)With support, check the accuracy of what they are retrieving by reading around the words and phrases they find.</p> <p>3)Take part in discussions around vocabulary of interest</p>	<p>1a)Practise scanning a text to find key words, using fingers for tracking.</p> <p>1b)Develop scanning a text for key words identified to locate answers to questions.</p> <p>2)With support, check the accuracy of what they are retrieving by reading around the words and phrases they find.</p> <p>3)Take part in discussions around vocabulary of interest and begin to ask questions</p>	<p>1a,b)Practise the use of scanning to locate the answers to questions where the literal answer is somewhat hidden.</p> <p>2)Begin to independently check the accuracy of what they are retrieving by reading around the words and phrases they find.</p> <p>3)Identify and discuss words and phrases of interest and ask questions to improve understanding</p>	<p>1a,b)Develop the use of scanning to locate the answers to questions where the literal answer is somewhat hidden.</p> <p>2)With growing confidence check the accuracy of what they are retrieving by reading around the words and phrases they find.</p> <p>3)Continue to identify and discuss words and phrases of interest and ask questions to improve understanding</p>	<p>1a,b)Apply scanning skills to locate the answers to questions where the literal answer is somewhat hidden.</p> <p>2)With growing confidence check the accuracy of what they are retrieving by reading around the words and phrases they find.</p> <p>3)Confidently identify and discuss words and phrases of interest and ask questions to improve understanding</p>	<p>1a,b)Apply scanning skills to locate the answers to questions where the literal answer is somewhat hidden.</p> <p>2)With confidence check the accuracy of what they are retrieving by reading around the words and phrases they find.</p> <p>3)Confidently identify and discuss words and phrases of interest and ask questions to improve understanding</p>
<p>Inferential understanding: prediction sequencing events summary use of dictionary</p>	<p>Lead by a teacher, begin to show an understanding of themes within a text.</p>	<p>Lead by a teacher, contribute to class discussion about themes within a text.</p>	<p>Lead by a teacher, begin to share ideas about themes across text.</p>	<p>Lead by a teacher, begin to share ideas about themes across text.</p>	<p>With support, take part in discussions about themes across a text.</p>	<p>With support, take part in discussions about themes across a text.</p>

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<p>nuanced vocabulary</p>	<p>Begin to make inferences such as inferring character's thoughts and feelings and begin to justify using the text.</p> <p>Begin to make predictions about what might happen.</p> <p>Introduce how use a dictionary effectively.</p>	<p>With growing confidence, make inferences such as inferring character's thoughts and feelings and justify using the text.</p> <p>Begin to make predictions about what might happen from implied details.</p> <p>Develop use of a dictionary.</p>	<p>With growing confidence, make inferences such as inferring character's thoughts and feelings and begin to infer motive for actions and justify using the text.</p> <p>Begin to make plausible predictions about what might happen from implied details or from other stories they know.</p> <p>Continue to develop use of a dictionary.</p>	<p>Make inferences such as inferring character's thoughts, feelings and motive for actions and justify using the text.</p> <p>Continue to make plausible predictions about what might happen from implied details or from other stories they know.</p> <p>Practise using a dictionary to find the meaning of unknown words.</p>	<p>Make inferences such as inferring character's thoughts, feelings and motive for actions and justify using the text.</p> <p>Confidently make plausible predictions about what might happen from implied details or from other stories they know.</p> <p>Practise using a dictionary to find the meaning of unknown words.</p>	<p>Confidently make inferences such as inferring character's thoughts, feelings and motive for actions and justify using the text.</p> <p>Confidently make plausible predictions about what might happen from implied details or from other stories they know.</p> <p>Embed using a dictionary to find the meaning of unknown words.</p>
<p>Respond to text: evaluation response to author authorial effect and intent effect of vocabulary</p>	<p>1) Build positive attitudes towards reading by listening to and reading a range of text types: fiction, poetry, plays, non-fiction, reference and text books.</p> <p>2) Begin to discuss words and phrases which capture interest.</p> <p>3) Begin to identify language, paragraph</p>	<p>1) Build positive attitudes towards reading by listening to and reading a range of text types: fiction, poetry, plays, non-fiction, reference and text books.</p> <p>2) Continue to discuss words and phrases which capture interest.</p> <p>3) Identify language, paragraph structure and layout of texts.</p>	<p>1) Build positive attitudes towards reading by listening to and reading a range of text types: fiction, poetry, plays, non-fiction, reference and text books.</p> <p>2) Continue to discuss words and phrases which capture interest.</p> <p>3) Begin to discuss how language,</p>	<p>1) Build positive attitudes towards reading by listening to and reading a range of text types: fiction, poetry, plays, non-fiction, reference and text books.</p> <p>2) Discuss words and phrases which capture interest and explain their reasoning.</p>	<p>1) Build positive attitudes towards reading by listening to and reading a range of text types: fiction, poetry, plays, non-fiction, reference and text books.</p> <p>2) Discuss words and phrases which capture interest and explain their reasoning.</p>	<p>1) Build positive attitudes towards reading by listening to and reading a range of text types: fiction, poetry, plays, non-fiction, reference and text books.</p> <p>2) Discuss words and phrases which capture interest and explain their reasoning.</p>

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	structure and layout of texts.		paragraph structure and layout of texts contribute to meaning.	3) Develop an understanding of how language, paragraph structure and layout of texts contribute to meaning.	3) Confidently discuss how language, paragraph structure and layout of texts contribute to meaning.	3) Confidently discuss how language, paragraph structure and layout of texts contribute to meaning.
Fluency and phrasing: reading at 90% accuracy without overt segmenting and blending automaticity phrasing appropriate to meaning	<p>All children will learn to:</p> <ul style="list-style-type: none"> recite some poems (or songs) by heart, in groups and sometimes alone, building confidence and fluency; read age-appropriate books (<i>e.g. lime book band</i>) accurately and at a speed that is sufficient for them to focus on understanding, rather than on decoding individual words; read new words outside their spoken vocabulary, making a good guess at pronunciation; when reading aloud, speak audibly and with growing fluency; read on sight all Y2 CE words and some further exception words for Y3-4; gradually internalise the reading process to read silently. <p>By the end of the year, children should be reading 110 words per minute.</p>					