

Reading Curriculum Map

Year 3

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Key Text for Guided Reading Lessons	The Iron Man by Ted Hughes	How the Grinch Stole Christmas by Dr Seuss	This Morning I Met a Whale by Michael Morpurgo	13 Storey Tree-house Andy Griffiths and Terry Denton	The Last Bear – Hannah Gold.	The Last Bear – Hannah Gold.
Linked Text(s) for Guided Reading Lessons Fiction Poetry Non-fiction	My robot – Shel Silverstein See inside how things work Brunel biography	Your'e a mean one (song) Scientists in the Wild – Antarctica – Dr Helen Scales	Overheard on a saltmarsh – Harold Monro. The big book of the blue – Yumal Zommer	Heard it on the playground – Allan Ahlberg The Silly Book of Side-Splitting Stuff by Andy Seed	From Apes to Zebras – Liz Brownlee What A Waste: Rubbish, Recycling, and Protecting our Planet by Jess French	Nature Trail by Benjamin Zephaniah How Many Spots Has a Cheetah Got? by Steve Martin
Key Text(s) for Reading for Pleasure Picture Books Graphic Novels	A planet full of plastic – Neal Layton The Wild Robot – Peter Brown Dadbot Jack Noel	The Lorax – Dr Suess Refuge – Anne Booth Hilda and The Troll – Luke Pearson	The boy who grew dragons – Andy Shepherd Hello lighthouse – Sophie Blackatt The Aquanaut – Dan Santat	Charlie and the Chocolate Factory – Roald Dahl Leon and the Place Between - Angela Mcallister Arthur and the Golden Rope - Joe Todd Stanton	The 100 mile and hour dog – Jeremy Strong Shark Lady Jess Keating Saving Sorya: Chang and the Sun Bear Nguyen Thi Thu Trang	The Abominables: 1 by Eva Ibbotson The Great Kapok Tree - Lynne Cherry Global – Eoin Colfer

By the Summer Term

Word Reading	<ul style="list-style-type: none"> • Generally, reads fluently, decoding most new words outside everyday spoken language • Read longer words with support and test out different pronunciations using their phonic knowledge • Apply their growing knowledge of root words and prefixes, including: in-, im-, il-, ir-, dis-, mis-, un-, re-, sub-, inter-, super-, anti and auto (as listed in English Appendix 1) to begin to read aloud • Apply their growing knowledge of root words and suffixes/word endings including: - ation, -ly, -ous, -ture, -sure, -sion, -tion, -ssion and -cian (as listed in English Appendix 1) to begin to read aloud <ul style="list-style-type: none"> • Use dictionaries to check the meaning of words they have read • Begin to read further Y3/4 exception words
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Comprehension

- Develop a positive attitude to reading and understand what they read
- Read accurately and at a speed that is sufficient for them to focus on understanding what they read rather than on decoding individual words
 - Read with an awareness of audience e.g. changes in intonation and pace
- Listen to and discuss a wide range of fiction, poetry, plays, non-fiction and reference books or textbooks – reading, re-reading and rehearsing a variety of texts
 - Read books that are structured in different ways for a range of purposes and participate in discussions about them
- Identify conventions across familiar stories and recognise simple themes such as the triumph of good over evil in fairy stories and folk tales
 - Use appropriate terminology when discussing texts (plot, character, setting)
 - Discuss favourite words and phrases the author has used that capture the reader's interest
 - Retrieve and record information from non-fiction, using contents pages to locate information
 - Predict what might happen from details stated and implied.
 - Identify main ideas drawn from one paragraph
 - Draw simple inferences with evidence such as inferring characters' feelings
- Participate in discussions about both books that are read to them and those they read themselves, asking and answering questions to improve their understanding of the text