

Please note: reading skills within LKS2 will be very similar. Progression can be found within the cognitive load of the actual text, the vocabulary used and the type of questioning used.

DECODING: Pupils should be taught to: Apply their 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 they meet read further exception words, noting the unusual correspondences between spelling and sound, and where these occur in the word.

YEAR 3	UNDERSTANDING						Strategies
	Autumn 1 King Kang	Autumn 2 Stig of the Dump	Spring 1 The Puffin Keeper	Spring 2 Leonora Bolt Secret Inventor	Summer 1 Fantastic Mr Fox	Summer 2 The Butterfly Lion	Reading
<p>MONDAY</p> <p><i>READING THE TEXT</i></p>	<p>To read fluently</p> <p>LO: To read a text fluently</p> <p>To aid the transition out of RWI fluency must be a top priority within the first half term. Teachers to read the text with their class (could be independent reading, reading in unison or partner reading). Reading should be modelled to the children, and misconceptions must be addressed and pupils who have gaps should be picked up here.</p> <p>INTERVENTION RWI GROUP</p>	<p>- To read fluently - To check understanding of the text</p> <p>- Checking that the text makes sense to them, discussing their understanding</p> <p>LO: To read a text fluently LO: To understand meaning within a __ text</p> <p>If needed teachers can continue to focus of fluency skills if needed. Children can be further progressed by being pushed to answer basic questions of understanding, (who? what are they doing? Where?) This can be further supported by colourful semantics</p> <p>INTERVENTION RWI GROUP</p>	<p>- To read fluently - To check understanding of the text - To recognise the layout and organisation of particular genres</p> <p>- Identify how language, structure, and presentation contribute to meaning.</p> <p>LO: To understand meaning within a __ text LO: To recognise the layout of particular types of texts</p> <p>Meaning can be further progressed by children now recognising the common presentational features of certain texts (subheadings for non-fiction etc). Children should be able to recognise what text they are reading using these features.</p> <p>INTERVENTION RWI GROUP</p>	<p>- To check understanding of the text - To recognise the layout and organisation of particular genres - Identifying themes and conventions in a wide range of books</p> <p>- Identifying themes and conventions in a wide range of books</p> <p>LO: To understand meaning within a __ text LO: To recognise the layout of particular types of texts LO: To identify the themes within the text</p> <p>Here children should discuss the wider theme within the text. This could take place within a class discussion, partner work or individually</p> <p>INTERVENTION RWI GROUP</p>	<p>- To check understanding of the text - To recognise the layout and organisation of particular genres - Identifying themes and conventions in a wide range of books - To ask questions based on the text</p> <p>- Ask questions to improve their understanding of a text.</p> <p>LO: To understand meaning within a __ text LO: To recognise the layout of particular types of texts LO: To identify the themes within the text LO: To ask questions based on the text</p> <p>Encourage children to respond to what they read by asking questions that they may have. As children practise this skill, they could start to identify what type of question they are asking.</p> <p>INTERVENTION RWI GROUP</p>	<p>- To check understanding of the text - To recognise the layout and organisation of particular genres - Identifying themes and conventions in a wide range of books - To ask questions based on the text</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> <p>LO: To understand meaning within a __ text LO: To recognise the layout of particular types of texts LO: To identify the themes within the text LO: To ask questions based on the text LO: To express an opinion on the text</p> <p>Children should be encouraged to express simple opinions on the text. Children should be encouraged to state a reason using evidence from the text (I like this character because she is very kind. I know this because she helped her friend)</p> <p>INTERVENTION RWI GROUP</p>	<p>All children should be encouraging to annotate the text</p> <ul style="list-style-type: none"> - Follow the text with a pencil, or finger - Underline unknown words - Circle interesting words - Make notes on clues - Summarise in the margin <p>Retrieval</p> <ul style="list-style-type: none"> - Read the question word carefully, and circle it. - Skim and scan for the information in the text - Read around the information

<p>TUESDAY</p> <p>WORD MEANING FOCUS</p>	<p>To work out the meaning of words in context</p> <ul style="list-style-type: none"> - Use dictionaries to check the meaning of unknown words - Discuss their understanding and explaining the meaning of words in context. - Using dictionaries to check the meaning of words that they have read. <p>LO: To be able to explain the meaning of unknown words</p> <p>LO: To use dictionaries to find and check the meaning of words</p> <p>This should be primarily done through word meaning questions, but can also be completed during discussion time about the text, Dictionaries should be used as the main method of exploring meaning of unknown words. Give particular emphasise to children finding the word class in the dictionary.</p> <p>ANY UNKNOWN WORDS SHOULD BE RECAPPED WITHIN RETRIEVAL TASKS TO EMBED VOCABULARY</p> <p>INTERVENTION RWI GROUP</p>	<p>To work out the meaning of words in context</p> <ul style="list-style-type: none"> -- Use dictionaries to check the meaning of unknown words - Discuss their understanding and explaining the meaning of words in context. - Using dictionaries to check the meaning of words that they have read. <p>LO: To be able to explain the meaning of unknown words</p> <p>LO: To use dictionaries to find and check the meaning of words</p> <p>This should continue to be done through word meaning questions. However, discussion should now happen before the dictionaries are used. Teachers should start to use words like word class, word families. Children should also be made aware to read around the word.</p> <p>ANY UNKNOWN WORDS SHOULD BE RECAPPED WITHIN RETRIEVAL TASKS TO EMBED VOCABULARY</p> <p>INTERVENTION RWI GROUP</p>	<p>To work out the meaning of words in context</p> <ul style="list-style-type: none"> - Discuss their understanding and explaining the meaning of words in context. <p>LO: To be able to explain the meaning of unknown words</p> <p>Teacher should now explicitly teach strategies for working out the meaning of unknown words.</p> <ul style="list-style-type: none"> - Prefixes, suffixes, root words - Word families - Word class - Context of the word (within the sentence) - Synonyms and antonyms <p>These skills can be used within the retrieval tasks to help embed the ideas.</p> <p>ANY UNKNOWN WORDS SHOULD BE RECAPPED WITHIN RETRIEVAL TASKS TO EMBED VOCABULARY</p> <p>INTERVENTION RWI GROUP</p>	<p>To work out the meaning of words in context</p> <ul style="list-style-type: none"> - Discuss their understanding and explaining the meaning of words in context. <p>LO: To be able to explain the meaning of unknown words</p> <p>Previous learning should be recapped within this half term to embed the ideas.</p> <p>ANY UNKNOWN WORDS SHOULD BE RECAPPED WITHIN RETRIEVAL TASKS TO EMBED VOCABULARY</p> <p>INTERVENTION RWI GROUP</p>	<p>To work out the meaning of words in context</p> <ul style="list-style-type: none"> - To explain the effect of certain words and phrases - Discuss words and phrases that capture the reader's interest and imagination <p>LO: To be able to explain the meaning of unknown words</p> <p>LO: To be able to explain the effect of certain words/phrases</p> <p>These types of questions should now be mixed within the word meaning questions. Children should think what that word may suggest about a character etc. This can be closely linked with inference.</p> <p>ANY UNKNOWN WORDS SHOULD BE RECAPPED WITHIN RETRIEVAL TASKS TO EMBED VOCABULARY</p> <p>INTERVENTION RWI GROUP</p>	<p>To work out the meaning of words in context</p> <ul style="list-style-type: none"> - To explain the effect of certain words and phrases - Discuss words and phrases that capture the reader's interest and imagination <p>LO: To be able to explain the meaning of unknown words</p> <p>LO: To be able to explain the effect of certain words/phrases</p> <p>Previous learning should be recapped within this half term so to embed the ideas.</p> <p>ANY UNKNOWN WORDS SHOULD BE RECAPPED WITHIN RETRIEVAL TASKS TO EMBED VOCABULARY</p> <p>INTERVENTION RWI GROUP</p>	<p>to find your answer</p> <ul style="list-style-type: none"> - Check to see if the question has been answered. <p>Word meaning</p> <p>Working out the meaning of unknown words by...</p> <ul style="list-style-type: none"> - Morphology of the word (prefix, suffix, root word) - Word class - Word families - Have they heard the word before? - How is it used within the sentence? (context). <p>INFERENCE</p> <ul style="list-style-type: none"> - Encourage children to find clues as they read about different characters. - Encourage children to question as they are reading
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<p>WEDNESDAY</p> <p>RETRIEVAL / SUMMARISING</p>	<p>To retrieve information within fictional and non-fictional texts</p> <p>Retrieve and record information from non-fiction</p> <p>LO: To retrieve information within a ____ text</p> <p>Children show this skill through answering questions based on the particular text. Children should be encouraged to skim and scan answers within the text, (questions will have to have a part of the text written within them). Within the first half term literal retrieval questions should be asked, (who, where, when etc).</p>	<p>To retrieve information within fictional and non-fictional texts</p> <p>Retrieve and record information from non-fiction</p> <p>LO: To retrieve information within a ____ text</p> <p>Children should now start to be encouraged to answer more complex retrieval questions.</p>	<p>-To retrieve information within fictional and non-fictional texts</p> <p>-To summarise main ideas within the text</p> <p>-Retrieve and record information from non-fiction</p> <p>-Identifying main ideas drawn from more than one paragraph and summarising these</p> <p>LO: To retrieve information within a ____ text</p> <p>LO: To summarise main ideas within the text</p> <p>Retrieval skills should still be taught through questioning however, summarising should be introduced through questions. You could do this on alternative weeks, or if retrieval still needs practise then this should take priority.</p>	<p>To summarise main ideas within the text</p> <p>Identifying main ideas drawn from more than one paragraph and summarising these</p> <p>LO: To summarise main ideas within the text</p> <p>Summarising should be evidenced through questioning. Retrieval could still be taught here if the teacher assesses that more practise is needed.</p>	<p>To retrieve information within fictional and non-fictional texts</p> <p>To summarise main ideas within the text</p> <p>-Retrieve and record information from non-fiction</p> <p>- Identifying main ideas drawn from more than one paragraph and summarising these</p> <p>LO: To retrieve information within a ____ text</p> <p>LO: To summarise main ideas within the text</p> <p>LO: To summarise and retrieve information within a ____ text.</p> <p>Questioning can now be mixed within the same day, so that children can recognise what type of question is being asked. If a teacher believes that one skill needs more work then more work can be given to that individual skill.</p>	<p>To retrieve information within fictional and non-fictional texts</p> <p>To summarise main ideas within the text</p> <p>-Retrieve and record information from non-fiction</p> <p>- Identifying main ideas drawn from more than one paragraph and summarising these</p> <p>LO: To retrieve information within a ____ text</p> <p>LO: To summarise main ideas within the text</p> <p>LO: To summarise and retrieve information within a ____ text.</p> <p>Previous learning should be recapped within this half term to embed the ideas.</p>	<p>(what does this mean...how can I tell that).</p> <p>Use PEE when using evidence</p> <p>P - Point</p> <p>E - Evidence</p> <p>E - Explanation</p>
<p>THURSDAY</p> <p>INFERENCE / PREDICTION</p>	<p>To draw inferences</p> <p>Draw inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence</p> <p>LO: To draw inferences within a ____ text</p> <p>Children should be taught what the term 'inference' or 'inferring' means, (reading in between the lines) Children</p>	<p>- To draw inferences</p> <p>- Use evidence to support your views</p> <p>Draw inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence</p> <p>LO: To draw inferences within a ____ text</p> <p>LO: To use clues in the text to support inferences.</p>	<p>- To draw inferences</p> <p>- Use evidence to support your views</p> <p>Draw inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence</p> <p>LO: To draw inferences within a ____ text</p> <p>LO: To use clues in the text to support inferences.</p>	<p>- To draw inferences</p> <p>- Use evidence to support your views</p> <p>Draw inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence</p> <p>LO: To draw inferences within a ____ text</p> <p>LO: To use clues in the text to support inferences.</p> <p>Previous learning should be recapped within this half term to embed the ideas.</p>	<p>- To draw inferences</p> <p>- To draw inferences based on evidence</p> <p>- To make predictions based on the text</p> <p>Predict what might happen from details stated and implied.</p> <p>LO: To draw inferences within a ____ text</p> <p>LO: To use clues in the text to support inferences.</p> <p>LO: To predict what might happen within a text.</p> <p>Prediction questions should now be combined with inference questions to test knowledge, Children should</p>	<p>- To draw inferences</p> <p>- To draw inferences based on evidence</p> <p>- To make predictions based on the text</p> <p>LO: To draw inferences within a ____ text</p> <p>LO: To use clues in the text to support inferences.</p> <p>LO: To predict what might happen within a text.</p> <p>Previous learning should be recapped within this half term to embed the ideas. If more practise is needed on inference then this should be a focus.</p>	

	<p>should be encouraged to look for clues in the text, but questions should not ask for justification. This should be taught through inference questions. Illustrations should be used to introduce the concept of inference.</p>	<p>This should be taught through inference questions. Children should now be encouraged to use clues to support their inference, this can be evidenced through the questions they answer. Which bit of the text tells us...? What is the evidence in the text that...? What clues are there to tell us this...?</p>	<p>Previous learning should be recapped within this half term to embed the ideas.</p>		<p>be encouraged to explain their predictions using the text within questions.</p>		
<p>FRIDAY</p> <p>STAMINA FOCUS 'MYSTERY TEXT'</p>	<p>To build stamina To build fluency</p> <p>LO: To read fluently LO: To check the understanding of the text LO: To recognise the layout and organisation of particular genres LO: To identify themes and conventions in a wide range of books LO: To ask questions based on the text LO: To express an opinion about the text</p> <p>Children should be introduced to a 'mystery text'. For the autumn term, children could complete this just by reading and building on the skills mentioned above (on Monday). Written evidence is not required; however, children can complete tasks that show</p>	<p>To build stamina To build fluency</p> <p>LO: To read fluently LO: To check the understanding of the text LO: To recognise the layout and organisation of particular genres LO: To identify themes and conventions in a wide range of books LO: To ask questions based on the text LO: To express an opinion about the text</p> <p>Children should be introduced to a 'mystery text'. For the autumn term, children could complete this just by reading and building on the skills mentioned above (on Monday). Written evidence is not required; however, children can complete tasks that show</p>	<p>To build stamina To build fluency</p> <p>LO: To answer mixed questions based on the text</p> <p>Children should continue to answer mixed questions based on the text. These questions can get progressively harder as the weeks go on. If you find the class struggles with a certain strand, then this may be targeted within the questioning.</p>	<p>To build stamina To build fluency</p> <p>LO: To answer mixed questions based on the text</p> <p>Children should continue to answer mixed questions based on the text. These questions can get progressively harder as the weeks go on. If you find the class struggles with a certain strand, then this may be targeted within the questioning.</p>	<p>To build stamina To build fluency</p> <p>LO: To answer mixed questions based on the text</p> <p>Children should continue to answer mixed questions based on the text. These questions can get progressively harder as the weeks go on. If you find the class struggles with a certain strand, then this may be targeted within the questioning.</p>		

	<i>understanding (this does not need to be evidenced within books).</i>	<i>understanding (this does not need to be evidenced within books).</i>					
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By the end of year three children should...

- Read a text **fluently** and be able to understand the basic meaning of what they have read*
- Be able to take part in discussions about what they have read with confidence*
- To be able to recognise the structure of a particular genre, and use this to help them realise what text they are reading.*
- Be able to use skimming and scanning skills with some accuracy (**retrieval**)*
- Know the basic strategies to find the meaning of **unknown words***
- Be able to make basic **inferences** on a characters' feelings or thoughts.*