

Weston Park Primary School

Reading Overview

Autumn 1 (7 weeks)					Year 3
	Key text	Supporting texts	NC skills	Expected outcomes	Reading taught elsewhere (Eg: WAGOLL, text immersion, research in topic, P4C links)
Wk 1 4 days	The Journey	Phonics based books linked to phonics stage	<ul style="list-style-type: none"> * Assessments * Prediction based on front cover * Inference linked to whole class text and phonics books -Make inferences such as inferring character's feelings, thoughts and (motives) * Retrieval skills to answer questions * 	<ul style="list-style-type: none"> * Phonics based GR groups to assess reading stage / gaps in phonics and determine phonics phase reading group * Predictions based on front cover * Inference style task—speech bubble, thought bubble * 	WAGOLL- setting description- Knowledge Organiser sharing—Science, PSHE, Geography
Wk 2	The Journey	Phonics based books linked to phonics stage	<ul style="list-style-type: none"> * Use retrieval skills to answer questions * Look up word meaning * Write a summary about the text I have read so far 	<ul style="list-style-type: none"> * Question/ answer, differentiated. Example-What words or phrases tell you Elsa had a sense of humour? * Write a blurb to summarise events so far * Use a dictionary to look up new meaning- match the definition task 	Geog—reading maps WAGOLL- story sequel P4C responses to stimulus
Wk 3	The Journey	Phonics based books linked to phonics stage	<ul style="list-style-type: none"> * Discuss words and phrases that capture the reader's interest and imagination * Make inferences such as inferring character's feelings, thoughts and motives * Identify themes and conventions in a wide range of books * Use dictionaries to check the meaning of words that I have read 	<ul style="list-style-type: none"> * identify words and vocabulary from a given stage in the text-picture book- discuss the impact of the words. Explore synonyms for these words. Example- Lonely- secluded, abandoned * Inferring the feelings of characters at a given point. Image of the girl rescuing the bird with the guards-discuss how the girl is feeling, her motives. Explain how the author has captured this. * Identify five themes from within the book- examples love, compassion. Explore the impact these have on the reader. * Add to glossary/ create a new one with new vocab such as- scrumptious 	Science- reading of labels- names of bones
Wk 4	The BFG	Phonics based books linked to phonics stage	<ul style="list-style-type: none"> * Use dictionaries to look up unknown words * Make inferences such as inferring character's feelings, thoughts and motives * Make predictions from details stated or implied * Summarise key events * 	<ul style="list-style-type: none"> * question/answer adaptations, linked to words and phrases used by the author. Example: What phrase(s) indicates that the size of the approaching thing was large? * Chapter 3 focus on Sophie character-why was she hiding? Why was she screaming? * Make a prediction about the BFG's actions once he has Sophie in his pocket. Provide stem sentences and make links with similar texts. * Use time adverbials to sequence events so far. Use these to inform a summary of key events. Provide events to sort in chronological order where applicable 	P4C responses to stimulus WAGOLL-text immersion -persuasive letter



Weston Park Primary School

Reading Overview 2021 -2022

Autumn 2 (7 weeks)

Monday 1st November — Friday 17th December

Year 3

	Key text	Supporting texts	NC skills	Expected outcomes	Reading taught elsewhere (Eg: WAGOLL, text immersion, topic)
Wk 1	The Ice Palace		Phonics based books linked to phonics stage * Make predictions from details stated or implied * Find and discuss the impact of words/phrases on the reader * Show my understanding of words and phrases used by the author	* Prediction made from looking at the front cover-application of Stem sentences, explore themes of colour, mood, background, season * Unpick the following phrase, <i>Turn your face into the east wind, and see if you see forever you see Ivan's land. It is where....</i> explore what Ivan's land would have looked like, felt like. Explore meaning of new words- example-celandine * Adaptations -Question/answer linked to words and phrase example: What phrases indicate that Ivan was in trouble	
Wk 2	The Ice Palace		* Write questions focusing on the main character * Identify themes and conventions in a wide range of books *	* Provide visual stimulus from the story and question word bank to generate questions. Example: How do you intend to find your brother? Encourage chn to write a suitable response * Provide key themes./ get chn to suggest themes from within the text justify how they know these themes are present/ how the author has created these themes- use stem sentences	
Wk 3	The Ice Palace		* sequence events in chronological order * Discuss words and phrases that capture the reader's interest	* Use fronted adverbials of time to sequence events to date/ provide a set of events for chn to sequence correctly in chronological order * Identify key phrases from within the text/ ask chn to identify key themes within the text. Chn need to discuss the impact this has on the reader/ why it has / has not captured the reader's interest	
Wk 4	Pugs of the Frozen North	The Ice Palace	* Make predictions and inferences from details stated or implied * Use retrieval skills to answer questions with reference to the text	* Application of Stem sentence, <i>the evidence suggests that</i> , from the point where Shen and Pugs have become shipwrecked. Provide page one of text. * Adaptations to questions focusing on chapter 1/2 retrieval with a degree of inference. Example: Explain why it was work walking on the frozen sea.	
Wk 5	Pugs of the Frozen North	The Ice Palace	* Make inferences such as inferring characters feelings, thoughts and motives	* Provide extract from the text- where Shen meets Grandad for the first time. What might Shen be thinking/ feeling at this stage? What are Sika's motives for introducing them? *	
Wk 6	Pugs of the Frozen North	Intro Ice Bear	* Make inferences such as inferring characters feelings, thoughts and motives	* Explore and contrast Shen's motives with Sika's—evidence and what we can infer table.	
Wk 7	The Ice		* CEW assessments	* whole class discussion, provide extract from the text -likes, dislikes, puzzle and	



Weston Park Primary School
Reading Overview 2021-2022

Spring 1 (7 weeks) Monday 4th January — Friday 18th February					Year 3
	Key text	Supporting texts	NC skills	Expected outcomes	Reading taught elsewhere (Eg: WAGOLL, text immersion, topic)
Wk 1	Deepening understanding g= Wish you were here-L		<ul style="list-style-type: none"> * Read books/ texts that are structures in different ways * Discuss words and phrases that capture the reader's interest and imagination * Use retrieval skills to answer questions 	<ul style="list-style-type: none"> * Read new text * Deepening Understanding text on a double page unpick non-fiction literary skills such as, intro, rhetorical questions, tier 2/3 vocab, fronted adverbials * Explore and unpick vocab from text, examples submerged, answer questions about such vocab. Example: find and copy phrases that suggest the city is busy. * Adaptations to questions, example Circle a word which is not a place discussed in the text. 	Text immersion- read text independently/ whole class/ guided 1:1 reads
Wk 2	Deepening understanding g= Wish you were here-L		<ul style="list-style-type: none"> * Discuss words and phrases that capture the reader's interest and imagination 	<ul style="list-style-type: none"> * Deepening Understanding vocab questions- adapt through providing snippets of where to locate answer alongside question. Example- what does this phrase mean-tick the correct answer 	
Wk 3	Deepening Understanding g- Light	The Story of Tutankhamun	<ul style="list-style-type: none"> * Use retrieval skills to answer questions 	<ul style="list-style-type: none"> * Read new text- * Identify features of non-fiction text-whole class- not for books * Deepening Understanding retrieval questions- adapt through providing snippets of where to locate answer alongside question. Example- what does this phrase mean-tick the correct answer 	Text immersion- read new text, independently/ whole class/ guided 1:1 reads
Wk 4	Charlottes Web		<ul style="list-style-type: none"> * Moved to online learning * Drawing inferences, such as inferring character's feelings, thoughts and motives, predicting, identifying main ideas drawn from more than 1 paragraph and summarise these, 	<ul style="list-style-type: none"> * Online learning- captured on Seesaw * Book Mark in Guided Reading Books 	
Wk 5	The Story of Tutankhamun		<ul style="list-style-type: none"> * identifying main ideas drawn from more than 1 paragraph * Use retrieval skills 	<ul style="list-style-type: none"> * Read text * Focus on opening pages and what can retrieve about King Tut's family background and childhood. Next step: what can we infer about king Tut's childhood from his actions/ early recordings? Children summarise/ sequence events from these opening pages * Part 2 focus- Adaptations to questions. Example- True or False statements linked to process of mummification 	Text immersion, read text, whole class, group, 1:1 Guided reads



Weston Park Primary School
Reading Overview 2021-2022

Spring 2 (6 weeks)- Chn not currently at ARE will be in phonics based groups-2 follow up tasks Year 3 to follow NC skills detailed below where possible

	Key text	Supporting texts	NC skills	Expected outcomes	Reading taught elsewhere (Eg: WAGOLL, text immersion, topic)
Wk 1	The Stone Age Boy	Deepening Understanding—Stone Age Boy	<ul style="list-style-type: none"> * predicting what might happen from details stated and implied * drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence * identifying how language, structure, and presentation contribute to meaning-unpick Tier 2 and Tier 3 vocab 	<ul style="list-style-type: none"> * I do/You do modelling * Prediction –based on front cover and illustrations– group prediction for LA-develop use of stem sentences * Speech bubbles linked to main character– dialogue between characters / comparison of character thoughts feelings– develop use of Stem sentences, main focus on motives * CEW/ Dandelion reading assessments to be carried out * CEW linked to text: strange, posses, accident 	English reading in to writing—text immersion Non-Fiction link with Science – reading about properties of rocks Maths– worded problems?
Wk 2	The Stone Age Boy	Deepening Understanding—Stone Age Boy	<ul style="list-style-type: none"> * identifying how language, structure, and presentation contribute to meaning-unpick Tier 2 and Tier 3 vocab * asking questions to improve their understanding of a text * discussing words and phrases that capture the reader's interest and imagination link with using dictionaries to check the meaning of words that they have read * explaining the meaning of words in context 	<ul style="list-style-type: none"> * I do/ You do modelling * Finish CEW/ Dandelion reading assessments * Create a glossary in books of key vocab– tier 2/ 3 vocab * Generate questions to ask character(s) * Generate questions in relation to plot/setting/themes * CEW linked to text: arrive, believe, disappear 	English reading in to writing—text immersion Non-Fiction with Science →rock classification documents Computing– reading codes for animations
Wk 3	The Stone Age Boy	Deepening Understanding –Stone Age Boy	<ul style="list-style-type: none"> * identifying main ideas drawn from more than 1 paragraph and summarising these * understand what they read, in books they can read independently 	<ul style="list-style-type: none"> * I do/ You do modelling * Summarise plot, through ordering events/ write a summary. * Show understanding of text through retrieval based questions-variety of question styles and types linked to VIPERS * CEW: arrive, believe, disappear 	English reading in to writing—text immersion Non-Fiction linked to Science– process of fossilisation Computing– reading codes for animations
Wk 4	The First Drawings	The Stone Age Boy	<ul style="list-style-type: none"> * identifying how language, structure, and presentation contribute to meaning-unpick Tier 2 and Tier 3 vocab * Reading books that are structured in different ways for a range of purposes 	<ul style="list-style-type: none"> * I do/ You do modelling * Compare the language and presentation of this book with The Stone Age Boy– label/ annotate photocopied pages * Create an ongoing Glossary of key vocab * CEW: describe, early Earth 	English reading in to writing—text immersion Non-Fiction-Science process of fossilisation
Wk 5	The First		<ul style="list-style-type: none"> * drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, 	<ul style="list-style-type: none"> * I do/ You do modelling * CEW: imagine, suppose, surprise 	English reading in to writing—text immersion



Weston Park Primary School
Reading Overview 2021-2022

(5 weeks)- Chn not currently at ARE will be in phonics based groups-2 follow up tasks to follow NC skills detailed below where possible					Year 3
	Key text	Supporting texts	NC skills	Expected outcomes	Reading taught elsewhere (Eg: WAGOLL, text immersion, topic)
Wk 1	The Iron Man	The Coming of the Iron Man-Poem	<ul style="list-style-type: none"> * Make predictions based on what is stated and implied * Identify main ideas from more than one paragraph * Retrieve answers from a text * using dictionaries to check the meaning of words that they have read 	I do/ You do modelling <ul style="list-style-type: none"> * Read a given list of words/ part of text and identify unknown words, predict the meaning of words and apply within a sentence (brink) * Use dictionary to check meaning of words * Comment on the effect of vocab * Summarise chapter 1 / chapter 2 using STEM sentences * Retrieval based questions– a range of question types 	Bronze Age History Non-Fiction Science WAGOLL-Newspaper articles Punctuating direct speech Library, share a book /poem
Wk 2	The Iron Man	The Coming of the Iron Man-Poem	<ul style="list-style-type: none"> * Make predictions based on what is stated and implied * drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence * identifying how language and structure, contribute to meaning 	I do you do <ul style="list-style-type: none"> * page 27– predict from a given point in the text– what will happen next? What evidence is there to support your prediction? * Hogarth and The Iron speech bubbles, thought bubbles, punctuating direct speech in the form of dialogue between characters * Identify language within a given text and sentence types, annotating with a view to discussing the impact 	Bronze Age History Non-Fiction Science WAGOLL-Newspaper articles Library, share a book /poem
Wk 3	The Iron Man	The Coming of the Iron Man	<ul style="list-style-type: none"> * discussing words and phrases that capture the reader's interest and imagination * retrieve answers from a text 	<ul style="list-style-type: none"> * Identify/ provide a word list/ phrase list and discuss the impact the words and phrases have on the reader commenting on the effectiveness. Suggest alternative ideas * Retrieval based questions– a range of question types 	Library, share a book /poem
Wk 4	The Coming of the Iron Man Peom	The Iron Man	<ul style="list-style-type: none"> ● preparing poems and play scripts to read aloud and to perform, showing understanding through intonation, tone, volume and action ● discussing words and phrases that capture the reader's interest and imagination *Recognising some different forms of poetry [for example, free verse, narrative poetry] 	<ul style="list-style-type: none"> * annotate the poem/ parts of the poem to identify features– language, similes , verse. * Discuss and explain the impact of the above on the reader–some chn word/ phrase substitute * Model the language of poetry– tone, intonation, volume and action * Chn practise applying the above when reading the poem * Chn perform the poem to an audience (TBC) 	Poetry examples in the book corner Library, share a book /poem
Wk				*	



Weston Park Primary School
Reading Overview 2022-2023

(5 weeks)- Chn not currently at ARE will be in phonics based groups-2 follow up tasks to follow NC skills detailed below where possible					Year 3
	Key text	Supporting texts	NC skills	Expected outcomes	Reading taught elsewhere (Eg: WAGOLL, text immersion, topic)
Wk 1	The Lost Happy Endings		<ul style="list-style-type: none"> * drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence 	<ul style="list-style-type: none"> * Role on the wall—focus on the main character at a given part of text and identify the feelings, thoughts and motives. Explicitly teach the need to locate evidence to support ideas. * Weds pm—Music Box Text—mixed Bag questions 	WAGOLL—Setting description linked to LHE Weds pm session—Testbase text and questions linked to NTS prep
Wk 2			<ul style="list-style-type: none"> * NTS preparation—TESTBASE- * The Music Box— mixed bag questions 		
Wk 3			*NTS ASSESSMENT WEEK		
Wk 4	The Leopard in the golden cage		I can identify main ideas drawn from more than one paragraph and summarise these. I can draw inferences such as inferring characters' feelings, thoughts and motives.	<ul style="list-style-type: none"> * Speech/ thought bubbles * Character comparison * 	Link to History— The Romans
Wk 5	The Leopard		I can check the text makes sense to me, discussing my understanding and explaining the meaning of words in context	<ul style="list-style-type: none"> * Word definition task * Mixed bag questions linked to VIPERS questions. 	