

English Curriculum Reading Comprehension Map
Texts will vary as our teachers read from the heart

Year Three Reading						
POEMS, STORIES AND NON- FICTION	Autumn Term		Spring Term		Summer Term	
	Autumn Term 1	Autumn Term 2	Spring Term 1	Spring Term 2	Summer Term 1	Summer Term 2
	<p>Oceans of Waste The Morning I Met a Whale / Dolphin Boy <i>Michael Morpurgo</i> acrostic poems</p>	<p>How do we know that dinosaurs existed? Stone Girl, Bone Girl <i>Laurence Anholt</i> “She sells seashells by the seashore,” by Terry Sullivan. Kennings poems.</p>	<p>A Dangerous Decade Kaspar, Prince of Cats <i>Michael Morpurgo</i></p> <p>The Owl and the Pussy Cat. The Jumblies by Edward Lear. The wreck of the Titanic by Benjamin Peck Keith. Titanic Play script.</p>	<p>A Land ‘Pharoah’ Away There’s a Pharaoh in our Bath! / The Egyptian Cinderella <i>Jeremy Strong / Shirley Clymo</i></p> <p>Egyptian Cinderella Play script</p>		

Statutory requirements

- Pupils should be taught to:
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
 - reading books that are structured in different ways and reading for a range of purposes
 - using dictionaries to check the meaning of words that they have re
 - increasing their familiarity with a wide range of books, including fairy stories,
 - myths and legends, and retelling some of these orally
 - identifying themes and conventions in a wide range of books
 - 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]
- Understand what they read, in books they can read independently, by:

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- checking that the text makes sense to them, discussing their understanding and explaining the meaning of words in context
- asking questions to improve their understanding of a text
- drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence
- predicting what might happen from details stated and implied
- identifying main ideas drawn from more than one paragraph and summarising
- identifying how language, structure, and presentation contribute to meaning
- retrieve and record information from non-fiction
- 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