

## Guided Reading

### Year 3 Autumn Term A

Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7
Phonics check, issue with reading books, library time etc.	<b>Text: Narrative</b> Otto vs the Wolf (Grammarsaurus)	<b>Text: Narrative (1st p)</b> A Day in the Life of a Stone Age Boy (Grammarsaurus)	<b>Text: Narrative</b> Stone Age Boy (Grammarsaurus)	<b>Text: Instructions</b> Hunter-gatherer's survival guide (Grammarsaurus)	<b>Text: Narrative</b> Stop thief! (Stig of the Dump extract) (Schofield and Sims 1)	<b>Text: Recount</b> Stone Age Boy to Home (Grammarsaurus)
	<b>Key Reading Skill Focus:</b> Discuss words and phrases	<b>Key Reading Skill Focus:</b> retrieve and record information	<b>Key Reading Skill Focus:</b> Draw inferences	<b>Key reading skills:</b> Retrieve information	<b>Key Reading Skill Focus:</b> Make predictions	<b>Key Reading Skill Focus:</b> Identify and summarise main ideas
	<b>Links:</b> English (Narrative); History (Stone Age)	<b>Links:</b> English (Narrative); History (Stone Age)	<b>Links:</b> English (Narrative); History (Stone Age)	<b>Links:</b> English (Narrative); History (Stone Age)	<b>Links:</b> English (Recount); History (Stone Age)	<b>Links:</b> English (Recount); History (Stone Age)
	<b>Vocabulary:</b> hunter-gatherer rustling defend chattered gulping bared commanded route anxiously	<b>Vocabulary:</b> special choppy nature hunter-gatherer survive skin (verb) travelling	<b>Vocabulary:</b> ordinary decided different peculiar strange extremely increasing favourite caught special believe	<b>Vocabulary:</b> clothe knowledge consider strengths decide woven slain prey horizon fiercely	<b>Vocabulary:</b> plunged copse down (noun) shafts binding catgut puffed grinned enemy fiercely cliff	<b>Vocabulary:</b> believe ordinary surprised disappeared peculiar eventually materials confused grunted delicious

#### End Points - By the end of Year 3, pupils are expected to:

- Increase their familiarity with a wide range of books, structured in different ways for different purposes.
- Prepare poems and play scripts to read aloud and to perform
- Use the context of a sentence to help read unfamiliar words
- Draw inferences such as inferring characters' feelings, thoughts and motives from their actions
- Predict what might happen from details stated and implied
- Retrieve and record information from non-fiction
- Identify main ideas drawn from 1 paragraph and summarising these
- Discuss words and phrases that capture the reader's interest and imagination.

#### Half Term Reading Skill Focus:

Make predictions

**Guided Reading**

**Year 3 Autumn Term B**

Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7
<b>Text: Non-chron. Report</b> Worms and Soil (Ninja Comp Purple 6-7)	<b>Text: Non-chron. Report</b> Fossil Hunting (Schofield and Sims 2)	<b>Text: Narrative</b> The Iron Man Wanted (Grammasaurus)	<b>Text: Narrative</b> The Iron Woman (extract Pg 10-11)	<b>Text: Poetry</b> Silver by Walter de la Mare (Poem)	<b>Text: Poetry</b> Amulet by Ted Hughes (Poem)	<b>Text: Narrative</b> A Boy Called Christmas (extract)
<b>Key Reading Skill Focus:</b> retrieve and record information	<b>Key Reading Skill Focus:</b> Summarise key ideas	<b>Key Reading Skill Focus:</b> Make inferences	<b>Key Reading Skill Focus:</b> Use context of a sentence to read unfamiliar words	<b>Key Reading Skill Focus:</b> Discuss words and phrases that capture reader’s interest	<b>Key Reading Skill Focus:</b> Identify poetic features	<b>Key Reading Skill Focus:</b> Make predictions
<b>Links:</b> English (Non-chron); Science (Rocks)	<b>Links:</b> English (Non-chron); Science (Rocks)	<b>Links:</b> English (Recount);	Links: English (Recount)	<b>Links:</b> English (Poetry)	<b>Links:</b> English (Poetry)	<b>Links:</b> Topical (Christmas)
<b>Vocabulary:</b> mini-beast similar segments burrow damp wormery container interesting	<b>Vocabulary:</b> fossils fascinating buried grains exposed quarries extinct spiral chambers	<b>Vocabulary:</b> authorities height witnessed various mechanical crane strength outskirts barbed wire monstrosity	<b>Vocabulary:</b> gigantic reeds wailing lump siren bulged booming hoisted marsh veered	<b>Vocabulary:</b> silently shoon casements beams thatched couched cote peep scampering claws gleam	<b>Vocabulary:</b> fang ragged horizon heather doe swamp stony north star	<b>Vocabulary:</b> woodcutter certainly sleigh entire turnip bushy stretched cottages coach

<b>End Points - By the end of Year 3, pupils are expected to:</b> <ul style="list-style-type: none"><li>· Increase their familiarity with a wide range of books, structured in different ways for different purposes.</li><li>· Prepare poems and play scripts to read aloud and to perform</li><li>· Use the context of a sentence to help read unfamiliar words</li><li>· Draw inferences such as inferring characters' feelings, thoughts and motives from their actions</li><li>· Predict what might happen from details stated and implied</li><li>· Retrieve and record information from non-fiction</li><li>· Identify main ideas drawn from 1 paragraph and summarising these</li><li>· Discuss words and phrases that capture the reader’s interest and imagination.</li></ul>	<b>Half Term Reading Skill Focus:</b>  To summarise
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## Guided Reading

### Year 3 Spring Term A

Week 1 Short Week	Week 2	Week 3	Week 4	Week 5	Week 6
<b>Text:</b>	<b>Text: Persuasive Advert</b> Ancient Egypt (Grammarsaurus)	<b>Text: Persuasive Advert</b> Llandudno (Grammarsaurus)	<b>Text: Explanation Text</b> How Plants Grow? (VN Purple)	<b>Text: Instructions</b> How to mummify your dear friend (Grammarsaurus)	<b>Text: Instructions</b> How to make an alien sandwich (Grammarsaurus)
<b>Key Skills:</b>	<b>Key Skills: To identify positive language</b>	<b>Key Skills: To identify persuasive language</b>	<b>Key Skills: To retrieve information from non –fiction</b>	<b>Key Skills: To identify instructional language</b>	<b>Key Skills: To compare and contrast similar texts.</b>
<b>Links:</b>	<b>Links: English (Advert); History (Ancient Egypt)</b>	<b>Links: English (Advert); Loose link Geography (Europe)</b>	<b>Links: Science (Plants)</b>	<b>Links: English (instructions); History (Ancient Egypt)</b>	<b>Links: English (instructions)</b>
<b>Vocabulary:</b>	<b>Vocabulary:</b> Egypt endless pristine fiery inviting marvellous reign feast cruise guarantee	<b>Vocabulary:</b> Historical Destination Stroll Impressive Borders Energetically Marvellous Sculptures Imagination Impressed	<b>Vocabulary:</b> moisture seed soak goodness wilt stalks stems roots cycle	<b>Vocabulary:</b> Recently Departed Terrible Preserve Process Impossible Nostril Internal Organ Decaying Fake amulets	<b>Vocabulary:</b> Create Avoid Handful Mash Increase delight Alternatively Peculiar Unexpectedly Disappointment

#### End Points - By the end of Year 3, pupils are expected to:

- Increase their familiarity with a wide range of books, structured in different ways for different purposes.
- Prepare poems and play scripts to read aloud and to perform
- Use the context of a sentence to help read unfamiliar words
- Draw inferences such as inferring characters' feelings, thoughts and motives from their actions
- Predict what might happen from details stated and implied
- Retrieve and record information from non-fiction
- Identify main ideas drawn from 1 paragraph and summarising these
- Discuss words and phrases that capture the reader's interest and imagination.

#### Half Term Reading Skill Focus:

#### Sequencing

## Guided Reading

### Year 3 Spring Term B

Week 1 (7)	Week 2 (8)	Week 3 (9)	Week 4 (10)	Week 5 (11)	Week 6 (12)
<b>Text: Setting Description</b> Animals in the Rainforest (1st page) (Vocabulary Ninja L. Green)	<b>Text: Setting Descriptions</b> The Hobbit (Extract)	<b>Text: Setting Descriptions</b> Harry Potter Great Hall (Extract)	<b>Text: Poetry</b> Nature's Way (Poem)	<b>Text: Poetry</b> Milk for the Cat by Harold Munroe (Anthology) (poem)	<b>Text: Poetry</b> Voice from the Pharaoh's Tomb (selected verses) (The Works 2)
<b>Key Skills: To recognise alternative, descriptive verbs</b>	<b>Key Skills: How descriptive vocabulary can be used to create an image in the reader's mind.</b>	<b>Key Skills: To infer characters feelings (based on their surroundings)</b>	<b>Key Skills: To understand how a poem can describe a setting</b>	<b>Key Skills: To identify how verbs are used to create movement in a character</b>	<b>Key Skills: To use the context of a stanza to help read unfamiliar words</b>
<b>Links: English (SG Setting Description)</b>	<b>Links: English (SG Setting Description)</b>	<b>Links: English (SG Setting Description)</b>	<b>Links: English (SG Setting Description; Poetry)</b>	<b>Links: English (Poetry)</b>	<b>Links: English (poetry)</b>
<b>Vocabulary:</b> peeking nattering slinking darting glistening swooping stalk dash chirping shimmers slinking	<b>Vocabulary:</b> hobbit oozy comfort porthole panelled cellars fond pantries meadow neighbourhood	<b>Vocabulary:</b> philosopher sandy splendid goblet halt flickering misty velvety	<b>Vocabulary:</b> scent breeze poke glisten willow meadow gentle glimmer inhale Nature	<b>Vocabulary:</b> drawn          transformed merely          lust grate agate haze casual glance stiff gaze stir lithe desire	<b>Vocabulary:</b> probe          wither tomb          barren spirit abandoned deserted joys snuffed coffins erased soul spirit seep

**End Points - By the end of Year 3, pupils are expected to:**

- Increase their familiarity with a wide range of books, structured in different ways for different purposes.
- Prepare poems and play scripts to read aloud and to perform
- Draw inferences such as inferring characters' feelings, thoughts and motives from their actions
- Predict what might happen from details stated and implied
- Retrieve and record information from non-fiction
- Identify main ideas drawn from 1 paragraph and summarising these
- Discuss words and phrases that capture the reader's interest and imagination.

**Half Term Reading Skill Focus:**

**True / False; Fact / Opinion**

Guided Reading

Year 3 Summer Term A

Week 1	Week 2	Week 3	Week 4	Week 5	Week 6 Assessment Week
<b>Text: Narrative (Fable)</b>  The Mosquito and the Lion by Beverley Naidoo	<b>Text: Narrative (Fable)</b>  The Lion and the Mouse (Grammarsaurus)	<b>Text: (Fable)</b>  The Boy who cried Wolf (Grammarsaurus)	<b>Text: Narrative (Setting descriptions)</b>  The Enchanted Forest (Grammarsaurus)	<b>Text: Narrative (Setting Description)</b>  The Congo Basin (Grammarsaurus)	
<b>Key Skills: To be familiar with different types of stories</b>	<b>Key Skills: To identify themes and conventions in Fables</b>	<b>Key Skills: To draw inferences about characters</b>	<b>Key Skills: To discuss words and phrases that capture the reader’s interest and imagination</b>	<b>Key Skills: To discuss words and phrases that capture the reader’s interest and imagination</b>	
<b>Links: : English (Fable) ; PSHE (lessons/morals)</b>	<b>Links: English (Fables)</b>	<b>Links: : English (Fable); PSHE (honesty)</b>	<b>Links: English (setting description)</b>	<b>Links:English (Setting description)</b>	
<b>Vocabulary:</b> Swiped Aside Jeered Furious Attempted Boasted Thrust Victory Conquered Defeated	<b>Vocabulary:</b> Scorching Crept Mane Scrambled Aggressively Rumble Snare Pitiful Scurried Immense	<b>Vocabulary:</b> Chaos Infuriated Desperately Enclosure Summoning Appreciation Smirk Frustration Etched Avalanche	<b>Vocabulary:</b> Enchanted Realm Pulsing Centuries Reigned Undulating Foliage Cocooned Dreary Dense	<b>Vocabulary:</b> Mosaic Spanned Teeming Humid Peered Stealthy Stalked Scurried Scuttling Bask Murky	
<b>End Points - By the end of Year 3, pupils are expected to:</b>  · Increase their familiarity with a wide range of books, structured in different ways for different purposes. · Prepare poems and play scripts to read aloud and to perform · Use the context of a sentence to help read unfamiliar words · Draw inferences such as inferring characters' feelings, thoughts and motives from their actions · Predict what might happen from details stated and implied · Retrieve and record information from non-fiction · Identify main ideas drawn from 1 paragraph and summarising these · Discuss words and phrases that capture the reader’s interest and imagination.					<b>Half Term Reading Skill Focus:</b>  Author Intent

## Guided Reading

### Year 3 Summer Term B

Week 1 (7)	Week 2 (8)	Week 3 (9)	Week 4 (10)	Week 5 (11)	Week 6 (12)	Week 7 (13)
<b>Text: Narrative (Setting Description)</b> <b>Ancient Egypt</b> <b>(Grammarsaurus)</b>	<b>Text: Diary Entry</b> <b>Howard Carter's</b> <b>Discovery</b> <b>(Grammasaurus)</b>	<b>Text: Poetry</b> <b>A Green Cornfield</b> <b>By Christina Rossetti</b>	<b>Text: Poetry</b> <b>Shut Out</b> <b>By Christina Rossetti</b>	<b>Text: Narrative (Dilemma story)</b> <b>Extract from</b> <b>All to Play For</b> <b>By Eve Ainsworth</b>	<b>Text: Non-fiction (advice)</b> <b>How Do We Eat</b> <b>Healthily?</b> <b>(Grammarsaurus)</b>	<b>Text: Non-fiction (advice)</b> <b>Friendship Problems</b> <b>(CGP PSHE book)</b>
<b>Key Skills: To read books that are structured in different ways for a range of purposes</b>	<b>Key Skills: To draw inferences</b>	<b>Key Skills: To discuss words and phrases that capture the reader's interest and imagination.</b>	<b>Key Skills: To identifying how language, structure, and presentation contribute to meaning</b>	<b>Key Skills: Predict what might happen from details stated and implied</b>	<b>Key Skills: identifying main ideas drawn from more than 1 paragraph and summarising these</b>	<b>Key Skills: reading books that are structured in different ways and reading for a range of purposes</b>
<b>Links: English (Setting description); History (Ancient Egypt)</b>	<b>Links: English (alternative setting description); History (Ancient Egypt)</b>	<b>Links: English (poetry); Science (Living Things in their Habitats)</b>	<b>Links: English (poetry; PSHE (friendship))</b>	<b>Links: English (advice); PSHE (friendship)</b>	<b>Links: English (advice); PSHE (friendship)</b>	<b>Links: English (advice); PSHE (friendship)</b>
<b>Vocabulary:</b> <b>Dominated</b> <b>Impressive</b> <b>Loomed</b> <b>Wares</b> <b>Awnings</b> <b>Contract</b> <b>Elite</b> <b>Dwellings</b> <b>Constructed</b> <b>Imposing</b> <b>Sumptuous</b>	<b>Vocabulary:</b> <b>Excavate</b> <b>Tomb</b> <b>Dissatisfied</b> <b>Investigation</b> <b>Flight (of steps)</b> <b>Chamber</b> <b>Painstakingly</b>	<b>Vocabulary:</b> <b>Morn (morning)</b> <b>Skylark</b> <b>Speck</b> <b>Gay (gay accord)</b> <b>Accord</b> <b>Soared</b> <b>Tender</b> <b>Stalks</b> <b>Swift</b>	<b>Vocabulary:</b> <b>Pied</b> <b>Bedewed</b> <b>Bough</b> <b>Stately</b> <b>Shadowless</b> <b>Spirit</b> <b>Bud</b> <b>Outcast</b> <b>State</b>	<b>Vocabulary:</b> <b>Chatter</b> <b>Rebound</b> <b>Dead (accurate)</b> <b>Patches</b> <b>Estate</b> <b>Clumsy</b> <b>Store</b>	<b>Vocabulary:</b> <b>Balanced</b> <b>Fuelled</b> <b>Vital</b> <b>Processes</b> <b>Suitable</b> <b>Nutrients</b> <b>Various</b> <b>Digestive system</b> <b>Moderate</b> <b>products</b>	<b>Vocabulary:</b> <b>Persuade</b> <b>Confided</b> <b>Fall out</b> <b>Split up</b> <b>Fuss</b>

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#### Half Term Reading Skill Focus:

**Explain (thoughts and opinions)**