
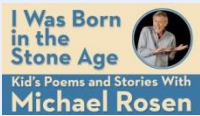



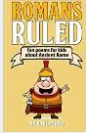





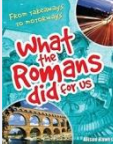


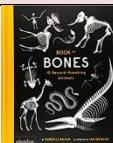
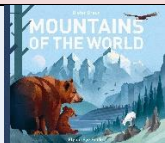



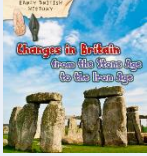

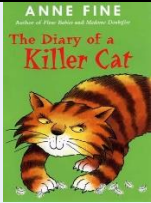
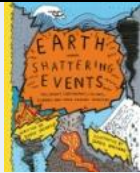




Year 3 Reading Diet

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
	Passionately prehistoric		Shake, rattle and roll		Bright lights big city	Romans on the rampage
Text Drivers	Learning journey 1 & 2	Learning journey 1	Learning journey 1	Learning journey 1	Learning journey 1	Learning journey 1
	Stone age boy – (fiction) <i>Satoshi Kitamura</i> 	I was born in the stone age – (Poetry) <i>Michael Rosen</i> 	Jack and the Baked Beanstalk – (fiction) <i>Collin Stimpson</i> 	Disney Lava - (Film & Poetry) 	King of the sky – (fiction) <i>Nicolas Davies</i> 	Ancient Rome - (poetry) – Paul Perro 
	Learning journey 2	Learning journey 2	Learning journey 2	Learning journey 2	Learning journey 2	Learning journey 2
	How to wash a woolly Mammoth – (fiction) <i>Michelle Robinson & Kate Hindley</i> 	Inside the villain – (Fiction) <i>Clotilde Perrin</i> 	Survivors: Extraordinary Tales from the Wild and Beyond – (non-fiction) <i>David Long</i> <i>Sue Ruff and Bruce Nelson: the couple who were blasted by a volcano (story only)</i> 	Earth shattering events - (non-fiction) <i>Robin Jacobs</i> 	Finn Maccool and the Giant's Causeway – (folk tale) <i>Charlotte Guillain</i> 	What the Romans did for us – (non-fiction) <i>Alison Haws</i> 
						Learning journey 3 Queen of darkness – (fiction) <i>Tony Bradman</i> 
	Focus text for reading	Focus text for reading	Focus text for reading	Focus text for reading	Focus text for reading	Focus text for reading
Guided Reading	Stone age boy – (fiction) <i>Satoshi Kitamura</i> 	Book of bones – (non-fiction) <i>Gabrielle Balkan</i> 	Mountains of the world – (non-fiction) <i>Dieter Braun</i> 	Disney Lava - (Film & Poetry) 	Night mail- (poetry/film) <i>W. H. Auden</i> 	Queen of darkness – (fiction) <i>Tony Bradman</i> 

Year 3 Reading Diet

Autumn 1		Autumn 2		Spring 1		Spring 2		Summer 1		Summer 2	
Passionately prehistoric				Shake, rattle and roll				Bright lights big city		Romans on the rampage	
Changes in Britain: from the Stone Age to the Iron Age – (non fiction) <i>Early British History</i> 		Inside the Villains – (Non fiction) Clotilde Perrin 		Diary of a killer cat – Anne Fine 		Earth shattering events - (non fiction) <i>Robin Jacobs</i> 		A walk in London – (fiction) <i>Salvatore Rubbino</i> 		So you think you have got it bad? A kid's life in ancient Rome – (non-fiction) <i>Chae Strathie</i> 	
Focus domains		Focus domains		Focus domains		Focus domains		Focus domains		Focus domains	
<ul style="list-style-type: none"> Use dictionaries to check the meaning of words that they have read (Clarify) Show understanding of the main points drawn from one paragraph (monitor & Summarise) Locate and retrieve information using skimming, scanning and text marking (Select & Retrieve) Listen to and discuss a wide range of fiction, poetry, plays, non-fiction and reference books and textbooks (respond & explain) Predict what might happen from details stated and implied (inference) Identify how language, structure and presentation contribute to meaning (language for effect) Identify and name presentational devices in non-fiction (themes & conventions) 		<ul style="list-style-type: none"> Use a range of known strategies appropriately to establish meaning in books that can be read independently (Clarify) Uses text features to locate information e.g. contents, indices, subheadings (Select & Retrieve) Discuss words and phrases that capture the reader's interest and imagination (respond & explain) Draw plausible inferences, often supported through reference to the text (inference) Discuss the effect of specific language on the reader (language for effect) Read books that are structured in different ways and show some awareness of the various purposes for reading (themes & conventions) Identify themes and conventions in a wide range of books (themes & conventions) 		<ul style="list-style-type: none"> Check that the text makes sense to them, discussing their understanding and explaining the meaning of words in context (clarifying) Begin to recognise fact and opinion (Select & Retrieve) Begin to use vocabulary from the text to support responses and explanations (respond & explain) Draw inferences such as inferring feelings, thoughts and motives of main characters from their actions (inference) Identify specific techniques, e.g. simile, alliteration and repetition and say why they interest them (language of effect) Can explore and discuss underlying themes and ideas (Themes & Conventions) 		<ul style="list-style-type: none"> Show understanding of the main points drawn from more than one paragraph (Monitor & Summarise) Justify inferences with evidence (inference) Demonstrate familiarity with a wide range of books, including fairy stories, myths and legends and retell some of these orally (Themes & Conventions) 		<ul style="list-style-type: none"> Retrieve and record information from non-fiction (Select & Retrieve) Use specific vocabulary and ideas expressed in the text to support own views (respond & explain) 		<ul style="list-style-type: none"> Extract information and make notes (Select & Retrieve) Read aloud their own writing, to a group or the whole class, using appropriate intonation and controlling the tone and volume so that the meaning is clear (Year 3 /4 writing National Curriculum) (language of effect) 	

Year 3 Reading Diet

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
	Passionately prehistoric		Shake, rattle and roll		Bright lights big city	Romans on the rampage
	Class novel	Class novel	Class novel	Class novel	Class novel	Class novel
	<p>Texts chosen with class to ensure interest and gives opportunity for teachers to know children as readers.</p>	<p>The Christmasaurus- (fiction) <i>Tom Fletcher</i></p> 	<p>Return of the killer cat - (diary) <i>Anne Fine</i></p> 	<p>Krindlekrax – (fiction) <i>Philip Ridley</i></p> 	<p>James and the giant peach – (fiction) <i>Roald Dahl</i></p> 	<p>Queen of darkness – (fiction) <i>Tony Bradman</i></p> 
	<p><u>Poetry Books Regularly Shared</u></p>    					
	<p>Word reading focus is ongoing. Only key domains are shown as other reading domains and associated strategies will be covered in response to the demands of the text and the gaps in the pupils understanding.</p>					