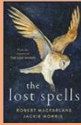







Year 3				
Theme/Term	Magic & wonder Autumn 1		Dreams & curiosity Autumn 2	
Literary Leaf Text	 <i>The Lost Spells</i> Robert MacFarlane	 <i>Arthur and the Golden Rope</i> Joe Todd Stanton	 <i>The BFG</i> Roald Dahl	 <i>I am the Seed that Grew the Tree</i> Fiona Waters
Develop positive attitudes to reading and understanding of what they read by:	<ul style="list-style-type: none"> 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 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] 	<ul style="list-style-type: none"> listening to and discussing a wide range of fiction, poetry, plays, non-fiction and reference books or textbooks increasing their familiarity with a wide range of books, including fairy stories, myths and legends, and retelling some of these orally discussing words and phrases that capture the reader's interest and imagination 	<ul style="list-style-type: none"> 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 read increasing their familiarity with a wide range of books, including fairy stories, myths and legends identifying themes and conventions in a wide range of books discussing words and phrases that capture the reader's interest and imagination 	<ul style="list-style-type: none"> listening to and discussing a wide range of fiction, poetry, plays, non-fiction and reference books or textbooks 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:	<ul style="list-style-type: none"> 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 these identifying how language, structure, and presentation contribute to meaning 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 	<ul style="list-style-type: none"> checking that the text makes sense to them, discussing their understanding and explaining the meaning of words in context 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 these identifying how language, structure, and presentation contribute to meaning 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 	<ul style="list-style-type: none"> 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 these identifying how language, structure, and presentation contribute to meaning 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. 	<ul style="list-style-type: none"> checking that the text makes sense to them, discussing their understanding and explaining the meaning of words in context 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 these identifying how language, structure, and presentation contribute to meaning 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.



Theme/Term	Hope & healing Spring 1		Overcoming adversity Spring 2	
Literary Leaf Text	 <p><i>The Pied Piper of Hamelin</i> Robert Browning</p>	 <p><i>Earth Shattering Events</i> Robin Jacobs</p>	 <p><i>Old Possum's Book of Practical Cats</i> T. S. Eliot</p>	 <p><i>Africa, Amazing Africa</i> Atinuke</p>
Develop positive attitudes to reading and understanding of what they read by:	<ul style="list-style-type: none"> listening to and discussing a wide range of fiction, poetry 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] 	<ul style="list-style-type: none"> listening to and discussing a wide range of non-fiction and reference books or textbooks reading books that are structured in different ways and reading for a range of purposes increasing their familiarity with a wide range of books, including fairy stories, myths and legends, and retelling some of these orally discussing words and phrases that capture the reader's interest and imagination 	<ul style="list-style-type: none"> listening to and discussing a wide range poetry using dictionaries to check the meaning of words that they have read 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"> 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 read identifying themes and conventions in a wide range of books discussing words and phrases that capture the reader's interest and imagination
Understand what they read, in books they can read independently, by:	<ul style="list-style-type: none"> 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 these identifying how language, structure, and presentation contribute to meaning 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. 	<ul style="list-style-type: none"> 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 predicting what might happen from details stated and implied identifying main ideas drawn from more than one paragraph and summarising these identifying how language, structure, and presentation contribute to meaning Retrieve and record information 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. 	<ul style="list-style-type: none"> 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 identifying how language, structure, and presentation contribute to meaning 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. 	<ul style="list-style-type: none"> 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 these identifying how language, structure, and presentation contribute to meaning Retrieve and record information 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.



Theme/Term	From mystery to discovery Summer 1		Confidence & caution Summer 2	
Literary Leaf Text	 <p><i>Mr Penguin and the Lost Treasure</i> Alex T. Smith</p>	 <p><i>New and Collected Poems for Children</i> Carol Ann Duffy</p>	 <p><i>A Necklace of Raindrops</i> Joan Aiken</p>	 <p><i>Fortunately, the Milk</i> Neil Gaiman</p>
Develop positive attitudes to reading and understanding of what they read by:	<ul style="list-style-type: none"> 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 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 discussing words and phrases that capture the reader's interest and imagination 	<ul style="list-style-type: none"> listening to and discussing a wide range of fiction, poetry, plays, non-fiction and reference books or textbooks 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"> 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 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 discussing words and phrases that capture the reader's interest and imagination 	<ul style="list-style-type: none"> listening to and discussing a wide range of fiction, poetry, plays, non-fiction and reference books or textbooks using dictionaries to check the meaning of words that they have read identifying themes and conventions in a wide range of books discussing words and phrases that capture the reader's interest and imagination
Understand what they read, in books they can read independently, by:	<ul style="list-style-type: none"> 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 these identifying how language, structure, and presentation contribute to meaning 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. 	<ul style="list-style-type: none"> 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 these identifying how language, structure, and presentation contribute to meaning Retrieve and record information 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. 	<ul style="list-style-type: none"> 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 these identifying how language, structure, and presentation contribute to meaning 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. 	<ul style="list-style-type: none"> checking that the text makes sense to them, discussing their understanding and explaining the meaning of words in context 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 these identifying how language, structure, and presentation contribute to meaning 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.