



Leechpool Primary School  
Long Term Reading Plan  
Year 3



Year 3						
	Autumn 1		Autumn 2		Spring 1	
<b>Group reading</b>	<b>Focus:</b> Word reading, Word meaning	<b>Core texts:</b> Children read appropriate book banded books & Stone Age Boy	<b>Focus:</b> Word reading, Summarising	<b>Core texts:</b> Children read appropriate book banded books & Myth Atlas	<b>Focus:</b> Word reading, Predictions	<b>Core texts:</b> Children read appropriate book banded books & Running Wild
<b>Whole class reading</b>	<b>Focus:</b> Summarising, Understanding themes and concepts	<b>Core texts:</b> Stone Age Boy	<b>Focus:</b> Word meaning, Predictions, Performing	<b>Core texts:</b> Myth Atlas	<b>Focus:</b> Inference, Understanding the text, Word meaning	<b>Core texts:</b> Running Wild
<b>Phonics</b>	<b>Tricky words:</b> could, should, said, so, would, want, have, like, oh, their, come, some, Mr, Mrs, were, there, love, your, little, one <b>Sounds:</b> 'ay' saying /ai/, 'oy' saying /oi/, 'ie' saying /igh/, 'ea' saying /ee/, 'a_e' saying /ai/, 'i_e' saying /igh/,		<b>Tricky words:</b> people, looked, do, when, called, asked, what, could, water, where, should, would, who, why, want, their, thought, through <b>Sounds:</b> 'o_e' saying /oa/, 'u_e' saying /oo/ and /yoo/, 'e_e' saying /ee/, 'ou' saying /ow/, 'ch' saying /c/, 'ch' saying /sh/		<b>Tricky words:</b> once, please, who, why, friend, also, because, different, <b>Sounds:</b> 'ir' saying /er/, 'ue' saying /yoo/ and /oo/, 'ew' saying /yoo/ and /oo/, 'y' saying /ee/, 'aw' and 'au' saying /or/,	
	Spring 2		Summer 1		Summer 2	
<b>Group reading</b>	<b>Focus:</b> Inference, Engaging in a range of reading	<b>Core texts:</b> The Explorer	<b>Focus:</b> Word meaning, Understanding the text	<b>Core texts:</b> Victorian House Maid	<b>Focus:</b> Engaging in a range of reading, Word meaning	<b>Core texts:</b> Oliver Twist
<b>Whole class reading</b>	<b>Focus:</b> Understanding text Structure, Navigating texts, Summarising		<b>Focus:</b> Inference, Understanding text structure, Predictions		<b>Focus:</b> Understanding themes and concepts, Performance, Summarising	



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<b>Phonics</b>	<b>Tricky words:</b> more, before, any, eye, Wednesday, brother, Monday, Tuesday, many, laughed, because, different, live, coming, work, house <b>Sounds:</b> 'ow' and 'oe' saying /oa/, 'wh' saying /w/, 'g' saying /j/ and 'c' saying /s/, 'ph' saying /f/, 'ea' saying /e/	<b>Tricky words:</b> January, February, autumn, gone, bought, favourite, door, floor, beautiful, treasure, talk, two, <b>Sounds:</b> 'ie' saying /ee/, Adding -ed, Adding -s and -es, Adding -er and -est, 'tch' saying /ch/	<b>Tricky words:</b> scissors, castle, other, does, April, July, know, colour, January, February, autumn, gone, bought, favourite <b>Sounds:</b> Adding -ing and -er, 'are' and 'ear' saying /air/, Unspoken 'e', 'ore' saying /or/, Adding prefix un-
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### Word recognition

- Apply their growing knowledge of root words, prefixes and suffixes as listed in National Curriculum English Appendix 1, both to read aloud and to understand the meaning of new words they meet
- Read further exception words, noting the unusual correspondences between spelling and sound, and where these occur in the word
- Begin to accurately and fluently read books written at an age-appropriate level at a speed that is sufficient to enable a focus on understanding
- Read silently

### Using inference and making predictions

- Draw inferences such as inferring characters' feelings, thoughts and motives from their actions and justifying inferences with evidence
- Predict what might happen from details stated and implied
- Make predictions using experience of reading books by the same author

### Performing Poetry/Play scripts

- Prepare poems and play scripts to read aloud and to perform and show understanding through intonation, tone, volume and action
- Perform poetry individually or together; experiment with expression and use pause for effect

### Navigating texts

- Retrieve and record information from non-fiction
- Scan for key words to retrieve information

### Engaging in a range of reading

- Regularly listen to and discuss a wide range of fiction (including whole books), poetry, plays, non-fiction and reference books or textbooks at a level beyond those they might not choose themselves
- Read for a range of purposes
- Make personal reading choices and explain reasons for these
- Recommend books that they have read to their peers (making links to personal reading choices and reasons for these)
- Appraise non-fiction texts to evaluate their usefulness

### Understanding the text

- Activate prior knowledge and draw on what they already know or on background information and vocabulary provided by the teacher
- Use active reading strategies including: checking that the text makes sense to them; discussing their understanding; explaining the meaning of words in context; asking questions to improve their understanding of a text
- Answer literal, inferential and evaluative comprehension questions
- Participate in discussion about both books that are read to them and those they can read for themselves, take turns and listen to what others say
- Identify how language, structure, and presentation contribute to meaning
- Explain and discuss their understanding of books, poems and other material, both those that they listen to and those that they read for themselves

### Understanding the structure of texts

- Read books that are structured in different ways
- Identify non-fiction features that support the structure of the text
- Sequence that main events in stories into the five stages
- Recognise some different forms of poetry and their structure and/or pattern

### Understanding word meanings and the use of language

- Use dictionaries to check the meaning of words that they have read
- Use morphological and etymological knowledge to work out the meaning of unknown words, including distinguishing shades of meaning among related words.
- Identify, discuss and collect words and phrases that capture the reader's interest and imagination
- Identify why authors/poets have used particular language

### Understanding the themes, conventions and content of texts

- Increase familiarity with a wide range of books including fairy stories, fables and folk tales and retell some of these orally
- Identify themes and conventions in a wide range of books

### Summarising

- Identify and summarise the main ideas of a paragraph