# *Welwyn St Mary's Primary School*

## Reading

## Believe and Achieve

| Year 3 |
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| What should I know already | "The more that you **read**, the more things you will know. The more that you learn, the more places you'll go." Dr Seuss |
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**See our document outlining reading progression.**
• self-corrects spontaneously and at the point of error
• sustains silent reading most of the time
• sustains interest in longer narratives e.g. a short chapter book
• recognise the difference between description in fiction and non-fiction e.g. *in non-fiction description is generally used for precision rather than to create an emotional response.*

Some key reading skills to be developed further are stated below. These will support you in becoming effective and reflective independent readers.

*For more detailed information see the reading progression document.*

### What will I know at the end of the year?
### I will be able to:

**Develop skills in all the key reading skill areas.**
- ask increasingly informed questions to improve understanding of a text e.g. 'I wonder if this is like …. because (linking to other texts)', 'Perhaps he did that because (linking own experiences/that of other characters)'
- comment on use of language using terminology including alliteration, rhythm, rhyme, simile
- use dictionaries independently to check meaning of new vocabulary

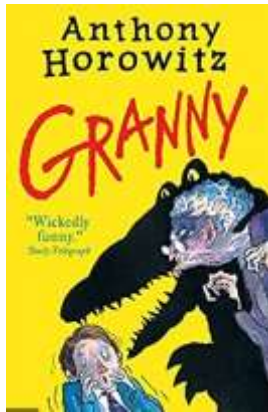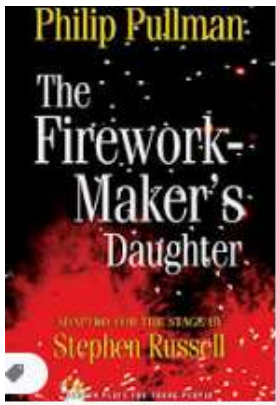| Vocabulary | • identifies new vocabulary and sentence structure and discusses to develop understanding<br>• identifies and understands meanings of a wide range of conjunctions used to link events together |
|---|---|
| **Retrieving** finding information from a book | • refers back to the text for evidence when explaining<br>• extracts information from tables and charts<br>• uses contents pages and indexes to locate, retrieve and record information from non-fiction texts |
| **Summarising** | • summarises main ideas from a text<br>• begins to identify themes across texts *e.g. friendship, good and evil, bullying* |
| **Inferring** making assumptions about what is happening in a text from what you know | • suggests reasons for actions and events<br>• infers characters' feelings, motives, behaviour and relationships based on descriptions and their actions in the story<br>• identifies with characters and makes links with own experiences when making judgements about the characters' actions<br>• justifies their views about what they have read |
| **Analysing** | • analyses and compares plot structure<br>• recognises the move from general to specific detail |
| **Authorial Intent** | • evaluates effectiveness of texts in terms of function, form and language features<br>identifies how language structure and presentation (font size, bold, calligrams) contribute to meaning |
| **Comparing** | • comments on the effect of scene changes *e.g. moving from a safe to a dangerous place to build tension* |
| **Predicting** | • predicts what might happen from details stated and can indicate the strength/likelihood of their prediction being correct |

### Questions to help develop reading comprehension

**Vocabulary Question**
What does this word/phrase/sentence tell you about the character/setting/mood?
By writing in this way, what effect has the author created?
What other words/phrases could the author have used here?
How has the author made you feel by writing…?

**Retrieval Questions**
Who are the characters in this text?
When / where is this story set? How do you know?
Which part of the story best describes the setting?
What do you think is happening here?
What might this mean?

**Summarising Questions**
What is the main point in this paragraph?
Sum up what has happened so far in X words or less.
Which is the most important point in these paragraphs?
Do any sections/paragraphs deal with the same themes?

**Inference Questions**
What do you think…. means?
Why do you think that?
Why do you think…?
How do you think….?
Can you explain why….?
What do these words mean and why do you think that the author chose them?

Make and use the bookmark below.

**Prediction Questions**
Can you think of another story with a similar theme?
Do you think that this story will develop the same way?
Why did the author choose this setting?
Will that influence the story?

**Language Questions**
Which words do you think are most important? Why?
Which words do you like the most? Why?
Find two ways that the author tells you...
What do you think the author meant by…?
How has the author made you feel happy/sad/angry/frustrated?

## Class Readers

The Firework-Maker's Daughter — Philip Pullman. Adapted for the stage by Stephen Russell

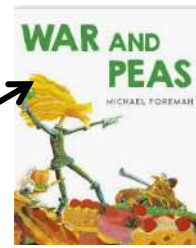GRANNY — Anthony Horowitz. "Wickedly funny" Daily Telegraph

## Some other books used throughout the year:

The best Christmas present in the world – Michael Morpurgo

The Three Little Wolves and the Big Bad Pigs – Helen Oxenbury
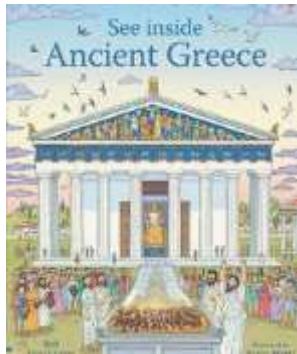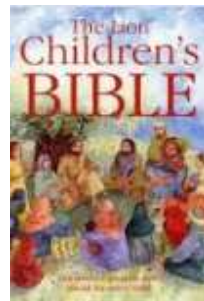
War and Peas – Michael Foreman

THE THREE LITTLE WOLVES AND THE BIG BAD PIG

| Cross-Curricular – example reads | Poetry | |
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**Science** — The Best Book of Volcanoes

**Geography** — Rainforest

**History** — See inside Ancient Greece
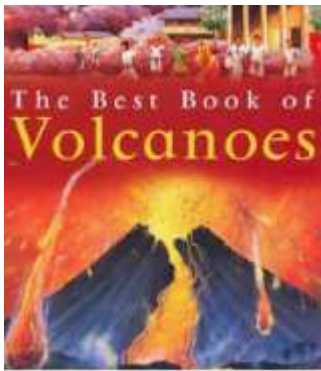
**RE** — The Lion Children's BIBLE

### Poetry

| Vocabulary | |
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| shape poem | A shape poem is a poem that is shaped like the thing it describes. The shape adds to the meaning of the poem. |
| calligram | A calligram can be a poem, a phrase or even a single word. Calligrams use the shape of the letters, words or whole poem to show the subject of the calligram in a visual way. |
| performance poetry | Performance poetry is poetry that is written with the goal of being performed instead of being published in the written form. |
| simile | A simile is a figure of speech that makes a comparison, showing similarities between two different things. Uses the words "like" or "as." |
| rhythm | Movement marked by the regular repetition of sounds. |

KIT WRIGHT — the Magic Box. POEMS FOR CHILDREN

A spider spins a web so neatly. Rests a while then hides discreetly. For food to land on the web which will be very tricky. Escape from which that's sticky.

| How to help at home | Useful web links |
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| See the links on our school web site | |

- Hear your child read daily and record in the Reading Record
- Read to your child
- Ask questions to your child about what they have read
- Visit the local libraries
- Let your child see you read

## Vocabulary Questions with Victor

- What does this word/phrase/sentence tell you about the character/setting/mood?
- By writing in this way, what effect has the author created?
- What other words/phrases could the author have used here?
- How has the author made you feel by writing...?

## Retrieval Questions with Rex

- Who are the characters in this text?
- When / where is this story set? How do you know?
- Which part of the story best describes the setting?
- What do you think is happening here?
- What might this mean?

## Summarising Questions with Sheba

- What is the main point in this paragraph?
- Sum up what has happened so far in X words or less.
- Which is the most important point in these paragraphs?
- Do any sections/paragraphs deal with the same themes?

## Be an Author with Arlo

- What does the word... tell you about...?
- Find two ways that the author tells you...
  - What do you think the author meant by...?

## Inference Questions with Iggy

- What do you think.... means? Why do you think that?
- Why do you think...?
- How do you think....?
- Can you explain why....?
- What do these words mean and why do you think that the author chose them?

## Prediction Questions with Pip

- Can you think of another story with a similar theme?
- Which stories have openings like this? Do you think that this story will develop the same way?
- Why did the author choose this setting? Will that influence the story?

## Compare, Contrast and Comment with Cassie

- What is similar/different about two characters?
- Explain why... did that.
- Describe different characters' reactions to the same event.
- Is this as good as...?
- Which... is better and why?
- Which words do you think are most important? Why?
- Which words do you like the most? Why?
  - How has the author made you feel happy/sad/angry/frustrated?