

## **Year 3 Reading Knowledge and Skills Curriculum Map**

In every unit of guided reading lessons, children will be taught and continue to practise the following skills:

- **Word Reading**
- **Comprehension**
- **Inference**
- **Language for Effect**
- **Themes and Conventions**

Skills are cumulative across the year and will be repeated and practised in many contexts. The following curriculum map outlines when specific knowledge and skills will be taught however, each unit will often also practise previously taught skills in order to embed them. For example, inference skills to make predictions based on events so far may be taught in the initial autumn term but will be repeated throughout the year in different contexts such as using inference to infer a character's feelings or motives.

Autumn	Spring	Summer
<b>Fiction</b> <ul style="list-style-type: none"> <li>❖ Littlenose the Hero by John Grant</li> <li>❖ StoneAge Boy by Satoshi Kitamura</li> </ul>	<b>Fiction</b> <ul style="list-style-type: none"> <li>❖ Roman Diary – the Journal of Iliona by Richard Platt</li> <li>❖ The Story of Rome by Rosie Dickens</li> </ul>	<b>Fiction</b> <ul style="list-style-type: none"> <li>❖ The Boy at the Back of the Class by Onjali Q Rauf</li> <li>❖ The Journey by Francesca Sanna</li> </ul>
<b>Non-Fiction</b> <ul style="list-style-type: none"> <li>❖ 50 Things You Should Know About Prehistoric Britain by Clare Hibbert</li> <li>❖ The Iron Age by Moira Butterfield</li> </ul>	<b>Non-Fiction</b> <ul style="list-style-type: none"> <li>❖ Found: Vikings by Moira Butterfield</li> <li>❖ Infographics The Vikings by Jon Richards and Jonathon Vipond</li> </ul>	<b>Non-Fiction</b> <ul style="list-style-type: none"> <li>❖ Habitats by Anna Claybourne</li> <li>❖ Infographics Habitats by Jon Richards and Ed Simpkins</li> </ul>
<b>WORD READING</b> <ul style="list-style-type: none"> <li>• Apply their growing knowledge of root words, prefixes and suffixes (etymology and morphology) as listed in English Appendix 1, both to read aloud and to understand the meaning of new words they meet</li> <li>• Read further exception words, noting the unusual correspondences between spelling and sound, and where these occur in the word</li> </ul> <b>COMPREHENSION</b> <ul style="list-style-type: none"> <li>• Ask questions to improve their understanding of a text</li> <li>• Use dictionaries to check the meaning of words that they have read</li> <li>• Use a range of known strategies appropriately to establish meaning in books that can be read independently</li> <li>• Show understanding of the main points drawn from one paragraph</li> <li>• Uses text features to locate information e.g. contents, indices, subheadings</li> </ul>	<b>WORD READING</b> <ul style="list-style-type: none"> <li>• Continue to embed skills and fluency from previous learning</li> </ul> <b>COMPREHENSION</b> <ul style="list-style-type: none"> <li>• Check that the text makes sense to them, discussing their understanding and explaining the meaning of words in context</li> <li>• Show understanding of the main points drawn from more than one paragraph</li> <li>• Begin to recognise fact and opinion</li> <li>• Begin to use vocabulary from the text to support responses and explanations</li> </ul> <b>INFERENCE</b> <ul style="list-style-type: none"> <li>• Draw inferences such as inferring feelings, thoughts and motives of main characters from their actions</li> <li>• Justify inferences with evidence</li> </ul> <b>LANGUAGE FOR EFFECT</b> <ul style="list-style-type: none"> <li>• Identify specific techniques, e.g. simile, alliteration and repetition and say why they interest them</li> </ul>	<b>WORD READING</b> <ul style="list-style-type: none"> <li>• Continue to embed skills and fluency from previous learning</li> </ul> <b>COMPREHENSION</b> <ul style="list-style-type: none"> <li>• Retrieve and record information from non-fiction</li> <li>• Extract information and make notes</li> <li>• Use specific vocabulary and ideas expressed in the text to support own views</li> </ul> <b>INFERENCE</b> <ul style="list-style-type: none"> <li>• Continue to embed skills and fluency from previous learning</li> </ul> <b>LANGUAGE FOR EFFECT</b> <ul style="list-style-type: none"> <li>• 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</li> </ul> <b>THEMES AND CONVENTIONS</b> <ul style="list-style-type: none"> <li>• Continue to embed skills and fluency from previous learning</li> </ul>

<ul style="list-style-type: none"> <li>• Locate and retrieve information using skimming, scanning and text marking</li> <li>• Listen to and discuss a wide range of fiction, poetry, plays, non-fiction and reference books and textbooks</li> <li>• Discuss words and phrases that capture the reader's interest and imagination</li> </ul> <p><b>INFERENCE</b></p> <ul style="list-style-type: none"> <li>• Predict what might happen from details stated and implied</li> <li>• Draw plausible inferences, often supported through reference to the text</li> </ul> <p><b>LANGUAGE FOR EFFECT</b></p> <ul style="list-style-type: none"> <li>• Identify how language, structure and presentation contribute to meaning</li> <li>• Discuss the effect of specific language on the reader</li> </ul> <p><b>THEMES AND CONVENTIONS</b></p> <ul style="list-style-type: none"> <li>• Read books that are structured in different ways and show some awareness of the various purposes for reading</li> <li>• Identify themes and conventions in a wide range of books e.g. recognising simple links to known texts or personal experience; recognising conventions such as the triumph of good over evil and magical devices in fairy stories/ folk tales</li> <li>• Identify and name presentational devices in non-fiction</li> </ul>	<p><b>THEMES AND CONVENTIONS</b></p> <ul style="list-style-type: none"> <li>• Demonstrate familiarity with a wide range of books, including fairy stories, myths and legends and retell some of these orally</li> <li>• Can explore and discuss underlying themes and ideas</li> </ul>	
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