

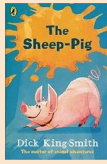


Year 3	Autumn	Spring	Summer
Texts			
Objectives	<ul style="list-style-type: none"> • AF2 2C: Identify main ideas within a text or within a paragraph • AF2 2B: Ask questions and find the answers to simple questions in a section of text. • AF3 2E: Make plausible predictions: Predict what might happen from details stated and implied/hidden in the text. • AF3 2E: Make plausible predictions: Identify settings and predict events that are likely to happen • AF3. 2D: With support draw inferences: Discuss the actions and relationships of the main characters and justify views using evidence from the text. • AF3. 2D: With support draw inferences: Use clues from action, dialogue and description to establish meaning. • AF5 2A: Language for meaning - use of words & phrases: Discuss why the author has chosen a range of vocabulary to describe a character or a setting. • AF5 2A: Language for meaning - use of words & phrases: Discuss why the author has chosen a range of vocabulary to describe a character or a setting. • AF5. 2A: Language for meaning - use of words & phrases: Discuss the effect of key words or phrases used to build mood or tension 	<ul style="list-style-type: none"> • AF2 2B: Ask questions and find the answers to simple questions in a section of text. • AF2 2B: Identify themes and conventions in a range of books (e.g. triumph of good over evil or the use of magical devices in fairy stories and folk tales). • AF2 2B: Retrieve and record information from non-fiction: Use a contents page and an index page to locate information. • AF2 2B: Retrieve and record information from non-fiction: Locate information using skimming • AF3. 2D: With support draw inferences: Discuss the actions and relationships of the main characters and justify views using evidence from the text. • AF3 2D: With support draw inferences: Discuss the relationship between characters based on dialogue • AF3. 2E: Make plausible predictions: Make predictions about characters' actions and look for evidence of change as a result of events • AF3. 2D: With support draw inferences: Discuss the actions and relationships of the main characters and justify views using evidence from the text. • AF3 2D: With support draw inferences: Discuss the relationship between characters based on dialogue • AF3. 2D: With support draw inferences: Use clues from action, dialogue and description to establish meaning. • AF4. 2B: Identify the features of some non-fiction text types. • AF5. Y3 SPAG: Identify and discuss ad-verbs to express time, place and cause (then, next, soon, therefore, finally). • AF5. Y3 SPAG: Identify and discuss prepositions to express time, place and cause (e.g. before dark, during break, in the cave, because of him). • AF5. Y3 SPAG: Identify and discuss ad-verbs to express time, place and cause (then, next, soon, therefore, finally). • AF7. 2B, 2H: Identify themes and conventions: Recognise that authors make decisions about how the plot will develop and use different techniques to provoke readers' reactions. • AF7. 2B, 2H: Identify themes and conventions: Recognise that authors make decisions about how the plot will develop and use different techniques to provoke readers' reactions. • AF7. 2B, 2H: Identify themes and conventions: Notice the difference between 1st and 3rd person accounts. 	<ul style="list-style-type: none"> • AF2 Prepare poems and play scripts to read aloud and to perform with some direction. Include free verse poems • AF2 Discuss the choice of words and their impact in poems, noticing how the poet creates sound affects using rhyme or alliteration. • AF2 2C: Identify main ideas within a text or within a paragraph • AF3. 2D: With support draw inferences: Discuss the actions and relationships of the main characters and justify views using evidence from the text. • AF3. 2D: With support draw inferences: Use clues from action, dialogue and description to establish meaning. • AF4. 2B: Make use of contents and index pages to locate information in non-fiction texts. • AF4. 2B: Recognise some different forms of poetry (e.g. free verse, calligrams and shape poem). • AF4. 2F: Begin to understand the purpose of the paragraph and how they help to group information • AF5. Y3 SPAG: Discuss the use of simple and complex sentences and how this influences meaning (e.g. short sentences to build tension, complex sentences to give additional information) • AF7 2B, 2H: Identify themes and conventions: Discuss similarities between the same author's books • AF7. 2B, 2H: Explain why one story/ text is preferred to another by identifying specific elements that are liked and disliked. • AF7. 2B, 2H: Identify themes and con-ventions: Discuss how we know a text is set in a different time.

Genres (including cold comp)						
Ongoing	<ul style="list-style-type: none"> • Read a range of texts accurately and at a speed that is sufficient to focus on understanding what is read rather than on decoding individual words. • Read longer words with support and test out different pronunciations. • Decode most new words outside the spoken vocabulary. • Use knowledge of root words, prefixes and suffixes to read aloud and to understand the meanings of new words met (e.g. -ly, -er, -ing, -sion, -tion, -cian, -sian, -ssion, -sure, -ture, super-, anti-, auto-). • Read further common exception words, noting unusual correspondences between spelling and sound and where these occur in the word. • Key Reading Skills: Ask questions to improve understanding of a text • Key Reading Skills: Read aloud books with an increasing fluency and accuracy. • Key Reading Skills: Re-read books to build up fluency and confidence in word reading. • Key Reading Skills: Show understanding of texts read aloud or performed through intonation • Begin to be aware of direct speech and how this might affect expression when reading aloud 					

