

Retrieval	Asking and answering retrieval questions	<ul style="list-style-type: none"> • What kind of text is this? • Who did? • Where did? • When did? • What happened when.....? • Why did happen? • How did.....? • How many.....? • What happened to.....?
Sequence	To discuss the sequence of events in books and how items of information are related.	<ul style="list-style-type: none"> • Can you number these events 1-5 in the order that they happened? • What happened after.....? • What was the first thing that happened in the story? • Can you summarise in a sentence the opening/middle/end of the story? • In what order do these chapter headings come in the story? • Sequence the key events in the story

Year 3		
Reading – Word reading		
Skills	Objectives	What should be seen in the classroom?
Phonics and decoding	<p>To use their phonic knowledge to decode quickly and accurately (may still need support to read longer unknown words).</p> <p>To apply their growing knowledge of root words and prefixes, including in-, im-, il-, ir-, dis-, mis-, un-, re-, sub-, inter-, super-, anti- and auto- to begin to read aloud.*</p> <p>To apply their growing knowledge of root words and suffixes/word endings, including -ation, -ly, -ous, -ture, -sure, -sion, -tion, -ssion and -cian, to begin to read aloud.*</p>	<ul style="list-style-type: none"> -Phonics teaching, to the children who did not pass the re-take in Y2 of Phonics screening. -Differentiated groups, whereby any child below their reading age is having intervention, and where children above expected are being moved on. -Daily individual reading if required
Common Exception Words	To read Y3/4 common exception words	
Fluency	At this stage, teaching comprehension skills should be taking precedence over teaching word reading and fluency specifically. Any focus on word reading should support the development of vocabulary.	

Text					
Fiction		Non-fiction		Poetry	
Tuesday BFG Cat in the Hat Killer Cat Meerkat Mail	Tuesday by David Wiesner (Literacy Shed Unit) KrinkleKrax by. Philip Ridley (Literacy Shed Unit) The Firework-Maker's Daughter by Phillip.Pullman (Literacy Shed Unit) Matilda by Roald Dahl (Literacy Shed Unit) The Iron Man by Ted Hudges (Literacy Shed Unit)		Egypt Magnified by David Long Egypt (See Inside) (Usborne See Inside): I By Rob Lloyd Jones and David Hancock		A Poem for Every Day of the Year By Allie Esiri A Poem for Every Night of the Year By Allie Esiri

Year 3		
Reading - Comprehension		
Skills	Objectives	What should be seen in the classroom?
Understanding	<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 *identifying main ideas drawn from more than one paragraph and summarising these 	Daily individual reading for some Daily story time through class reader 20 minutes whole class reading daily – Monday to Friday

Connecting and becoming familiar with texts	<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 *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 *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 *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 	
Non Fiction	<ul style="list-style-type: none"> *retrieve and record information from non-fiction 	
Poetry and Performance	<ul style="list-style-type: none"> *preparing poems and play scripts to read aloud and to perform, showing understanding through intonation, tone, volume and action *recognising some different forms of poetry 	
		Question Stems
Vocabulary	<ul style="list-style-type: none"> *using dictionaries to check the meaning of words that they have read 	<ul style="list-style-type: none"> • What do the words and suggest about the character, setting and mood? • Which word tells you that...? • Which keyword tells you about the character/setting/mood? • Find one word in the text which means..... • Find and highlight the word that is closest in meaning to..... • Find a word or phrase which shows/suggests that.....
Inference	<ul style="list-style-type: none"> * To ask and answer questions appropriately, including some simple inference questions based on characters' feelings, thoughts and motives. 	<ul style="list-style-type: none"> • Find and copy a group of words which show that... • How do these words make the reader feel? How does this paragraph suggest this? • How do the descriptions of show that they are ? • How can you tell that..... ? • What impression of do you get from these paragraphs? • What voice might these characters use? • What was thinking when..... ? • Who is telling the story?

Prediction	<p>* To justify predictions using evidence from the text.</p>	<ul style="list-style-type: none"> • From the cover what do you think this text is going to be about? • What is happening now? What happened before this? What will happen after? • What does this paragraph suggest will happen next? What makes you think this? • Do you think the choice of setting will influence how the plot develops? • Do you think... will happen? Yes, no or maybe? Explain your answer using evidence from the text.
Explanation	<p>*discussing words and phrases that capture the reader's interest and imagination *identifying how language, structure, and presentation contribute to meaning</p>	<ul style="list-style-type: none"> • Why is the text arranged in this way? • What structures has the author used? <ul style="list-style-type: none"> • What is the purpose of this text feature? • Is the use of effective? • The mood of the character changes throughout the text. Find and copy the phrases which show this. • What is the author's point of view? • What effect does have on the audience? • How does the author engage the reader here? • Which words and phrases did effectively? • Which section was the most interesting/exciting part? • How are these sections linked?
Retrieval	<p>To retrieve and record information from a fiction text.</p>	<p>How would you describe this story/text? What genre is it? How do you know?</p> <ul style="list-style-type: none"> • How did...? How often...? Who had...? Who is...? Who did...? • What happened to...? • What does.... do? <ul style="list-style-type: none"> • How is? • What can you learn about from this section? • Give one example of..... • The story is told from whose perspective?
Sequence/ summaries	<p>*identifying main ideas drawn from more than one paragraph and summarising these</p>	<ul style="list-style-type: none"> • Can you number these events 1-5 in the order that they happened? • What happened after? • What was the first thing that happened in the story? • Can you summarise in a sentence the opening/middle/end of the story? • In what order do these chapter