



Ready,
Respectful,
Safe

Reading Overview – Year 3

Cathcart Street Primary School 2026-2027

	Autumn	Spring	Summer
S2 R Un it	Unit B: Varyjak Paw, Charlotte’s Web; Hot like Fire; Leon & the Place Between. Unit A: Forces in action; The Wild Robot; Rocks & Minerals; The Tin Forest; The Robot & the Bluebird.	Unit C: Rivers – A Dazzling Geographic Journey; Rivers & Mountains; Where the Mountain Meets the Moon Unit D: Fire Burn, Cauldron Bubble; The Princess and the Pea; The Princess’ Blankets; The Snow Queen	Unit E: The Genius of the Ancient Egyptians; Secrets of a Sun King; Cinderella of the Nile; Life in Ancient Egypt. Unit F: Harry & the Poisonous Centipede; Stig of the Dump; Pippi Longstocking; Welcome to my Crazy life
	Year 3: NC Objectives	Year 3: NC Objectives	Year 3: NC Objectives
R e a d i n g S k i l s	- Recognise and read many Year 3&4 Word List words - Read aloud using punctuation to aid expression including speech - Self-correction, including re-reading and reading ahead - Skim to gain an overview of a text, e.g. topic, purpose - Identify different purposes of texts, e.g. to inform, instruct, explain - Read short information texts independently with concentration	- Recognise and read most Year 3&4 Word List words - Skim to gain an overview of a text, e.g. topic, purpose - Identify how texts are organised, e.g. lists, numbered points, diagrams with arrows, tables and bullet points - Look for specific information in texts using contents, indexes, glossaries, dictionaries - Identify and use text features, e.g. titles, headings and pictures, to locate and understand specific information - Re-reading sentences for clarity - Read aloud with attention to punctuation, including full stops, question, exclamation and speech marks and intonation	- Recognise and read all Year 3&4 Word List words with automaticity - Enhance understanding in information text through, e.g. illustration, photographs, diagrams and charts - Skim to gain an overview of a text, e.g. topic, purpose - Look for specific information in texts using contents, indexes, glossaries, dictionaries - Read aloud with attention to punctuation, including full stops, question, exclamation and - speech marks and intonation

W o r d R e a d i n g	● Can read all of the KS1 High Frequency Words by sight and the CEW for each term (as below). ● Can use a range of strategies to decode words-visual, structural and meaning prompts to cross check whilst reading independently.	● Can take note of punctuation in longer sentences to help keep track and does not read through punctuation. ● Uses expression and intonation when reading.	● Recognises the need to change tone for inverted commas (" ") in dialogue. ● Can self-check when reading and realises when something doesn't make sense.
C o m p r e h e n s i o n	● Read a range of books that are structured in different ways and read for a range of purposes ● Identify how language, structure and presentation contribute to meaning ● Check that the text makes sense to them, discuss their understanding and explain the meaning of some words in context ● Predict what might happen from details stated and some which are implied ● Retrieve and record some information from non-fiction ● Increase their familiarity with a wide range of stories ● Use dictionaries to check the meaning of many unknown words that they have read ● Recognise some different forms of poetry [for example, free verse, narrative poetry] ● Ask some questions to improve their understanding of a text ● Prepare short poems to read aloud and to perform, showing some understanding through intonation, tone, volume and action	● Read a range of books that are structured in different ways and read for a range of purposes ● Identify how language and structure contribute to meaning ● Identify main ideas drawn from more than one paragraph and summarise these ● Draw inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying many inferences with evidence ● Retrieve and record some information from non-fiction ● Increase their familiarity with a wide range of books, including fairy stories ● Identify simple themes and conventions in an increasing range of books ● Recognise some different forms of poetry [for example, free verse, narrative poetry] ● Prepare short poems to read aloud and to perform, showing some understanding through intonation, tone, volume and action	● Read a range of books that are structured in different ways and read for a range of purposes ● Identify simple themes and conventions in an increasing range of books ● Discuss some words and phrases that capture the reader's interest and imagination ● Identify how language and structure contribute to meaning ● Retrieve and record some information from non-fiction ● Increase their familiarity with a wide range of books ● Identify simple themes and conventions in an increasing range of books ● Discuss some words and phrases that capture the reader's interest and imagination ● Recognise some different forms of poetry [for example, free verse, narrative poetry] ● Prepare short plays to read aloud and to perform, showing some understanding through intonation, tone, volume and action
V o c a b	root word, prefix, suffix, theme, convention, intonation, tone, volume, action, rehearse, perform, present		

C E W	actual, actually, arrive, build, busy, circle, earth, eight, eighth, February, forward, fruit, learn, length, often, notice, height, history	address, although, appear, early, extreme, famous, caught, centre, certain, century, breath, group, guard, guide, heard, heart	consider, continue, enough, mention, material, library, difficult, describe, decide, minute, naughty, though, through, recent, imagine, increase
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