



Ready,  
Respectful,  
Safe

## Reading Overview – Year 3

### Cathcart Street Primary School 2024-2025

	Autumn	Spring	Summer
<b>S2 R Un it</b>	<p><b>Unit B:</b> Varyjak Paw, Charlotte’s Web; Hot like Fire; Leon &amp; the Place Between.</p> <p><b>Unit A:</b> Forces in action; The Wild Robot; Rocks &amp; Minerals; The Tin Forest; The Robot &amp; the Bluebird.</p>	<p><b>Unit C:</b> Rivers – A Dazzling Geographic Journey; Rivers &amp; Mountains; Where the Mountain Meets the Moon</p> <p><b>Unit D:</b> Fire Burn, Cauldron Bubble; The Princess and the Pea; The Princess’ Blankets; The Snow Queen</p>	<p><b>Unit E:</b> The Genius of the Ancient Egyptians; Secrets of a Sun King; Cinderella of the Nile; Life in Ancient Egypt.</p> <p><b>Unit F:</b> Harry &amp; the Poisonous Centipede; Stig of the Dump; Pippi Longstocking; Welcome to my Crazy life</p>
	Year 3: NC Objectives	Year 3: NC Objectives	Year 3: NC Objectives
<b>R e a d i n g S k i l s</b>	<ul style="list-style-type: none"> <li>● Recognise and read many Year 3&amp;4 Word List words</li> <li>● Read aloud using punctuation to aid expression including speech</li> <li>● Self-correction, including re-reading and reading ahead</li> <li>● Skim to gain an overview of a text, e.g. topic, purpose</li> <li>● Identify different purposes of texts, e.g. to inform, instruct, explain</li> <li>● Read short information texts independently with concentration</li> </ul>	<ul style="list-style-type: none"> <li>● Recognise and read most Year 3&amp;4 Word List words</li> <li>● Skim to gain an overview of a text, e.g. topic, purpose</li> <li>● Identify how texts are organised, e.g. lists, numbered points, diagrams with arrows, tables and bullet points</li> <li>● Look for specific information in texts using contents, indexes, glossaries, dictionaries</li> <li>● Identify and use text features, e.g. titles, headings and pictures, to locate and understand specific information</li> <li>● Re-reading sentences for clarity</li> <li>● Read aloud with attention to punctuation, including full stops, question, exclamation and speech marks and intonation</li> </ul>	<ul style="list-style-type: none"> <li>● Recognise and read all Year 3&amp;4 Word List words with automaticity</li> <li>● Enhance understanding in information text through, e.g. illustration, photographs, diagrams and charts</li> <li>● Skim to gain an overview of a text, e.g. topic, purpose</li> <li>● Look for specific information in texts using contents, indexes, glossaries, dictionaries</li> <li>● Read aloud with attention to punctuation, including full stops, question, exclamation and</li> <li>● speech marks and intonation</li> </ul>

<b>W o r d R e a d i n g</b>	<ul style="list-style-type: none"> <li>● Can read all of the KS1 High Frequency Words by sight and the CEW for each term (as below).</li> <li>● Can use a range of strategies to decode words-visual, structural and meaning prompts to cross check whilst reading independently.</li> </ul>	<ul style="list-style-type: none"> <li>● Can take note of punctuation in longer sentences to help keep track and does not read through punctuation.</li> <li>● Uses expression and intonation when reading.</li> </ul>	<ul style="list-style-type: none"> <li>● Recognises the need to change tone for inverted commas (“ ”) in dialogue.</li> <li>● Can self-check when reading and realises when something doesn’t make sense.</li> </ul>
<b>C o m p r e h e n s i o n</b>	<ul style="list-style-type: none"> <li>● Read a range of books that are structured in different ways and read for a range of purposes</li> <li>● Identify how language, structure and presentation contribute to meaning</li> <li>● Check that the text makes sense to them, discuss their understanding and explain the meaning of some words in context</li> <li>● Predict what might happen from details stated and some which are implied</li> <li>● Retrieve and record some information from non-fiction</li> <li>● Increase their familiarity with a wide range of stories</li> <li>● Use dictionaries to check the meaning of many unknown words that they have read</li> <li>● Recognise some different forms of poetry [for example, free verse, narrative poetry]</li> <li>● Ask some questions to improve their understanding of a text</li> <li>● Prepare short poems to read aloud and to perform, showing some understanding through intonation, tone, volume and action</li> </ul>	<ul style="list-style-type: none"> <li>● Read a range of books that are structured in different ways and read for a range of purposes</li> <li>● Identify how language and structure contribute to meaning</li> <li>● Identify main ideas drawn from more than one paragraph and summarise these</li> <li>● Draw inferences such as inferring characters’ feelings, thoughts and motives from their actions, and justifying many inferences with evidence</li> <li>● Retrieve and record some information from non-fiction</li> <li>● Increase their familiarity with a wide range of books, including fairy stories</li> <li>● Identify simple themes and conventions in an increasing range of books</li> <li>● Recognise some different forms of poetry [for example, free verse, narrative poetry]</li> <li>● Prepare short poems to read aloud and to perform, showing some understanding through intonation, tone, volume and action</li> </ul>	<ul style="list-style-type: none"> <li>● Read a range of books that are structured in different ways and read for a range of purposes</li> <li>● Identify simple themes and conventions in an increasing range of books</li> <li>● Discuss some words and phrases that capture the reader’s interest and imagination</li> <li>● Identify how language and structure contribute to meaning</li> <li>● Retrieve and record some information from non-fiction</li> <li>● Increase their familiarity with a wide range of books</li> <li>● Identify simple themes and conventions in an increasing range of books</li> <li>● Discuss some words and phrases that capture the reader’s interest and imagination</li> <li>● Recognise some different forms of poetry [for example, free verse, narrative poetry]</li> <li>● Prepare short plays to read aloud and to perform, showing some understanding through intonation, tone, volume and action</li> </ul>
<b>V o c a b</b>	<p>root word, prefix, suffix, theme, convention, intonation, tone, volume, action, rehearse, perform, present</p>		

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