



Sandhurst Primary School Sequential Reading Curriculum: Pankhurst Class Year 3



Topic	Through the Ages		Rocks, Relics and Ruins		Emperors and Empires	
Texts	Stig of the Dump- Clive King	Stone Age to Iron Age (The History Detective Investigates)- Clare Hibbert The Secrets of Stonehenge- Mick Manning	The Firework makers daughter- Philip Pullman	Volcanoes (Usborne Beginners)- Stephanie Turnbull Earthquakes and Volcanoes (Fascinating Facts)- Collins  Firework poems.	Roman Tales: The Goose Guards – Terry Deary  Roman Tales: The Fatal Fire (Terry Deary's Historical Tales)  Roman biographies	Roman Tales: The Captive Celt (Terry Deary's Historical Tales)  DK find out: Ancient Rome .
Reading Skill and VIPERS	<b>Term 1 (Fiction)</b> <b>Children can...</b>	<b>Term 2 (fiction and Non fiction)</b> <b>Children can...</b>	<b>Term 3 (Fiction)</b> <b>Children can...</b>	<b>Term 4 (Non- Fiction)</b> <b>Children can...</b>	<b>Term 5 (Fiction)</b> <b>Children can...</b>	<b>Term 6 (Poetry and performance) and Non-Fiction</b>
Decoding and word reading	<ul style="list-style-type: none"> <li>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.</li> <li>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.</li> <li>They should be able to decode most new words using their phonic knowledge.</li> </ul>	<ul style="list-style-type: none"> <li>Apply their growing knowledge of root words, prefixes and suffixes, 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> <li>They should be able to decode most new words outside their spoken vocabulary, making a good approximation of the word's pronunciation.</li> </ul>	<ul style="list-style-type: none"> <li>Read further exception words (some from Y3-4 list)</li> <li>Children can use their phonic knowledge to decode quickly and accurately.</li> </ul>	<ul style="list-style-type: none"> <li>Children begin to read further exception words (some from Y3-4 list), noting the unusual correspondences between spelling and sound, and where these occur in the word</li> </ul>	<ul style="list-style-type: none"> <li>Use their knowledge of the alphabet to locate new words in a dictionary.</li> </ul>	<ul style="list-style-type: none"> <li>Confidently and independently use a dictionary to locate the meaning of new words.</li> </ul>
Fluency and phrasing	<ul style="list-style-type: none"> <li>Begin to read a wider range of texts.</li> <li>Read with more confidence and fluency.</li> <li>Read age-appropriate books (e.g., lime book band) accurately.</li> <li>Read on sight some of Y2 CE words</li> </ul>	<ul style="list-style-type: none"> <li>Begin to focus more on the understanding of the story, rather than de-coding.</li> <li>Read as a class and then discuss what they have just read.</li> <li>Read new words outside their spoken vocabulary, making a good guess at pronunciation.</li> <li>Read on sight all Y2 CE words</li> </ul>	<ul style="list-style-type: none"> <li>Read some exception words for Y3-4</li> <li>Begin to internalise the reading process to read silently.</li> <li>Read some exception words for Y3-4</li> <li>Begin to internalise the reading process to read silently.</li> </ul>	<ul style="list-style-type: none"> <li>Recite some poems by heart, alone, building confidence and fluency when working as a group and alone.</li> <li>Confidently and independently read and then discuss what they have just read.</li> </ul>	<ul style="list-style-type: none"> <li>Confidently and fluently recite poems by heart alone.</li> <li>Accurately read at a speed that is sufficient to them.</li> <li>Internalise the reading process to read silently and accurately.</li> </ul>	<ul style="list-style-type: none"> <li>Read with 90% accuracy without overt segmenting and blending.</li> <li>Focus of their understanding rather than decoding individual words.</li> </ul>



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		<ul style="list-style-type: none"> <li>• Begin to internalise the reading process to read silently.</li> </ul>		<ul style="list-style-type: none"> <li>• Focus of their understanding rather than decoding individual words.</li> <li>• Internalise the reading process to read silently</li> </ul>		
<b>Vocabulary</b> 	<ul style="list-style-type: none"> <li>• As a class, discuss words and phrases which capture their interest.</li> </ul>	<ul style="list-style-type: none"> <li>• Discuss words and phrases which capture their interest</li> <li>• As a class, begin to discuss: What does the word ..... suggest about the character, setting or mood?</li> <li>• As a class, discuss: Which word tells you that? Which keyword tells you about the character?</li> </ul>	<ul style="list-style-type: none"> <li>• Find and explain the meaning of words in context.</li> <li>• Discuss: What does the word ..... suggest about the character, setting or mood?</li> <li>• Discuss: Which word tells you that? Which keyword tells you about the character?</li> </ul>	<ul style="list-style-type: none"> <li>• Check that the text makes sense to them, discussing their understanding and explain the meaning of words in context.</li> </ul>	<ul style="list-style-type: none"> <li>• Present their opinions of vocabulary choices within a text.</li> </ul>	<ul style="list-style-type: none"> <li>• Discuss authors' choice of words and phrases for effect.</li> </ul>
<b>Inference</b> 	<ul style="list-style-type: none"> <li>• As a class, identify themes across a text.</li> <li>• Draw inferences using images in a text.</li> <li>• As a class discuss what words mean in context with support.</li> </ul> <p>As a class, draw inferences such as characters' feelings, thoughts and motives for their actions.</p>	<ul style="list-style-type: none"> <li>• As a class, identify themes across a text. Explain how we know this.</li> <li>• As a class, draw inferences such as characters' feelings, thoughts and motives for their actions.</li> <li>• Children begin to use dictionaries to check meanings of new vocabulary</li> </ul>	<ul style="list-style-type: none"> <li>• Draw inferences such as characters' feelings, thoughts and motives for their actions.</li> <li>• Discuss what words mean in context.</li> </ul>	<ul style="list-style-type: none"> <li>• Begin to justify their inferences by locating textual evidence.</li> <li>• Children can identify themes within a text.</li> <li>• Children can consider the events within a text and make predictions based on their inferential understanding.</li> </ul>	<ul style="list-style-type: none"> <li>• Use their inferential understanding to predict future events.</li> <li>• Children can use their inferential understanding to infer authorial choices.</li> </ul>	<ul style="list-style-type: none"> <li>• Ask and answer questions appropriately, including some simple inference questions based on characters' feelings, thoughts and motives.</li> </ul>
<b>Prediction</b> 	<ul style="list-style-type: none"> <li>• Predict what might happen from the details given.</li> <li>• As a class discuss, from the front cover what do you think this text is going to be about?</li> <li>• As a class, children can discuss: What will happen next after this paragraph?</li> </ul>	<ul style="list-style-type: none"> <li>• Predict what might happen from implied details or from other stories they know.</li> <li>• Look at the front cover, can you predict what this story might be about? If the author was to write the next novel, what might happen?</li> </ul>	<ul style="list-style-type: none"> <li>• Predict what might happen from the details given, both before and after events.</li> <li>• From the cover what do you think this text is going to be about? Children do this</li> </ul>	<ul style="list-style-type: none"> <li>• Justify their predictions providing evidence from the text.</li> </ul>	<ul style="list-style-type: none"> <li>• Identify authorial choices and discuss them as a class.</li> <li>• Make predictions based on authorial choices.</li> </ul>	<ul style="list-style-type: none"> <li>• Make predictions based on authorial choices and provide supporting evidence.</li> </ul>



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	<p>Use what happened before this to support predictions.</p> <ul style="list-style-type: none"> <li>• Predict what will happen next in the non-fiction text.</li> </ul>	<ul style="list-style-type: none"> <li>• Children can begin to independently answer: What is happening now? What happened before this? What will happen after this page?</li> </ul>	<p>independently and adding more detailed explanations.</p> <ul style="list-style-type: none"> <li>• Look at exploring what could happen in the next chapter with their partners.</li> <li>• Look at the title of a poem and predict what the poem is about.</li> <li>• Predict what could happen next in the poem. Could you think of ideas to make a sequel?</li> </ul>			
<p><b>Explanation</b></p>	<ul style="list-style-type: none"> <li>• Develop positive attitudes to reading and understanding of what they read, by listening to and discussing a text.</li> <li>• Begin to share their opinions of the texts</li> <li>• Use appropriate terminology when discussing texts (plot, character, setting).</li> </ul>	<ul style="list-style-type: none"> <li>• Read a variety of texts, including fiction (diverse characters) and non-fiction, through class reading spines.</li> <li>• Participate in discussions about texts, sometimes listening to others.</li> <li>• As a class, begin to identify how language, structure and presentation contribute to meaning</li> <li>• Share their opinions of the texts.</li> </ul>	<ul style="list-style-type: none"> <li>• Share their opinions of the texts, providing evidence from the text or illustrations.</li> <li>• Read a novel and as a class, draw comparisons with the last novel study and non-fiction text.</li> </ul>	<ul style="list-style-type: none"> <li>• Begin to identify how language, structure and presentation contribute to meaning. Draw comparisons between text types.</li> <li>• Increase their familiarity with texts and retell some of these orally.</li> </ul> <p>Read a variety of texts, including poetry and classic novel, through class reading spines.</p> <ul style="list-style-type: none"> <li>• Participate in a discussion comparing the classic novel and poetry.</li> </ul>	<ul style="list-style-type: none"> <li>• Evaluate a text.</li> <li>• Respond to an author within their explanation of the text.</li> <li>• Discuss the effect of the vocabulary.</li> </ul>	<ul style="list-style-type: none"> <li>• Recognise, listen to and discuss a wide range of fiction, poetry, plays, non-fiction and reference books or textbooks.</li> <li>• Discuss and respond to the authorial effect and intent.</li> </ul>
<p><b>Retrieve</b></p>	<ul style="list-style-type: none"> <li>• Begin to become familiar with retrieving facts and information where question words and text language vary</li> </ul>	<ul style="list-style-type: none"> <li>• Become more familiar with retrieving facts and information where question words and text language vary.</li> <li>• As a class, they scan for alternative synonyms or phrases.</li> </ul>	<ul style="list-style-type: none"> <li>• They can check the accuracy of what they are retrieving by reading around the words or phrases they find.</li> <li>• They scan for alternative synonyms or phrases in fiction.</li> </ul>	<ul style="list-style-type: none"> <li>• Scan for alternative synonyms or phrases effectively in both fiction and poetry.</li> <li>• Check the accuracy of what they are retrieving by reading around the</li> </ul>	<ul style="list-style-type: none"> <li>• Check the accuracy of what they are retrieving by reading around the words of phrases that they find.</li> </ul>	<ul style="list-style-type: none"> <li>• Locate and discuss words or phrases that they find, explaining why they find them interesting.</li> </ul>



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	<ul style="list-style-type: none"> <li>• As a class discuss and model the scanning technique.</li> <li>• Understand what a synonym is and how to find one.</li> </ul>	<ul style="list-style-type: none"> <li>• Begin to independently retrieve key details which develop their understanding.</li> </ul>	<ul style="list-style-type: none"> <li>• As a class, locate and discuss words and phrases they find interesting</li> </ul>	words of phrases that they find.	<ul style="list-style-type: none"> <li>• Locate and discuss words or phrases that they find.</li> </ul>	<ul style="list-style-type: none"> <li>• Ask questions to improve their own understanding.</li> </ul>
<p><b>Sequence</b></p>	<ul style="list-style-type: none"> <li>• As a class, discuss and summarise the main ideas from one paragraph.</li> <li>• As a class, recall what the first thing that happened in the story was.</li> </ul>	<ul style="list-style-type: none"> <li>• As a class, discuss and summarise the main ideas from more than one paragraph.</li> <li>• Sequence events to identify what happened after.</li> </ul> <p>As a class, recall key facts from a non-fiction text.</p>	<ul style="list-style-type: none"> <li>• Discuss and summarise the main ideas from more than one paragraph.</li> <li>• Recall an idea and explain what happened after.</li> <li>• Recall what the first thing that happened in the story was.</li> </ul>	<ul style="list-style-type: none"> <li>• As a class, identify the main themes and events within a variety of texts.</li> <li>• Begin to make references to other books or textbooks.</li> <li>• Summarise the main ideas from a poem.</li> </ul>	<ul style="list-style-type: none"> <li>• Identify the main events and themes within a variety of texts.</li> <li>• Make references to other books or textbooks during class discussions.</li> </ul>	<ul style="list-style-type: none"> <li>• Recognise, listen to and discuss a wide range of fiction, poetry, plays, non-fiction and reference books or textbooks.</li> </ul>