



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 Firework makers daughter- Philip Pullman	Volcanoes (Usborne Beginners)- Stephanie Turnbull Earthquakes and Volcanoes (Fascinating Facts)- Collins	Roman Tales: The Goose Guards- Terry Deary.	Romans on the Rampage! – Jeremy Strong. Chariots & Champions: A Play About Roman Britain- Julia Donaldson.
Reading Skill and VIPERS	Term 1 (Fiction) Children can...	Term 2 (fiction and Non fiction) Children can...	Term 3 (Fiction) Children can...	Term 4 (Non- Fiction) Children can...	Term 5 (Fiction) Children can...	Term 6 (Poetry and performance) and Non-Fiction
Decoding and word reading	<ul style="list-style-type: none"> 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. 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. They should be able to decode most new words using their phonic knowledge. 	<ul style="list-style-type: none"> Apply their growing knowledge of root words, prefixes and suffixes, both to read aloud and to understand the meaning of new words they meet. Read further exception words, noting the unusual correspondences between spelling and sound, and where these occur in the word. They should be able to decode most new words outside their spoken vocabulary, making a good approximation of the word's pronunciation. 	<ul style="list-style-type: none"> Read further exception words (some from Y3-4 list) Children can use their phonic knowledge to decode quickly and accurately. 	<ul style="list-style-type: none"> 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 	<ul style="list-style-type: none"> Use their knowledge of the alphabet to locate new words in a dictionary. 	<ul style="list-style-type: none"> Confidently and independently use a dictionary to locate the meaning of new words.
Fluency and phrasing	<ul style="list-style-type: none"> Begin to read a wider range of texts. Read with more confidence and fluency. Read age-appropriate books (e.g., lime book band) accurately. Read on sight some of Y2 CE words 	<ul style="list-style-type: none"> Begin to focus more on the understanding of the story, rather than de-coding. Read as a class and then discuss what they have just read. Read new words outside their spoken vocabulary, making a good guess at pronunciation. Read on sight all Y2 CE words Begin to internalise the reading process to read silently. 	<ul style="list-style-type: none"> Read some exception words for Y3-4 Begin to internalise the reading process to read silently. Read some exception words for Y3-4 Begin to internalise the reading process to read silently. 	<ul style="list-style-type: none"> Recite some poems by heart, alone, building confidence and fluency when working as a group. Confidently and independently read and then discuss what they have just read. Focus of their understanding rather than decoding individual words. Internalise the reading process to read silently 	<ul style="list-style-type: none"> Confidently and fluently recite poems by heart alone. Accurately read at a speed that is sufficient to them. Internalise the reading process to read silently and accurately. 	<ul style="list-style-type: none"> Confidently and fluently recite poems by heart in groups and alone. Read with 90% accuracy without overt segmenting and blending.



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



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		page?	partners. <ul style="list-style-type: none"> • Look at the title of a poem and predict what the poem is about. • Predict what could happen next in the poem. Could you think of ideas to make a sequel? 			
Explanation 	<ul style="list-style-type: none"> • Develop positive attitudes to reading and understanding of what they read, by listening to and discussing a text. • Begin to share their opinions of the texts • Use appropriate terminology when discussing texts (plot, character, setting). 	<ul style="list-style-type: none"> • Read a variety of texts, including fiction (diverse characters) and non-fiction, through class reading spines. • Participate in discussions about texts, sometimes listening to others. • As a class, begin to identify how language, structure and presentation contribute to meaning • Share their opinions of the texts. 	<ul style="list-style-type: none"> • Read a variety of texts, including poetry and classic novel, through class reading spines. • Participate in a discussion comparing the classic novel and poetry. • Share their opinions of the texts, providing evidence from the text or illustrations. • Read a novel and as a class, draw comparisons with the last novel study and non-fiction text. 	<ul style="list-style-type: none"> • Begin to identify how language, structure and presentation contribute to meaning. Draw comparisons between text types. • Increase their familiarity with texts and retell some of these orally. 	<ul style="list-style-type: none"> • Evaluate a text. • Respond to an author within their explanation of the text. • Discuss the effect of the vocabulary. 	<ul style="list-style-type: none"> • Recognise, listen to and discuss a wide range of fiction, poetry, plays, non-fiction and reference books or textbooks. • Discuss and respond to the authorial effect and intent.
Retrieve 	<ul style="list-style-type: none"> • Begin to become familiar with retrieving facts and information where question words and text language vary • As a class discuss and model the scanning technique. • Understand what a synonym is and how to find one. 	<ul style="list-style-type: none"> • Become more familiar with retrieving facts and information where question words and text language vary. • As a class, they scan for alternative synonyms or phrases. • Begin to independently retrieve key details which develop their understanding. 	<ul style="list-style-type: none"> • They can check the accuracy of what they are retrieving by reading around the words or phrases they find. • They scan for alternative synonyms or phrases in fiction. • As a class, locate and discuss words and phrases they find interesting 	<ul style="list-style-type: none"> • Scan for alternative synonyms or phrases effectively in both fiction and poetry. • Check the accuracy of what they are retrieving by reading around the words of phrases that they find. 	<ul style="list-style-type: none"> • Check the accuracy of what they are retrieving by reading around the words of phrases that they find. • Locate and discuss words or phrases that they find. 	<ul style="list-style-type: none"> • Locate and discuss words or phrases that they find, explaining why they find them interesting. • Ask questions to improve their own understanding.
Sequence 	<ul style="list-style-type: none"> • As a class, discuss and summarise the main ideas from one paragraph. • As a class, recall what the first thing that happened in the story was. 	<ul style="list-style-type: none"> • As a class, discuss and summarise the main ideas from more than one paragraph. • Sequence events to identify what happened after. 	<ul style="list-style-type: none"> • Discuss and summarise the main ideas from more than one paragraph. • Recall an idea and explain what happened after. 	<ul style="list-style-type: none"> • As a class, identify the main themes and events within a variety of texts. • Begin to make references to other books or textbooks. 	<ul style="list-style-type: none"> • Identify the main events and themes within a variety of texts. • Make references to other books or textbooks during class discussions. 	<ul style="list-style-type: none"> • Recognise, listen to and discuss a wide range of fiction, poetry, plays, non-fiction and reference books or textbooks.



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	<ul style="list-style-type: none">• As a class, recall key facts from a non-fiction text.		<ul style="list-style-type: none">• Recall what the first thing that happened in the story was.• Summarise the main ideas from a poem.			
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