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**Year Group: 3 Shared Reading Long Term Plan**

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| **Term** | **Autumn Term** | **Spring Term** | **Summer Term** |
| **Fiction**  | **Charlotte’s Web** E.B.WhiteFictionFantasy  | **Agent Asha Mission Shark Bytes**Sophie DeenFictionAdventure | **The Accidental Prime Minister**Tom MclaughlinFiction Humour |
| **Non-Fiction** | **Great Women who Changed the World**Kate PankhurstNon-fictionNon-chronological report (Historical)* Agent Fifi
* Rosa Parks
* Ameila Earhart
* Mary Anning
* Sacagawea
 |  | **The Big Book of Blue**Yuval ZommerNon-fiction Non-chronological report (Geography/Science)* Finns and Flippers pg 8
* Rock Pools pg 52
* How Deep? pg 54
* Oceans in Danger pg 56
* Plastic in the Sea pg 57
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| **Poetry** | **Yapping Away** Joshua Seigal Poetry * Free Verse – Autumn Pg 28
* Calligram – Water – Pg 40

  | **Yapping Away** Joshua Seigal Poetry * Narrative – The Reading Journey – Pg 2
* Calligram – Key – Pg 41
 | **Yapping Away** Joshua Seigal Poetry* Conversation – Dear Summer – Pg 26
* Comic Verse – Magic – Pg 12
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| **Reading Objectives** | **Word Reading**  | * I can apply knowledge of root words, prefixes and suffixes to read aloud and to understand the meaning of unfamiliar words
* I can read further exception words, noting the unusual correspondences between spelling and sound, and where these occur in the word
* I can attempt pronunciation of unfamiliar words drawing on prior knowledge of similar looking words
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| **Composition**  | * I can experience and discuss a range of fiction, poetry, plays, non-fiction and reference books or textbooks
* I know that non-fiction books are structured in different ways and be able to use them effectively
* I can begin to understand that narrative books are structured in different ways, for example, quest stories and stories with dilemmas
* I can ask questions to improve understanding of a text
* I can predict what might happen from details stated
* I can draw inferences such as inferring characters' feelings, thoughts and motives from their actions
* I can use dictionaries to check the meaning of unfamiliar words
* I can identify main idea of a text
* I can identify how structure, and presentation contribute to the meaning of texts
* I can retrieve and record information from non-fiction
* I can discuss books, poems and other works that are read aloud and independently, taking turns and listening to others’ opinions
* I can explain and discuss understanding of books, poems and other material, both those read aloud and those read independently
* I can prepare poems to read aloud and to perform, showing understanding through intonation, tone, volume and action
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| **Reading Skills**  |  |  |  |