

**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.White  Fiction  Fantasy | **Agent Asha Mission Shark Bytes**  Sophie Deen  Fiction  Adventure | **The Accidental Prime Minister**  Tom Mclaughlin  Fiction  Humour |
| **Non-Fiction** | | **Great Women who Changed the World**  Kate Pankhurst  Non-fiction  Non-chronological report (Historical)   * Agent Fifi * Rosa Parks * Ameila Earhart * Mary Anning * Sacagawea |  | **The Big Book of Blue**  Yuval Zommer  Non-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 |
| **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 |
| **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 | | |
| **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 | | |
| **Reading Skills** | |  |  |  |