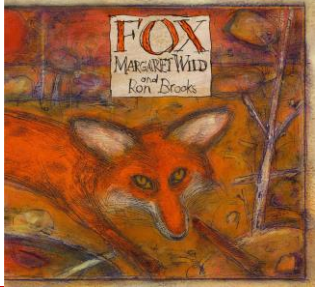


## Year Three – Summer 2

### Reading Curriculum Overview

Term	Autumn Term 1	Autumn Term 2	Spring Term 1	Spring Term 2	Summer Term 1	Summer Term 2
<b>Quality Text &amp; Interconnection</b>	<b>Jemmy Button Social Change, Displacement &amp; Invasion &amp; Individuality</b>	<b>Night of the Gargoyles</b>	<b>The Iron Man Technological Innovation, Social Change &amp; Individuality</b>	<b>Egyptology Empires &amp; Monarchy, Environmental Impact, Social Change, Technological Innovation, Religious &amp; Cultural Diversity</b>	<b>Queen of the Falls Social Change &amp; Individuality</b>	<b>Fox Individuality</b>
<b>Statutory Requirements</b>	<ul style="list-style-type: none"> <li>Develop positive attitudes to reading and understanding of what they read by:               <ul style="list-style-type: none"> <li>Listening to and discussing a wide range of fiction, poetry, plays, non-fiction and</li> <li>Reference books or textbooks</li> <li>Reading books that are structured in different ways and reading for a range of</li> <li>Purposes</li> <li>Using dictionaries to check the meaning of words that they have read</li> <li>increasing their familiarity with a wide range of books, including fairy stories,</li> <li>Myths and legends, and retelling some of these orally</li> <li>Identifying themes and conventions in a wide range of books</li> <li>Preparing poems and play scripts to read aloud and to perform, showing understanding through intonation, tone, volume and action</li> <li>Discussing words and phrases that capture the reader’s interest and imagination</li> </ul> </li> </ul>			<ul style="list-style-type: none"> <li>Recognising some different forms of poetry [for example, free verse, narrative poetry]</li> <li>Understand what they read, in books they can read independently, by:               <ul style="list-style-type: none"> <li>Checking that the text makes sense to them, discussing their understanding and explaining the meaning of words in context</li> <li>Asking questions to improve their understanding of a text</li> <li>Drawing inferences such as inferring characters’ feelings, thoughts and motives from their actions, and justifying inferences with evidence</li> <li>Predicting what might happen from details stated and implied</li> <li>Identifying main ideas drawn from more than one paragraph and summarising these</li> <li>Identifying how language, structure, and presentation contribute to meaning</li> </ul> </li> <li>Retrieve and record information from non-fiction</li> <li>Participate in discussion about both books that are read to them and those they can read for themselves, taking turns and listening to what others say.</li> </ul>		
<b>Explanatory Phrases</b>	<p><b>Build on previous vocabulary:</b></p> <p>I think...because          ...makes me think...          ...reminds me of...          I can see...          ...makes me feel...          ...suggests...          ...tells me...          ...this word/phrase makes me feel/think...          ...the effect of this word choice is...          I think that the author has used...because...          ...makes me have the following questions...</p>			<p><b>And focus on:</b></p> <p>...provides the reader/me...          ...makes the reader/me think of...          ...indicates...          ...tells the reader/me...          ...this word/phrase makes the reader/me feel/think...          ...makes the reader/me question...</p>		

## Writing Curriculum Overview: Summer 2

<p><b>Quality Text &amp; Writing Outcomes</b></p>	<p style="text-align: center;"><b>Fox</b></p> <p style="text-align: center;"><b>Poetry:</b> Mask  <b>Fiction:</b> Fable (Character &amp; Dialogue)  <b>Non-fiction:</b> Information</p>	
<p style="text-align: center;"><b>Word</b></p>	<p><b>Build on previous year and focus on:</b>          Use of the forms a or an according to whether the next word begins with a consonant or a vowel [for example, a rock, an open box].          Word families based on common words, showing how words are related in form and meaning [for example, solve, solution, solver, dissolve, insoluble]          Homophones.</p>	
<p style="text-align: center;"><b>Sentence</b></p>	<p><b>Build on previous year and focus on:</b>          Expressing time, place and cause using:          - conjunctions [for example, when, before, after, while, so, because],          - adverbs [for example, then, next, soon, therefore].          - or prepositions [for example, before, after, during, in, because of].</p>	
<p style="text-align: center;"><b>Text</b></p>	<p><b>Build on previous year and focus on:</b>          Introduction to paragraphs as a way to group related material.          Headings and sub-headings to aid presentation.          Use of the present perfect form of verbs instead of the simple past [for example, He has gone out to play contrasted with He went out to play].</p>	
<p style="text-align: center;"><b>Punctuation</b></p>	<p><b>Build on previous learning and focus on:</b>          Introduction to inverted commas to punctuate direct speech.</p>	