



Reading – Year 3 National Curriculum Coverage

Year 3 English Units of Work

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		Stone Age Boy – Talk for Writing Pie Corbett	All About Me Autobiographies- Hamilton Trust	Halloween/Fireworks – Performance Poetry Hamilton Trust	All about the Romans Using talk for writing approaches Pie Corbett	Myths and Legends - Dragon Slayer Using talk for writing/literacy shed	Shape Poems Spring Term Shape Poems Hamilton	Ancient Egypt - Who killed Tutankhamun? Newspaper report	Monster debate – Top trumps/Monster facts Pie Corbett	Ottoline and the Yellow Cat Mystery Wordsmith	Shape poems Summer term shape poems Hamilton	Phonics Intervention Groups	1:1 Reading	
Phonics & Decoding	To use their phonic knowledge to decode quickly and accurately (may still need support to read longer unknown words).	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
	To 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.*	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
	To 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.*	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
Common Exception Words	To begin to read Y3/Y4 exception words.*	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
Fluency	At this stage, teaching comprehension skills should be taking precedence over teaching word reading and fluency specifically. Any focus on word reading should support the development of vocabulary.	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
Comparing, Contrasting & Commenting	To recognise, listen to and discuss a wide range of fiction, poetry, plays, non-fiction and reference books or textbooks.	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
	To use appropriate terminology when discussing texts (plot, character, setting).	✓	✓		✓	✓				✓				✓

Words in Context & Authorial Choice	To discuss authors' choice of words and phrases for effect.	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓		✓
	To check that the text makes sense to them, discussing their understanding and explaining the meaning of words in context.	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓		✓
Inference & Prediction	To ask and answer questions appropriately, including some simple inference questions based on characters' feelings, thoughts and motives.	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓		✓
	To justify predictions using evidence from the text.	✓				✓				✓			✓
Poetry	To prepare and perform poems and play scripts that show some awareness of the audience when reading aloud.			✓			✓				✓		
	To begin to use appropriate intonation and volume when reading aloud.	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓		✓
Non Fiction	To retrieve and record information from non-fiction texts.		✓		✓			✓	✓				✓

* These are detailed in the word lists within the spelling appendix to the national curriculum (English Appendix 1). Teachers should refer to these to exemplify the words that pupils should be able to read as well as spell.