



# Reading Coverage Plan

## Year 3

### Cycle A

TERM	WEEK	GENRE	OBJECTIVES
Ongoing Objectives			<ul style="list-style-type: none"> <li>• L.O. 1 To apply their growing knowledge of root words, prefixes and suffixes (morphology and etymology) as listed in Appendix 1, both to read aloud and to understand the meaning of new words that they meet.</li> <li>• L.O. 2 To read further exception words, noting the unusual correspondence between spelling and sound, and where they occur in the word.</li> <li>• L.O. 3 To develop positive attitudes to reading and understand what they have read.</li> <li>• L.O. 19 To participate in discussion about both books that are read to them and those that they can read for themselves, taking turns and listening to what others say.</li> </ul>
A D V E N T	1-4	Non-Fiction (Instructions)	<ul style="list-style-type: none"> <li>• L.O.4 To listen to and discuss a wide range of fiction, poetry, plays, <i>non-fiction and reference books or textbooks</i>.</li> <li>• L.O.5 To read books that are structured in different ways and reading for a range of purposes.</li> <li>• L.O. 6 To use dictionaries to check the meaning of words that they have read.</li> <li>• L.O.7 To increase their familiarity with a wide range of books and retell some of them orally.</li> <li>• L.O.12 To check that the text makes sense to them, discussing their understanding and explaining the meaning of words in context.</li> <li>• L.O.17 To identify how language, structure and presentation contribute to meaning.</li> <li>• L.O. 18 To retrieve and record information from non-fiction.</li> </ul>
	5-8	Narrative (Story with historical setting)	<ul style="list-style-type: none"> <li>• L.O. 4 To listen to and discuss a wide range of <i>fiction</i>, poetry, plays, non-fiction and reference books or textbooks.</li> <li>• L.O.5 To read books that are structured in different ways and reading for a range of purposes.</li> <li>• L.O.7 To increase their familiarity with a wide range of books and retell some of them orally.</li> <li>• L.O. 8 To identify themes and conventions in a wide range of books.</li> <li>• L.O.10 To discuss words and phrases that capture the reader's interest and imagination.</li> <li>• L.O. 13 To ask questions to improve their understanding of a text.</li> <li>• L.O. 14 To draw inferences such as inferring character's feelings, thoughts and motives from their actions, and justifying inferences with evidence.</li> <li>• L.O. 15 To predict what might happen from details stated and implied.</li> </ul>
	9-10	Poetry (Exploring Form/ Acrostic)	<ul style="list-style-type: none"> <li>• L.O. 4 To listen to and discuss a wide range of fiction, <i>poetry</i>, plays, non-fiction and reference books or textbooks.</li> <li>• L.O.9 To prepare <i>poems</i> and play scripts to read aloud and perform, showing understanding through intonation, tone, volume and action.</li> <li>• L.O. 10 To discuss words and phrases that capture the reader's imagination and interest.</li> <li>• L.O. 11 To recognise some different forms of poetry.</li> <li>• L.O. 17 To identify how language, structure and presentation contribute to meaning.</li> </ul>
	11-14	Fiction (Informal Letter)	<ul style="list-style-type: none"> <li>• L.O.4 To listen to and discuss a wide range of <i>fiction</i>, poetry, plays, non-fiction and reference books or textbooks.</li> <li>• L.O.5 To read books that are structured in different ways and reading for a range of purposes.</li> <li>• L.O. 13 To ask questions to improve their understanding of a text.</li> <li>• L.O.17 To identify how language, structure and presentation contribute to meaning.</li> <li>• L.O. 18 To retrieve and record information from non-fiction.</li> </ul>



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<b>Ongoing Objectives</b>			<ul style="list-style-type: none"> <li>L.O. 1 To apply their growing knowledge of root words, prefixes and suffixes (morphology and etymology) as listed in Appendix 1, both to read aloud and to understand the meaning of new words that they meet.</li> <li>L.O. 2 To read further exception words, noting the unusual correspondence between spelling and sound, and where they occur in the word.</li> <li>L.O. 3 To develop positive attitudes to reading and understand what they have read.</li> <li>L.O. 19 To participate in discussion about both books that are read to them and those that they can read for themselves, taking turns and listening to what others say.</li> </ul>
<b>L  E   N   T</b>	1-2	Poetry ( <i>Shape Poem/ Creating images</i> )	<ul style="list-style-type: none"> <li>L.O. 4 To listen to and discuss a wide range of fiction, <i>poetry</i>, plays, non-fiction and reference books or textbooks.</li> <li>L.O. 6 To use dictionaries to check the meaning of words they have read.</li> <li>L.O. 10 To discuss words and phrases that capture the reader's imagination and interest.</li> <li>L.O.11 To recognise some different forms of poetry.</li> <li>L.O. 17 To identify how language, structure and presentation contribute to meaning.</li> <li>L.O. 9 To prepare <i>poems</i> and play scripts to read loud and to perform, showing understanding through intonation, tone, volume and action.</li> </ul>
	3-6	Non-fiction ( <i>Explanation Text</i> )	<ul style="list-style-type: none"> <li>L.O. 4 To listen to and discuss a wide range of fiction, poetry, plays, <i>non-fiction</i> and reference books or textbooks.</li> <li>L.O.5 To read books that are structured in different ways and reading for a range of purposes.</li> <li>L.O. 12 To check that a text makes sense to them, discussing their understanding and explaining the meaning of words in context. .</li> <li>L.O. 16 To identify main ideas drawn from more than one paragraph and summarise these.</li> <li>L.O. 17 To identify how language, structure and presentation contribute to meaning.</li> <li>L.O. 18 To retrieve and record information from non-fiction.</li> </ul>
	7-9	Narrative ( <i>Story Set in Imagined Worlds</i> )	<ul style="list-style-type: none"> <li>L.O. 4 To listen to and discuss a wide range of <i>fiction</i>, poetry, plays, non-fiction and reference books or textbooks.</li> <li>L.O.5 To read books that are structured in different ways and reading for a range of purposes.</li> <li>L.O.7 To increase their familiarity with a wide range of books and retell some of them orally.</li> <li>L.O. 8 To identify themes and conventions in a wider range of books.</li> <li>L.O.10 To discuss words and phrases that capture the reader's interest and imagination.</li> <li>L.O. 14 To draw inferences such as inferring character's feelings, thoughts and motives from their actions, and justifying inferences with evidence.</li> <li>L.O. 15 To predict what might happen from details stated and implied.</li> <li>L.O. 17 To identify how language, structure and presentation contribute to meaning.</li> </ul>
	9-11	Non-fiction ( <i>Information Leaflet</i> )	<ul style="list-style-type: none"> <li>L.O. 4 To listen to and discuss a wide range of fiction, poetry, plays, <i>non-fiction</i> and reference books or textbooks.</li> <li>L.O.5 To read books that are structured in different ways and reading for a range of purposes.</li> <li>L.O. 6 To use dictionaries to check the meaning of words that they have read.</li> <li>L.O. 12 To check that a text makes sense to them, discussing their understanding and explaining the meaning of words in context. .</li> <li>L.O. 16 To identify main ideas drawn from more than one paragraph and summarise these.</li> <li>L.O. 17 To identify how language, structure and presentation contribute to meaning.</li> <li>L.O. 18 To retrieve and record information from non-fiction.</li> </ul>



# Reading Coverage Plan

## Year 3

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TERM	WEEK	GENRE	OBJECTIVES
Ongoing Objectives			<ul style="list-style-type: none"> <li>• L.O. 1 To apply their growing knowledge of root words, prefixes and suffixes (morphology and etymology) as listed in Appendix 1, both to read aloud and to understand the meaning of new words that they meet.</li> <li>• L.O. 2 To read further exception words, noting the unusual correspondence between spelling and sound, and where they occur in the word.</li> <li>• L.O. 3 To develop positive attitudes to reading and understand what they have read.</li> <li>• L.O. 19 To participate in discussion about both books that are read to them and those that they can read for themselves, taking turns and listening to what others say.</li> </ul>
P E N T E R C O S T	1-4	Narrative ( <i>Myths and Legends</i> )	<ul style="list-style-type: none"> <li>• L.O. 4 To listen to and discuss a wide range of <i>fiction</i>, poetry, plays, non-fiction and reference books or textbooks.</li> <li>• L.O.5 To read books that are structured in different ways and reading for a range of purposes.</li> <li>• L.O.7 To increase their familiarity with a wide range of books and retell some of them orally.</li> <li>• L.O. 12 To check that a text makes sense to them, discussing their understanding and explaining the meaning of words in context. .</li> <li>• L.O. 14 To draw inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence</li> <li>• L.O. 15 To predict what might happen from details stated and implied.</li> <li>• L.O. 16 To identify main ideas drawn from more than one paragraph and summarise these.</li> </ul>
	5-7	Non-fiction ( <i>Non Chronological Report</i> )	<ul style="list-style-type: none"> <li>• L.O.4 To listen to and discuss a wide range of fiction, poetry, plays, <i>non-fiction and reference books or textbooks</i>.</li> <li>• L.O.5 To read books that are structured in different ways and reading for a range of purposes.</li> <li>• L.O.6 To use dictionaries to check the meaning of words that they have read.</li> <li>• L.O. 13 To ask questions to improve their understanding of a text.</li> <li>• L.O. 17 To identify how language, structure and presentation contribute to meaning.</li> <li>• L.O. 18 To retrieve and record information from non-fiction.</li> </ul>
	7-10	Playscript ( <i>Playscript of a Fable</i> )	<ul style="list-style-type: none"> <li>• L.O.4 To listen to and discuss a wide range of fiction, poetry, <i>plays</i>, non-fiction and reference books or textbooks.</li> <li>• L.O. 8 To identify themes and conventions in a wider range of books.</li> <li>• L.O. 9 To prepare poems and <i>play scripts</i> to read loud and to perform, showing understanding through intonation, tone, volume and action.</li> <li>• L.O. 10 To discuss words and phrases that capture the reader's imagination and interest.</li> <li>• L.O. 17 To identify how language, structure and presentation contribute to meaning.</li> </ul>
	11-12	Poetry ( <i>Performance poetry</i> )	<ul style="list-style-type: none"> <li>• L.O.4 To listen to and discuss a wide range of fiction, <i>poetry</i>, plays, non-fiction and reference books or textbooks.</li> <li>• L.O. 9 To prepare <i>poems</i> and play scripts to read loud and to perform, showing understanding through intonation, tone, volume and action.</li> <li>• L.O. 10 To discuss words and phrases that capture the reader's imagination and interest.</li> <li>• L.O. 11 To recognise different forms of poetry.</li> <li>• L.O. 17 To identify how language, structure and presentation contribute to meaning.</li> </ul>



# Reading Coverage Plan

## Year 3

### Cycle B

TERM	WEEK	GENRE	OBJECTIVES
Ongoing Objectives			<ul style="list-style-type: none"> <li>• L.O1 To apply their growing knowledge of root words, prefixes and suffixes (morphology and etymology) as listed in Appendix 1, both to read aloud and to understand the meaning of new words that they meet.</li> <li>• L.O. 2 To read further exception words, noting the unusual correspondence between spelling and sound, and where they occur in the word.</li> <li>• L.O. 3 To develop positive attitudes to reading and understand what they have read.</li> <li>• L.O. 19 To participate in discussion about both books that are read to them and those that they can read for themselves, taking turns and listening to what others say.</li> </ul>
A  D  V  E  N  T	1-4	Narrative ( <i>Story with a historical setting</i> )	<ul style="list-style-type: none"> <li>• L.O. 4 To listen to and discuss a wide range of <i>fiction</i>, poetry, plays, non-fiction and reference books or textbooks.</li> <li>• L.O. 5 To be able to read books that are structured in different ways and reading for a range of purposes.</li> <li>• L.O.7 To increase their familiarity with a wide range of books and retell some of them orally.</li> <li>• L.O. 8 To identify themes and conventions in a wide range of books.</li> <li>• L.O.10 To discuss words and phrases that capture the reader's interest and imagination.</li> <li>• L.O. 13 To ask questions to improve their understanding of a text.</li> <li>• L.O. 14 To draw inferences such as inferring character's feelings, thoughts and motives from their actions, and justifying inferences with evidence.</li> <li>• L.O. 15 To predict what might happen from details stated and implied.</li> <li>• L.O. 17 To identify how language, structure and presentation contribute to meaning.</li> </ul>
	5-6	Poetry ( <i>Exploring Form/ Structured</i> )	<ul style="list-style-type: none"> <li>• L.O. 4 To listen to and discuss a wide range of fiction, <i>poetry</i>, plays, non-fiction and reference books or textbooks.</li> <li>• L.O.9 To prepare <i>poems</i> and play scripts to read aloud and perform, showing understanding through intonation, tone, volume and action.</li> <li>• L.O. 10 To discuss words and phrases that capture the reader's imagination and interest.</li> <li>• L.O. 11 To recognise some different forms of poetry.</li> <li>• L.O. 17 To identify how language, structure and presentation contribute to meaning.</li> </ul>
	7-10	Non-fiction ( <i>Newspaper report</i> )	<ul style="list-style-type: none"> <li>• L.O. 4 To listen to and discuss a wide range of fiction, poetry, plays, <i>non-fiction</i> and reference books or textbooks.</li> <li>• L.O. 5 To read books that are structured in different ways and reading for a range of purposes.</li> <li>• L.O. 12 To check that a text makes sense to them, discussing their understanding and explaining the meaning of words in context. .</li> <li>• L.O. 16 To identify main ideas drawn from more than one paragraph and summarise these.</li> <li>• L.O. 17 To identify how language, structure and presentation contribute to meaning.</li> <li>• L.O. 18 To retrieve and record information from non-fiction.</li> </ul>
	11-14	Narrative ( <i>Character/ Setting Description</i> )	<ul style="list-style-type: none"> <li>• L.O. 4 To listen to and discuss a wide range of <i>fiction</i>, poetry, plays, non-fiction and reference books or textbooks.</li> <li>• L.O. 6 To use dictionaries to check the meaning of words they have read.</li> <li>• L.O. 10 To discuss words and phrases that capture the reader's interest and imagination.</li> <li>• L.O. 14 To draw inferences such as inferring character's feelings, thoughts and motives from their actions, and justifying inferences with evidence.</li> <li>• L.O. 17 To identify how language, structure and presentation contribute to meaning.</li> <li>• L.O. 16 To identify main ideas drawn from more than one paragraph and summarise these.</li> </ul>



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<b>L E N T</b>		1-2	Poetry <i>(Exploring Form/ Cinquain)</i>	<ul style="list-style-type: none"> <li>L.O. 4 To listen to and discuss a wide range of fiction, <i>poetry</i>, plays, non-fiction and reference books or textbooks.</li> <li>L.O. 6 To use dictionaries to check the meaning of words they have read.</li> <li>L.O. 9 To prepare <i>poems</i> and play scripts to read loud and to perform, showing understanding through intonation, tone, volume and action.</li> <li>L.O. 10 To discuss words and phrases that capture the reader's imagination and interest.</li> <li>L.O.11 To recognise some different forms of poetry.</li> <li>L.O. 17 To identify how language, structure and presentation contribute to meaning.</li> </ul>
		3-6	Narrative <i>(Stories from Other Cultures)</i>	<ul style="list-style-type: none"> <li>L.O. 4 To listen to and discuss a wide range of <i>fiction</i>, poetry, plays, non-fiction and reference books or textbooks.</li> <li>L.O.5 To read books that are structured in different ways and reading for a range of purposes.</li> <li>L.O.7 To increase their familiarity with a wide range of books and retell some of them orally.</li> <li>L.O. 8 To identify themes and conventions in a wide range of books.</li> <li>L.O.10 To discuss words and phrases that capture the reader's interest and imagination.</li> <li>L.O. 14 To draw inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence.</li> <li>L.O. 15 To predict what might happen from details stated and implied.</li> <li>L.O. 17 To identify how language, structure and presentation contribute to meaning.</li> </ul>
		7-9	Non-fiction <i>(Recount - Diary)</i>	<ul style="list-style-type: none"> <li>L.O. 4 To listen to and discuss a wide range of fiction, poetry, plays, <i>non-fiction</i> and reference books or textbooks.</li> <li>L.O.5 To read books that are structured in different ways and reading for a range of purposes.</li> <li>L.O. 12 To check that a text makes sense to them, discussing their understanding and explaining the meaning of words in context. .</li> <li>L.O. 16 To identify main ideas drawn from more than one paragraph and summarise these.</li> <li>L.O. 17 To identify how language, structure and presentation contribute to meaning.</li> <li>L.O. 18 To retrieve and record information from non-fiction.</li> </ul>
		10-12	Narrative <i>(Playscript)</i>	<ul style="list-style-type: none"> <li>L.O. 4 To listen to and discuss a wide range of fiction, poetry, <i>plays</i>, non-fiction and reference books or textbooks.</li> <li>L.O. 8 To identify themes and conventions in a wider range of books.</li> <li>L.O. 9 To prepare poems and <i>play scripts</i> to read loud and to perform, showing understanding through intonation, tone, volume and action.</li> <li>L.O. 17 To identify how language, structure and presentation contribute to meaning.</li> </ul>



# Reading Coverage Plan

## Year 3

### Cycle B

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Ongoing Objectives			<ul style="list-style-type: none"> <li>● L.O. 1 To apply their growing knowledge of root words, prefixes and suffixes (morphology and etymology) as listed in Appendix 1, both to read aloud and to understand the meaning of new words that they meet.</li> <li>● L.O. 2 To read further exception words, noting the unusual correspondence between spelling and sound, and where they occur in the word.</li> <li>● L.O. 3 To develop positive attitudes to reading and understand what they have read.</li> <li>● L.O. 19 To participate in discussion about both books that are read to them and those that they can read for themselves, taking turns and listening to what others say.</li> </ul>
P E N T E C O S T	1-3	Poetry ( <i>Performance poetry</i> )	<ul style="list-style-type: none"> <li>● L.O. 4 To listen to and discuss a wide range of fiction, <i>poetry</i>, plays, non-fiction and reference books or textbooks.</li> <li>● L.O. 9 To prepare <i>poems</i> and play scripts to read aloud and to perform, showing understanding through intonation, tone, volume and action.</li> <li>● L.O. 10 To discuss words and phrases that capture the reader's imagination and interest.</li> <li>● L.O. 11 To recognise different forms of poetry.</li> <li>● L.O. 17 To identify how language, structure and presentation contribute to meaning.</li> </ul>
	4-6	Non-fiction ( <i>Persuasion - Poster/ Formal Letter</i> )	<ul style="list-style-type: none"> <li>● L.O. 4. To listen to and discuss a wide range of fiction, poetry, plays, <i>non-fiction and reference books or textbooks</i>.</li> <li>● L.O.5 To read books that are structured in different ways and reading for a range of purposes.</li> <li>● L.O.6 To use dictionaries to check the meaning of words that they have read.</li> <li>● L.O. 12 To check that a text makes sense to them, discussing their understanding and explaining the meaning of words in context. .</li> <li>● L.O. 16 To identify main ideas drawn from more than one paragraph and summarise these.</li> <li>● L.O. 17 To identify how language, structure and presentation contribute to meaning.</li> <li>● L.O. 18 To retrieve and record information from non-fiction.</li> </ul>
	7-10	Narrative ( <i>Adventure/ Mystery Story</i> )	<ul style="list-style-type: none"> <li>● L.O.4 To listen to and discuss a wide range of <i>fiction</i>, poetry, plays, non-fiction and reference books or textbooks.</li> <li>● L.O.5 To read books that are structured in different ways and reading for a range of purposes.</li> <li>● L.O.7 To increase their familiarity with a wide range of books and retell some of them orally.</li> <li>● L.O.10 To discuss words and phrases that capture the reader's interest and imagination.</li> <li>● L.O.14 To draw inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence.</li> <li>● L.O.15 To predict what might happen from details stated and implied.</li> <li>● L.O.16 To identify main ideas drawn from more than one paragraph and summarise these.</li> </ul>
	11-12	Non-Fiction ( <i>Discussion</i> )	<ul style="list-style-type: none"> <li>● L.O.19 To participate in <i>discussion</i> about both books that are read to them and those they can read for themselves, taking turns and listening to what others say.</li> <li>● L.O.4 To listen to and discuss a wide range of fiction, poetry, plays, <i>non-fiction and reference books or textbooks</i>.</li> <li>● L.O.5 To read books that are structured in different ways and reading for a range of purposes.</li> <li>● L.O.6 To use dictionaries to check the meaning of words that they have read.</li> <li>● L.O. 13 To ask questions to improve their understanding of a text.</li> <li>● L.O.17 To identify how language, structure and presentation contribute to meaning.</li> <li>● L.O. 18 To retrieve and record information from non-fiction.</li> </ul>