



Reading

in Year 3 at

Almond Hill Junior
School





Reading Lesson 1

We have two reading lessons per week (in addition to any phonics teaching). The first reading lesson always explores new vocabulary from a selected text. Also in this lesson, children will answer questions on the same text that focus on developing a specific reading skill (See 'Reading Skills').

Below is an example of Y3 outcomes from Reading lesson 1.

Vocabulary

The BFG - The Cave

The Giant took off his black cloak and hung it against the wall. Sophie saw that under the cloak he was wearing a sort of collarless shirt and a dirty old leather waiscoat that didn't seem to have any buttons. His trousers were faded green and far too short in the legs. On his bare feet he was wearing a pair of ridiculous sandals that for some reason had holes cut along each side, with a large hole at the end where his toes stuck out. Sophie, crouching on the floor of the cave in her nightie, gazed back at him through thick steel-rimmed glasses. She was trembling like a leaf in the wind, and a finger of ice was running up and down the length of her spine.

"Ha!" shouted the Giant, walking forward and rubbing his hands together. "What has us got here?" His booming voice rolled around the walls of the cave like a burst of thunder.

My waiscoat was colourful and had five golden buttons.

I crouched to see an ant.

A girl wore a nightie ~~as~~ when she went to bed.

I ~~boomed~~ I was booming because my brother would not share.

Retrieval; Vocabulary

- Where was the baby found floating? In the cello case in the English channel
- What is a scholar? Someone who does research.
- Find and copy the word that means 'decided' determined!
- How far had the baby drifted? One mile!
- Why did nobody notice the water flooding in over the carpet?
(Answer in your book).

Which reading principles have you explored today?			
Read read read	✓	Reading rivers rule!	✓
Find it!	✓	I've seen this before!	✓
Use the clues	✓	Our teacher loves reading!	✓
Oooooo that's new!	✓		

Because the music was so good!

Questions -inference

- Who do you think Alice was chasing? rabbit ✓
- How do you think Alice felt as she began her fall?
Tick one
 tired
 shocked
 angry
 sad
 Why do you think she felt this way? (Answer in your book).
- Why do you think Alice was disappointed that the jar of marmalade was empty? (Answer in your book).
- 'Why, I wouldn't say anything about it, even if I fell off the top of the house!'
Why does Alice think this? (Answer in your book).

because she didn't know where she was going because she love marmalade so much because its taking forever.

Because she didn't know she was going and was so shocked so shocked. But she didn't know where she was. Because she love Marmalade and she eat it all the time. because its taken taking a long long time of dropping.

Reading lesson texts

Each term, we choose different texts to base our reading lessons on. These texts come from various Y3 appropriate books, many of which are shown here...

Autumn

- Roald Dahl – Fantastic Mr Fox
- Harry Potter and the Philosopher’s Stone
- Owen and the Soldier
- Rooftoppers
- Roald Dahl – BFG
- Otherland

Spring

- Peter Pan
- The Wizard of Oz
- The Worst Witch
- Do you know Pippi Longstockings?
- The Firework Maker’s Daughter
- The Wind in the Willows

Summer

- Coming to England
- Anisha Accidental Detective
- Saw Wu is NOT Afraid of Ghosts
- The Worries
- Major and Mynah – Operation Raven
- The Great Food Bank Heist

Reading Lesson 2

The second reading lesson is an opportunity for children to answer questions from a different (often Non-Fiction) text that requires multiple reading skills (see 'Reading Skills'). This text/book explored in this second lesson will relate to another area of learning within the current curriculum including History, Geography, Science and RE

Below is an example of Y3 outcomes from Reading lesson 2.

Topic reading

Fossils Questions

- Which one is closest in meaning to the word **decay**. Tick one.
 - fossil
 - rot
 - disappear
 - die
- Use the text to fill in the blanks:
Fossils are made when a dead animal or plant gets buried by sand ^{rotted up}
- Explain in your own words why we have only known about dinosaurs for 200 years.
Because someone might maybe have seen the skeleton found the first dinosaur fossil
- What does the Latin word 'fossilis' mean?
dig up
- What is the name of the place that is good for fossil hunting? Tick one.
 - St Hilda
 - Whitby
 - Ammonites
 - Sedimentary
- What is the name of the spiral shaped fossil pictured in the text? Tick one.
 - ammonites
 - ammonites
 - sue
 - minerals
- Why aren't there any fossils of cats that lived twenty years ago?
Because they don't get dug up 20 years isn't long enough and fossils take millions of years to form

Questions

- What is the Thai new year called? Tick one.
 - Thailand
 - Songkran
 - Shogatsu
 - Hogmanay
- How many times do temple bells ring for the new year in Japan? Tick one.
 - 3 times
 - 30 times
 - 40 times
 - 108 times
- How many grapes do some people eat at midnight in Spain? Tick one.
 - one grape
 - three grapes
 - four grapes
 - twelve grapes
- Draw three lines to complete each sentence.

In Siberia, ...	some people smash plates against the doors of their friends.
In Denmark, ...	New year celebrations last from the 1 st to the 3 rd to January.
In Japan, ...	a few brave people dive into a frozen lake.
- Look at the first paragraph. Find and copy one word which shows that the firework displays are not small. huge
- When is the Thai new year celebrated? 13 April
- Which new year celebration would you most like to take part in? Explain why.
Spain because it would be fun to do it with my family.

Friday 9th February 2024 Topic reading

scles - Questions

Look at paragraph 2; find and copy a word that means "work together".
Tandem

Look at paragraph 3; which word describes something that you can't control?
involuntary

Which word means "gets tighter": contracts or relaxes?

How many muscles do you have? 600

What do athletes often injure? Tendons

How do muscles help your eyes? They help you blink!

AIM HIGH!

What is the difference between flexor and extensor muscles? An extensor ^{like a} relaxes and a flexor pulls on a joint to make it bend like a bicep.

What is the difference between facial muscles and other skeletal muscles?
With facial muscles you might eat or make expression and with skeletal muscles you might write.

AH Reading Principles

These are displayed in all classrooms and referred to by teachers - Ask your child about them!

We know reading at our school is great when...

Read read read!



Reading rivers rule!



Use the clues



I've seen this before!



Oooo that's new!



Our teacher loves reading



Find it



Reading Skills

Vocabulary:

- uses knowledge of root words, prefixes and suffixes to read unfamiliar words
- identifies a range of standard words/phrases used at various stages of a narrative e.g. introduction, build up etc
- Identifies and understands meanings of a wide range of conjunctions used to link events together
- identifies new vocabulary and sentence structure and discusses to develop understanding

Retrieving: Retrieval is a focus in Autumn term Year 3

- refers back to the text for evidence when explaining
- uses contents pages and indexes to locate, retrieve and record information from non-fiction texts
- **retrieves information from text where there is competing (distracting) information**

Summarising:

- summarises main ideas from a text at the end of a section of writing, chapter or whole text
- begins to identify themes across texts e.g. *friendship, good and evil, bullying*
- **evaluates effectiveness of texts in terms of function, form and language features**

Inferring:

- suggests reasons for actions and events
- infers characters' feelings, motives, behaviour and relationships based on descriptions and their actions in the story
- justifies their views about what they have read
- identifies how settings are used to create atmosphere e.g. what words/phrases in this description indicate that bad things might be about to happen in this place?
- **identifies evidence of relationship between characters based on dialogue and behaviour**
- **analyses the use of language to set scenes, build tension or create suspense**
- **explains how words/phrases in the description are linked to create an overall and consistent impression on the reader, for example, 'what other words/phrases in this passage tell us that he is a sinister character?'**

Predicting:

- predicts what might happen from details stated
- indicate the strength/likelihood of their prediction being correct and justify

Analysing

- analyses and compares plot structure
- identifies how language structure and presentation (*font size, bold, calligrams*) contribute to meaning
- **recognises the move from general to specific detail**

Authorial Intent

- *evaluates effectiveness of texts e.g. discusses words and phrases that capture the reader's imagination*
- **evaluates effectiveness of texts in terms of function, form and language features**

Comparing

- **comments on the effect of scene changes**

Children at Almond Hill know that reading is not just about saying the words on the page. Many different skills are involved in the process of becoming a fluent reader. Here you can see all of the Y3 skills required to become an age-related reader. The bold statements show skills that children working at greater depth require.

Class Readers

Each class reads books together for pleasure across the year. This is called the 'Class Reader'. Class reader's will be selected by the teacher and children from the following age-appropriate choices.

Vi Spy: Licence to Chill
by Maz Evans

Llama Out Loud!
by Annabelle Sami

Owen and the Soldier
by Lisa Thompson

Charlie Changes Into a Chicken
by Sam Copeland

Kid Normal
by Greg James

How to Train Your Dragon
by Cressida Cowell

**Planet Omar: Accidental
Trouble Magnet**
by Zanib Mian

The Highland Falcon Thief
by M. G. Leonard

Pippi Longstocking
by Astrid Lindgren

Tales of a Fourth Grade Nothing
by Judy Blume

Becoming fluent

Fluency in reading is the ability to read with accuracy, speed and suitable expression which ultimately help children strengthen their comprehension skills.

Children develop their ability to read and become fluent readers through daily phonics sessions and our own phonics-based reading intervention, 'Extra Reading'

Where children are not meeting age-related expectations in reading, we have a vast range of books which are 'colour-banded' to suit the specific reading needs of all readers.



Class library areas

Although varied in size and layout, all class libraries at Almond Hill meet the environment standards as stated in our Teaching, marking and feedback policy.

In all class libraries you will find...

- A wide range of books from various genres to suit all readers
- A welcoming space
- Teacher recommendations
- A reading river to support children in recall of previously explored texts



Differentiation

To ensure that all children, regardless of reading and comprehension ability, access and learn from quality texts, we implement a range of adaptations in our reading lessons.

These include but are not limited to...

- Use of technology (OneNote)
- Immersive reader - Where pc reads text to children
- More/less and differentiated texts
- Recording answers in different ways

