

# 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 focuses on reading fluency and children practise rereading a short extract of text and identify pauses and emphasis that develop reading for comprehension. New vocabulary is discussed and some retrieval and deeper thinking questions are discussed. The focus is on reading aloud and discussing understanding.

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

Otherland by Louie Stowell

Adult voices drifted boringly out of the kitchen. //

"How's business going?" Mrs Patel was asking. //

"Oh, you know," said Myra's mum. "Slowly, I'm not sure people are quite ready for healing yoghurt. And it's so hard, juggling the business and looking after Myra." //

At the sound of her own name, her ears pricked up. //

"I'm sorry, that sounds hard," said Mrs Patel. "I don't know how you do it." //

"What they don't tell you when you have a kid is how hard it is to get anything done." //

Love her, but she never stops talking when I'm trying to concentrate." //

How to Train Your Dragon

Hiccup pretended to say goodnight to Toothless by the fire but smuggled him into the bedroom under his tunic. // ...

"You must be absolutely quiet," he told Toothless sternly as they climbed into bed, and the dragon nodded eagerly. // In fact, he snored loudly the entire night, but

Hiccup didn't care. // Hiccup spent the whole of the winter on Berk in various states of very cold, ranging from 'fairly chilly' to 'absolutely freezing'. // At night, too many layers were considered weak, so Hiccup generally lay awake for a couple of hours until he had shivered himself into a light sleep. // ...



Buzz pollination //

Only bumblebees are capable of buzz pollination. This is when the bee grabs the flower and produces a high-pitched buzz. This releases pollen that would otherwise stay trapped inside. Key ingredients in our diet, such as tomatoes, are pollinated in this way. Many other common foods, such as beans and peas, would also be harder to produce and much more expensive without British bumblebees. //

# 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



## Spring

## Summer



# 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

*covered over*  
*rotted up*
- Use the text to fill in the blanks:  
Fossils are made when a dead animal or plant gets *buried by sand*.
- Explain in your own words why we have only known about dinosaurs for 200 years.  
*Because someone might maybe have 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 <sup>st</sup> to the 3 <sup>rd</sup> 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 9<sup>th</sup> February 2024 Topic reading

## Muscles - 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*? *contracts*

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 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 an expression and with skeletal muscles you might write.*

# 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**

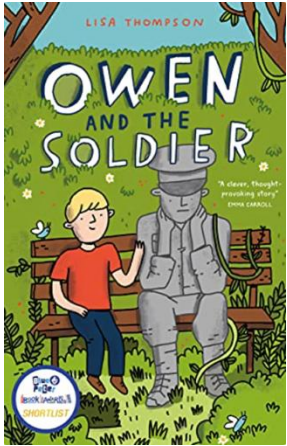
## Comparing

- 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.

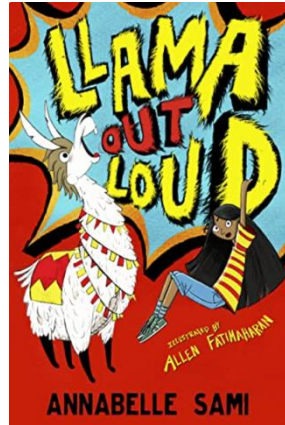
# Class Readers

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.

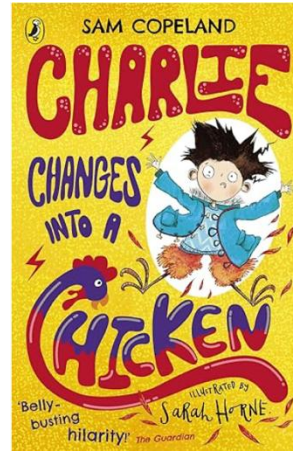


**Owen and the Soldier**  
by Lisa Thompson

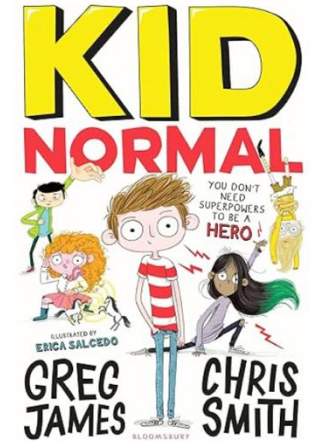
**Vi Spy: Licence to Chill**  
by Maz Evans



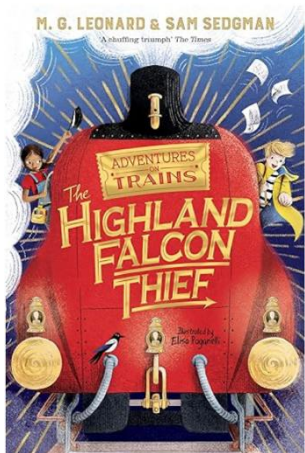
**Charlie Changes Into a Chicken**  
by Sam Copeland



**Llama Out Loud!**  
by Annabelle Sami

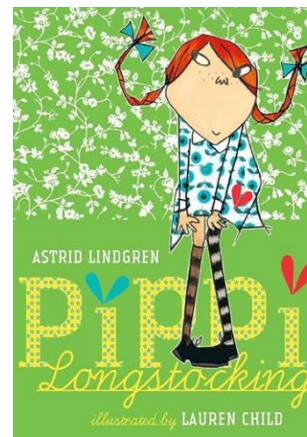
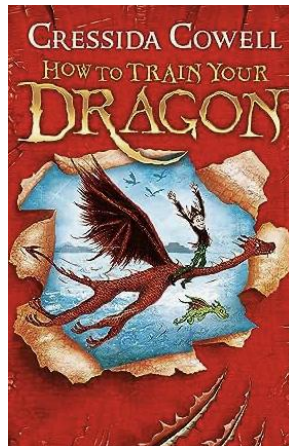


**Kid Normal**  
by Greg James



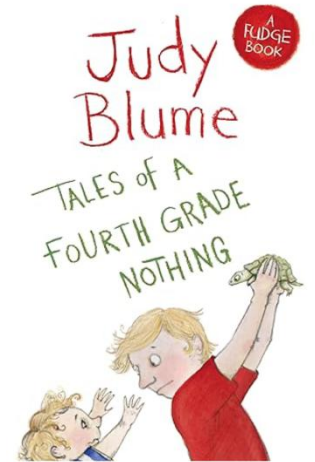
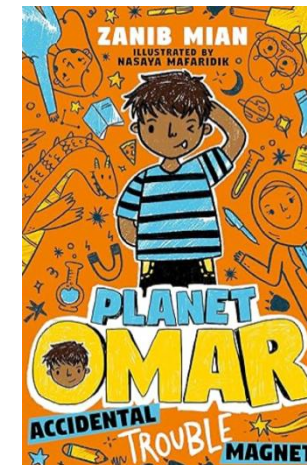
**The Highland Falcon Thief**  
by M. G. Leonard

**How to Train Your Dragon**  
by Cressida Cowell



**Pippi Longstocking**  
by Astrid Lindgren

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



**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, learning 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

