

# Reading at Beechwood



At Beechwood, we understand the importance of reading. We know that, in order to be successful, a skilled reader needs to develop their word reading skills as well as their comprehension skills. Our timetable ensures that children have a chance to practise reading in different ways so that they can become skilled readers who can access any text.

## Example weekly timetable:

Monday	Tuesday	Wednesday	Thursday	Friday
Fluency practice	Extended Reading	Close Reading	Application	Vocabulary instruction
In this lesson, children will work on fluent reading of a text. They aim to read accurately, quickly and with great expression.	In this lesson, children will read their allocated text for the term as a class. With lots of reading practice, your child will increase the amount of words that they know and are able to understand.	In this lesson, children will read their allocated text together but this time they will do lots of talking about what they are reading. Through discussion, they will learn how to think about text as they read and explore what they read by talking about it.	In this lesson, children will explore text by completing tasks which help them to develop, recall and retain their sticky knowledge.	In this lesson, children will learn at least one root word and its meaning such as 'photo' meaning light. They will also learn the meaning of words outside of their spoken vocabulary which will help to broaden the range of words they have to hand.

NB: Year 3 may receive further teaching of phonics in the Autumn term and will do additional fluency sessions. Year 3 children will begin to close read in the Summer Term.

## **Year 3 Reading Skills and Sticky Knowledge**

### **Fluency**

I can develop accuracy, automaticity and prosody through repeated reading.

During performance/reading aloud, I can show understanding of intonation, tone, volume and action.

I can read further exception words noting the unusual grapheme phoneme correspondences.

### **Retrieval**

I can demonstrate good observational skills such as spot the difference and locating words in a word search.

I can locate a given word in the text efficiently using scanning techniques.

I can use skimming and scanning to get the gist of a paragraph.

I can locate the answer to a question in which the question words are matched to those I would find in the answer.

I can retrieve information from short texts (approximately 3 paragraphs).

### **Inference**

I can recognise and discuss emotions in both pictures and real life.

I can demonstrate empathy.

I can talk about what I know and what I think I know.

I can explore feelings of characters through drama.

I can draw an inference from things said and done in a text.

I can justify an inference with the most obvious points from the text.

I can predict what might happen from details stated and implied.

### **Language**

I can discuss words and phrases that engage the reader.

I can use a dictionary to check the meaning of words I have read.

I can consider how language and punctuation affect meaning (adjectives, simile, inverted commas, exclamation and question marks and apostrophes).

### **Structure & Themes**

I can order key events.

I can compare the structure of different texts through discussion.

I can begin to identify features of different types of writing.

I can consider how structure and presentation affect meaning (paragraphs, headings, sub headings, pronouns, and conjunctions for cohesion).

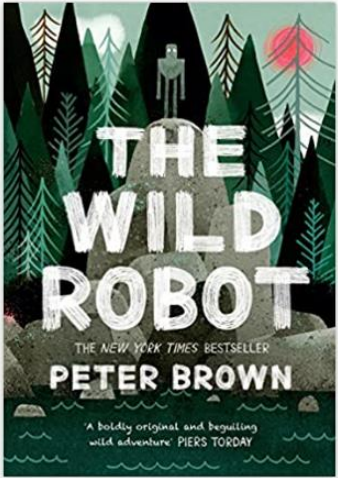
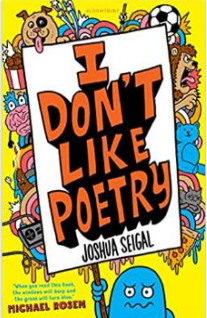
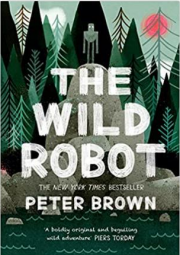
I can identify the theme of a paragraph.

I can make connections between texts with support.

I can begin to identify simple common themes in texts e.g. good versus evil, use of magical devices.

I can discuss purposes of different books/texts.

In Autumn the focus book for Year 3 are:

	<p>When robot Roz opens her eyes for the first time, she discovers that she is alone on a remote, wild island. She has no idea how she got there or what her purpose is - but she knows she needs to survive. After battling a fierce storm and escaping a vicious bear attack, she realises that her only hope for survival is to adapt to her surroundings and learn from the island's unwelcoming animal inhabitants. As Roz slowly befriends the animals, the island starts to feel like home - until, one day, her mysterious past comes back to haunt her.</p>	<ul style="list-style-type: none"> <li>- The Wild Robot Escapes by Peter Brown (this is a sequel so don't read until we have finished!)</li> <li>- The Iron Man by Ted Hughes</li> <li>- Wendell and the Robots by Chris Riddell</li> <li>- Runaway Robot by Frank Cottrell Boyce</li> <li>- A Wolf called Wander by Rosanne Parry</li> </ul>
  <p>continued</p>	<p><b>A brilliant collection of poems by an exciting young poet, this book is perfect, whether you like poetry or not!</b></p> <p>Packed full of silly, funny, or downright hilarious poems (with a few serious ones mixed in) this brilliant collection from exciting young poet, Joshua Seigal is perfect for fans of Michael Rosen and anyone else who needs a giggle. If you like poetry, you'll like this book. And if you don't like poetry you'll LOVE it!</p> <p>With poems on every topic from the power of books to the joys of fried chicken, this collection is a fabulous mix of Joshua Seigal's subversive humour and insight into the world of children. If you don't like poetry after reading this, there's probably something wrong with you!</p>	<ul style="list-style-type: none"> <li>- I bet I can make you laugh by Joshua Seigal</li> <li>- My Heart is a Poem by Various Authors</li> <li>- Michael Rosen's A-Z The best children's poetry</li> <li>- Smile out loud: 25 happy poems by Joseph Coelho and Daniel Gray-Barnett</li> </ul>