

# 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 as well as their comprehension. 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).


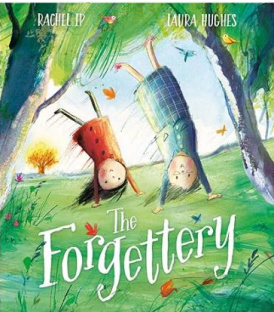
I can identify the theme of a paragraph.

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 Summer, the focus books for Year 3 are:

	<p>When Arthur and Rose were little, they were the heroes of Roar, a magical world they invented where the wildest creations of their imaginations roamed. Now that they're eleven, Roar is just a distant memory. But it hasn't forgotten them.</p> <p>When their grandfather is spirited away into Roar by the villain who still haunts their nightmares, Arthur and Rose must go back to the world they'd almost left behind. And when they get there, they discover that Grandad isn't the only one who needs their help.</p>	<p>If you would like to help your child further with some wider reading linked to this/in this style you could try:</p> <ul style="list-style-type: none"><li>- The Midnight Guardians by Ross Montgomery</li><li>- Dragon Mountain by Katie and Kevin Tsang</li><li>- The Shark Caller by Zillah Bethell</li><li>- The Ice Garden by Guy Jones</li></ul>
	<p>Filled with warmth and gentle humour, <i>The Forgettery</i> is a beautifully written, sensitive look at dementia and memory loss. Without ever explicitly mentioning dementia, <i>The Forgettery</i> is enjoyed as an adventure story where children explore a fantastical world where memories can be re-discovered and revisited as well as newly made. Rachel Ip's tender words capture the wonderful bond between grandmother and granddaughter and Laura Hughes conjures up an exciting, wonderous space where our most precious memories are stored, and the challenge of dementia can be gently explored and understood.</p>	<p>If you would like to help your child further with some wider reading linked to this/in this style you could try:</p> <ul style="list-style-type: none"><li>- Rain before rainbows by Smriti Halls</li><li>- Pip and the egg by Alex Latimer</li><li>- The friendship bench by Wendy Meddour</li><li>- Granddad's camper by Harry Woodgate</li></ul>