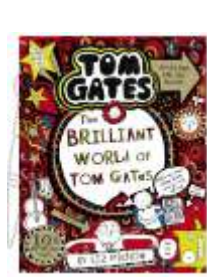
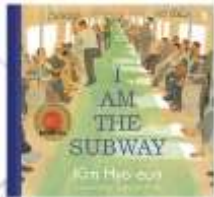
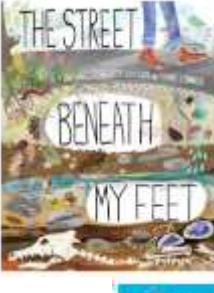
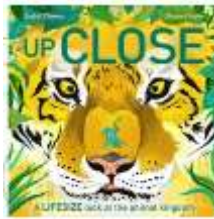
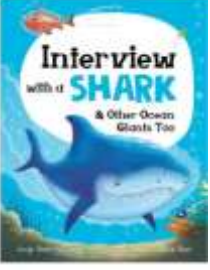
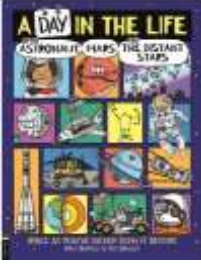
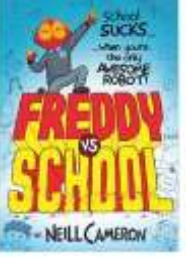
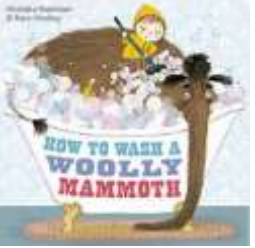
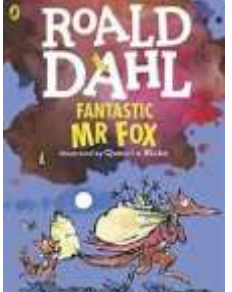
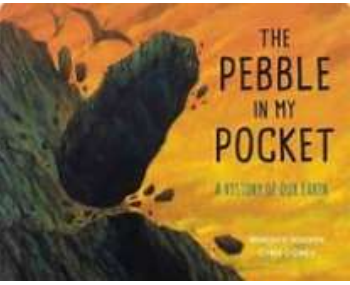
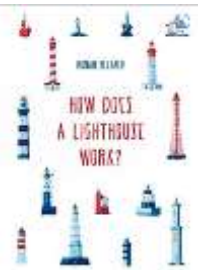
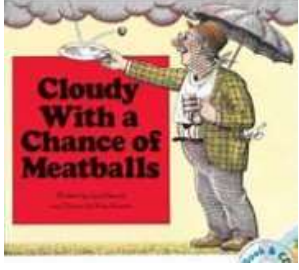
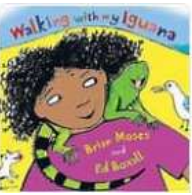
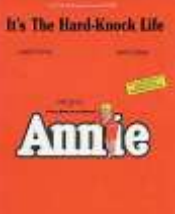
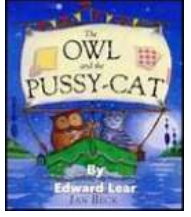


Powers Hall Academy Reading Spine Year 3						
	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
	STORYTIME FAVOURITES	CLASSIC STORIES	THOUGHT-PROVOKING STORIES	TOP-NOTCH NON FICTION	DIVERSE AND INCLUSIVE	GRAPHIC NOVELS
Class Reader	   	  	  	  	   	   
Fiction						
Non-fiction						
Poetry and Song						

Year 3 Reading skills						
	AUTUMN 1	AUTUMN 2	SPRING 1	SPRING 2	SUMMER 1	SUMMER 2
	Skills for skimming and scanning Understanding words in context Explaining words in context	Skills for skimming and scanning Understanding words in context Retrieving and recording information Making inferences Justifying inferences with evidence Finding evidence to support ideas and answers	Skills for skimming and scanning Understanding words in context Summarising the main idea from a text	Skills for skimming and scanning Understanding words in context Recognising the features of a text Understanding the layout of a text	Skills for skimming and scanning Understanding words in context Identify words used for effect Explain how words and phrases enhance meaning	Skills for skimming and scanning Understanding words in context Making predictions Recognising themes and conventions in a text
Reading domain	2a Give/explain the meaning of words in context 2b Retrieve and record information/identify key details from fiction and non-fiction	2a Give/explain the meaning of words in context 2d Make inferences from the text/explain and justify inferences with evidence from the text	2a Give/explain the meaning of words in context 2c Summarise main ideas from more than one paragraph	2a Give/explain the meaning of words in context 2f Identify/explain how information/narrative content is related and contribute to meaning as a whole	2a Give/explain the meaning of words in context 2g Identify/explain how meaning is enhances through choice of words and phrases	2a Give/explain the meaning of words in context 2e Predict what might happen from details stated and implied 2h Make comparisons within the text.
Word reading – fluency	Skill Reads with good phrasing; adhering to punctuation, stress and intonation. Reads at an appropriate pace throughout with the voice matching the interpretation of the passage. Reads with varied volume and expression. Reads smoothly with some breaks, but self- corrects with difficult words and/ or sentence structures.	Skill Reads with good phrasing; adhering to punctuation, stress and intonation. Reads at an appropriate pace throughout with the voice matching the interpretation of the passage. Reads with varied volume and expression. Reads smoothly with some breaks, but self- corrects with difficult words and/ or sentence structures.	Skill Reads with good phrasing; adhering to punctuation, stress and intonation. Reads at an appropriate pace throughout with the voice matching the interpretation of the passage. Reads with varied volume and expression. Reads smoothly with some breaks, but self- corrects with difficult words and/ or sentence structures.	Skill Reads with good phrasing; adhering to punctuation, stress and intonation. Reads at an appropriate pace throughout with the voice matching the interpretation of the passage. Reads with varied volume and expression. Reads smoothly with some breaks, but self- corrects with difficult words and/ or sentence structures.	Skill Reads with good phrasing; adhering to punctuation, stress and intonation. Reads at an appropriate pace throughout with the voice matching the interpretation of the passage. Reads with varied volume and expression. Reads smoothly with some breaks, but self- corrects with difficult words and/ or sentence structures.	Skill Reads with good phrasing; adhering to punctuation, stress and intonation. Reads at an appropriate pace throughout with the voice matching the interpretation of the passage. Reads with varied volume and expression. Reads smoothly with some breaks, but self- corrects with difficult words and/ or sentence structures.
Word reading – prefixes, suffixes, morphology and etymology	Skill Apply their growing knowledge of age-appropriate root words, prefixes and suffixes to facilitate reading aloud and understand the meaning of new words.	Skill Apply their growing knowledge of age-appropriate root words, prefixes and suffixes to facilitate reading aloud and understand the meaning of new words.	Skill Apply their growing knowledge of age-appropriate root words, prefixes and suffixes to facilitate reading aloud and understand the meaning of new words.	Skill Apply their growing knowledge of age-appropriate root words, prefixes and suffixes to facilitate reading aloud and understand the meaning of new words.	Skill Apply their growing knowledge of age-appropriate root words, prefixes and suffixes to facilitate reading aloud and understand the meaning of new words.	Skill Apply their growing knowledge of age-appropriate root words, prefixes and suffixes to facilitate reading aloud and understand the meaning of new words.
Word reading – common exception words	Skill Notice further exception words with unusual correspondences between spelling and sound and where these occur in the word when reading newly encountered vocabulary.	Skill Notice further exception words with unusual correspondences between spelling and sound and where these occur in the word when reading newly encountered vocabulary.	Skill Notice further exception words with unusual correspondences between spelling and sound and where these occur in the word when reading newly encountered vocabulary.	Skill Notice further exception words with unusual correspondences between spelling and sound and where these occur in the word when reading newly encountered vocabulary.	Skill Notice further exception words with unusual correspondences between spelling and sound and where these occur in the word when reading newly encountered vocabulary.	Skill Notice further exception words with unusual correspondences between spelling and sound and where these occur in the word when reading newly encountered vocabulary.
Comprehension – pleasure and motivation to read	Skill Listen to, read independently and discuss a range of fiction, poetry, plays, non-fiction and reference books, making enthusiastic and positive contributions in turn that show their understanding. Core knowledge - A play is a story that is written to be performed. - A reference book is a book of facts, such as a dictionary, atlas or encyclopedia, that is used to find out a specific piece of information. - Readers have different opinions of books, which they can share with others. Covered	Skill Listen to, read independently and discuss a range of fiction, poetry, plays, non-fiction and reference books, making enthusiastic and positive contributions in turn that show their understanding. Core knowledge - A play is a story that is written to be performed. - A reference book is a book of facts, such as a dictionary, atlas or encyclopedia, that is used to find out a specific piece of information. - Readers have different opinions of books, which they can share with others. Covered	Skill Listen to, read independently and discuss a range of fiction, poetry, plays, non-fiction and reference books, making enthusiastic and positive contributions in turn that show their understanding. Core knowledge - A play is a story that is written to be performed. - A reference book is a book of facts, such as a dictionary, atlas or encyclopedia, that is used to find out a specific piece of information. - Readers have different opinions of books, which they can share with others. Covered	Skill Listen to, read independently and discuss a range of fiction, poetry, plays, non-fiction and reference books, making enthusiastic and positive contributions in turn that show their understanding. Core knowledge - A play is a story that is written to be performed. - A reference book is a book of facts, such as a dictionary, atlas or encyclopedia, that is used to find out a specific piece of information. - Readers have different opinions of books, which they can share with others. Covered	Skill Listen to, read independently and discuss a range of fiction, poetry, plays, non-fiction and reference books, making enthusiastic and positive contributions in turn that show their understanding. Core knowledge - A play is a story that is written to be performed. - A reference book is a book of facts, such as a dictionary, atlas or encyclopedia, that is used to find out a specific piece of information. - Readers have different opinions of books, which they can share with others. Covered	Skill Listen to, read independently and discuss a range of fiction, poetry, plays, non-fiction and reference books, making enthusiastic and positive contributions in turn that show their understanding. Core knowledge - A play is a story that is written to be performed. - A reference book is a book of facts, such as a dictionary, atlas or encyclopedia, that is used to find out a specific piece of information. - Readers have different opinions of books, which they can share with others. Covered
Comprehension – sequencing and summarising			Skill Identify the main point of each paragraph in a short text. Core knowledge	Skill Identify the main point of each paragraph in a short text. Core knowledge	Skill Identify the main point of each paragraph in a short text. Core knowledge	Skill Identify the main point of each paragraph in a short text. Core knowledge

			- A paragraph is a way of grouping sentences about the same idea. - All the sentences in a paragraph relate to the same point. - The main point of a paragraph is often given in the first sentence, which is sometimes called a topic sentence in non-fiction. Covered	- A paragraph is a way of grouping sentences about the same idea. - All the sentences in a paragraph relate to the same point. - The main point of a paragraph is often given in the first sentence, which is sometimes called a topic sentence in non-fiction. Covered	- A paragraph is a way of grouping sentences about the same idea. - All the sentences in a paragraph relate to the same point. - The main point of a paragraph is often given in the first sentence, which is sometimes called a topic sentence in non-fiction. Covered	- A paragraph is a way of grouping sentences about the same idea. - All the sentences in a paragraph relate to the same point. - The main point of a paragraph is often given in the first sentence, which is sometimes called a topic sentence in non-fiction. Covered
Comprehension – types of writing and conventions						Skill Retell and perform a wide range of texts, including poetry, plays, fairy stories, myths and legends, using appropriate intonation.
Comprehension – genre and conventions						Skill Identify some themes and conventions in a range of books.
Comprehension – word meaning	Skill Explain the meaning of words based on the context, using a dictionary where appropriate. Core knowledge - A dictionary is a book or website that lists the words of a language with their meanings in alphabetical order. - Contextual clues, such as the content and sentence structure, can be used to help you identify word meanings. Covered	Skill Explain the meaning of words based on the context, using a dictionary where appropriate. Core knowledge - A dictionary is a book or website that lists the words of a language with their meanings in alphabetical order. - Contextual clues, such as the content and sentence structure, can be used to help you identify word meanings. Covered	Skill Explain the meaning of words based on the context, using a dictionary where appropriate. Core knowledge - A dictionary is a book or website that lists the words of a language with their meanings in alphabetical order. - Contextual clues, such as the content and sentence structure, can be used to help you identify word meanings. Covered	Skill Explain the meaning of words based on the context, using a dictionary where appropriate. Core knowledge - A dictionary is a book or website that lists the words of a language with their meanings in alphabetical order. - Contextual clues, such as the content and sentence structure, can be used to help you identify word meanings. Covered	Skill Explain the meaning of words based on the context, using a dictionary where appropriate. Core knowledge - A dictionary is a book or website that lists the words of a language with their meanings in alphabetical order. - Contextual clues, such as the content and sentence structure, can be used to help you identify word meanings. Covered	Skill Explain the meaning of words based on the context, using a dictionary where appropriate. Core knowledge - A dictionary is a book or website that lists the words of a language with their meanings in alphabetical order. - Contextual clues, such as the content and sentence structure, can be used to help you identify word meanings. Covered
Comprehension – understanding	Skill Check that longer texts make sense to them and talk about what they have read independently and important or new vocabulary.	Skill Check that longer texts make sense to them and talk about what they have read independently and important or new vocabulary.	Skill Check that longer texts make sense to them and talk about what they have read independently and important or new vocabulary.	Skill Check that longer texts make sense to them and talk about what they have read independently and important or new vocabulary.	Skill Check that longer texts make sense to them and talk about what they have read independently and important or new vocabulary.	Skill Check that longer texts make sense to them and talk about what they have read independently and important or new vocabulary.
Comprehension – retrieval	Skill Identify key details in a text in response to a retrieval question or research task. Core knowledge - A retrieval question asks you to find stated information in a text. - A research task requires reading a text to discover information about a subject. - Research findings and answers to retrieval questions should be relevant and accurate. Covered x 3	Skill Identify key details in a text in response to a retrieval question or research task. Core knowledge - A retrieval question asks you to find stated information in a text. - A research task requires reading a text to discover information about a subject. - Research findings and answers to retrieval questions should be relevant and accurate. Covered x 3	Skill Identify key details in a text in response to a retrieval question or research task. Core knowledge - A retrieval question asks you to find stated information in a text. - A research task requires reading a text to discover information about a subject. - Research findings and answers to retrieval questions should be relevant and accurate. Covered x 3	Skill Identify key details in a text in response to a retrieval question or research task. Core knowledge - A retrieval question asks you to find stated information in a text. - A research task requires reading a text to discover information about a subject. - Research findings and answers to retrieval questions should be relevant and accurate. Covered x 3	Skill Identify key details in a text in response to a retrieval question or research task. Core knowledge - A retrieval question asks you to find stated information in a text. - A research task requires reading a text to discover information about a subject. - Research findings and answers to retrieval questions should be relevant and accurate. Covered x 3	Skill Identify key details in a text in response to a retrieval question or research task. Core knowledge - A retrieval question asks you to find stated information in a text. - A research task requires reading a text to discover information about a subject. - Research findings and answers to retrieval questions should be relevant and accurate. Covered x 3
Comprehension – writer's craft				Skill Make simple comments about the language, structure and presentation of a text, including words and phrases that capture the reader's interest and imagination. Core knowledge - The language of a text is its words. - The structure of a text is how its sections are organised.	Skill Make simple comments about the language, structure and presentation of a text, including words and phrases that capture the reader's interest and imagination. Core knowledge - The language of a text is its words. - The structure of a text is how its sections are organised.	Skill Make simple comments about the language, structure and presentation of a text, including words and phrases that capture the reader's interest and imagination. Core knowledge - The language of a text is its words. - The structure of a text is how its sections are organised.

				The presentation of a text is how it looks on the page. Some words and phrases catch the reader's interest because they are precise, surprising, evoke an emotion or create an image in the reader's mind. Covered x 4	The presentation of a text is how it looks on the page. Some words and phrases catch the reader's interest because they are precise, surprising, evoke an emotion or create an image in the reader's mind. Covered x 4	The presentation of a text is how it looks on the page. Some words and phrases catch the reader's interest because they are precise, surprising, evoke an emotion or create an image in the reader's mind. Covered x 4
Comprehension – inference		Skill Draw inferences, such as inferring characters' feelings, thoughts and motives from their actions, supported by some evidence from the text.	Skill Draw inferences, such as inferring characters' feelings, thoughts and motives from their actions, supported by some evidence from the text.	Skill Draw inferences, such as inferring characters' feelings, thoughts and motives from their actions, supported by some evidence from the text.	Skill Draw inferences, such as inferring characters' feelings, thoughts and motives from their actions, supported by some evidence from the text.	Skill Draw inferences, such as inferring characters' feelings, thoughts and motives from their actions, supported by some evidence from the text.
Comprehension – predicting			Skill Make increasingly plausible predictions based on details stated in the text and their wider knowledge.	Skill Make increasingly plausible predictions based on details stated in the text and their wider knowledge.	Skill Make increasingly plausible predictions based on details stated in the text and their wider knowledge.	Skill Make increasingly plausible predictions based on details stated in the text and their wider knowledge.
Comprehension – questioning and explaining		Skill Ask simple questions to improve their understanding of a text.	Skill Ask simple questions to improve their understanding of a text.	Skill Ask simple questions to improve their understanding of a text.	Skill Ask simple questions to improve their understanding of a text.	Skill Ask simple questions to improve their understanding of a text.
Comprehension – structure and purpose				Skill Read books for a range of purposes that are structured in different ways.	Skill Read books for a range of purposes that are structured in different ways.	Skill Read books for a range of purposes that are structured in different ways.
Comprehension – reading widely						
Comprehension – recommending						