
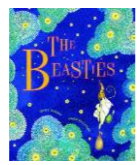
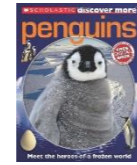
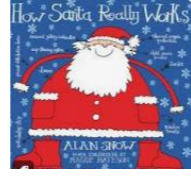



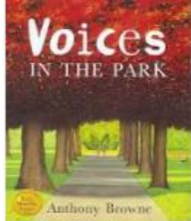


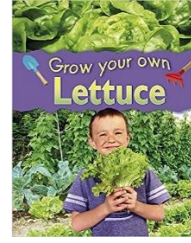
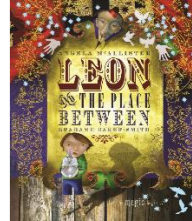


Year 3	Woodlands Park Whole School Reading Progression											
	Autumn 1		Autumn 2		Spring 1		Spring 2		Summer 1		Summer 2	
Sequence code	T1S1	T1S2	T1S3	T1S4	T2S5	T2S6	T2S7	T2S8	T3S9	T3S10	T3S11	T3S12
Progression of core texts												
Whole class teaching reading objectives	<p>Identifying themes and conventions in a wide range of books R6</p> <p>Drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying their inferences with evidence R13</p> <p>Predicting what might happen from details stated and implied R14</p> <p>Retrieve and record information from non-fiction R17</p>	<p>Read books that are structured in different ways and read for a range of purposes. R4</p> <p>Draw inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying their inferences with evidence. R13</p> <p>Discuss words and phrases that capture the reader's interest and imagination. R15</p>	<p>Read books that are structured in different ways and read for a range of purposes. R4</p> <p>Identify how language, structure and presentation contribute to meaning. R16</p> <p>Check that the text makes sense, discussing their understanding and explaining the meaning of words in context. R 10</p> <p>Retrieve and record information from non-fiction texts. R17</p>	<p>Listening to and discussing a wide range of fiction, poetry, plays, non-fiction and reference books or textbooks R3</p> <p>Reading books that are structured in different ways and reading for a range of purposes R4</p> <p>Using dictionaries to check the meanings of words they have read. R9</p> <p>Retrieve and record information from non-fiction. R17</p> <p>Participate in discussion about books that are read to them and those they can read for themselves, taking turns and listening to what others say. R18</p>	<p>Listening to and discussing a wide range of fiction, poetry, plays, non-fiction and reference books or textbooks R3</p> <p>Reading books that are structured in different ways and reading for a range of purposes R4</p> <p>Checking that the text makes sense to them, discussing their understanding and explaining the meaning of words in context R10</p> <p>Asking questions to improve their understanding of a text R11</p> <p>Drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence R13</p> <p>Identify how language, structure and presentation contribute to meaning R16</p>	<p>Reading books that are structured in different ways and reading for a range of purposes R4</p> <p>Identifying themes and conventions in a wide range of books. R6</p> <p>Checking that the text makes sense to them, discussing their understanding and explaining the meaning of words in context R10</p> <p>Asking questions to improve their understanding of a text R11</p> <p>Drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence R13</p> <p>Predicting what might happen from details stated and implied R14</p> <p>Identifying how language, structure and presentation contribute to meaning. R16</p>	<p>Drawing inferences such as character's feelings, thoughts and motives from their actions and justifying inferences with evidence. R13</p> <p>Increasing their familiarity with a range of books, including fairy tales, myths and legends, retelling some of these orally R5</p>	<p>Drawing inferences such as character's feelings, thoughts and motives from their actions and justifying inferences with evidence. R13</p> <p>Reading books that are structured in different ways and reading for a range of purposes R4</p>	<p>Identifying how language, structure, and presentation contribute to meaning. R16</p> <p>Reading books that are structured in different ways and reading for a range of purposes R4</p>	<p>Increasing their familiarity with a wide range of books, including fairy stories, myths and legends, and retelling some of these orally R5</p> <p>Identifying themes and conventions in a wide range of books R6</p> <p>Checking that the text makes sense to them, discussing their understanding and explaining the meaning of words in context R10</p>	<p>Read books that are structured in different ways and read for a range of purposes R4</p> <p>Identify how language, structure and presentation contribute to meaning R16</p>	<p>Increasing their familiarity with a wide range of books, including fairy stories, myths and legends, and retelling some of these orally R5</p> <p>Discussing words and phrases that capture the reader's interest and imagination R15</p>
Guided reading Intervention	2 x 30 mins sessions weekly Unit	2 x 30 mins sessions weekly	2 x 30 mins sessions weekly	2 x 30 mins sessions weekly	2 x 30 mins sessions weekly	2 x 30 mins sessions weekly	2 x 30 mins sessions weekly	2 x 30 mins sessions weekly	2 x 30 mins sessions weekly	2 x 30 mins sessions weekly	2 x 30 mins sessions weekly	2 x 30 mins sessions weekly
Book Talk	<p>15 mins sessions weekly, every half term.</p> <p>Session 1 – children share books that they have read. Children will also be visiting the local Ivybridge library this half term to develop their love for reading.</p> <p>Session 2 – Children explore the meaning of genres and explore these in the school library and class reading chest.</p> <p>Session 3 – Invite Pheobe Freeman from year 6 to share her passion for reading with the class and what inspired her to become an author.</p> <p>Sessions 4 to 6 – children explore the works of an author a week as below.</p> <p>Autumn 1: Tom Fletcher, Oliver Jeffers, Beatrix Potter Autumn 2: Lara Williamson, Michael Rosen, Andy Shepherd Spring 1: Jill Murphy, Caroline O'Flynn, Peter Brown Spring 2: Steven Butler, Philip Reeve, Jess Butterworth Summer 1: Ben Fogle, Holly Web, Helen Peters Summer 2: Andy Griffiths, Vashti Hardy, Dave Pilkey</p>											
Class story	<p>Foxes – Accidental Prime Minister, Tom Mclaughlin Pine Martens – The Boy Who Grew Dragons, Andy Shepherd Foxes – The Boy Who Grew Dragons, Andy Shepherd Pine Martens – Accidental Prime Minister, Tom Mclaughlin</p>											