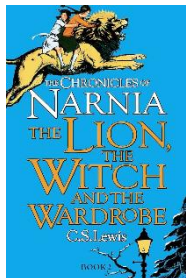
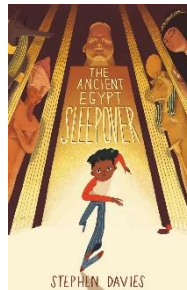
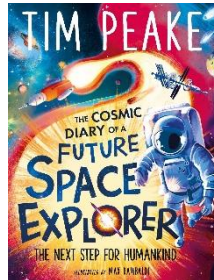


English Reading Curriculum – Year 3 – 2025 –2026

	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
Theme and Curriculum Focus	Stone Age & Rocks	Biomes Forces & Magnets	Biomes Animals Including Humans	Egyptians & Light	Egyptians & Plants	The UK
Core Texts	The Wild Way Home by Sophie Kirtly 	The Lion, The Witch and The Wardrobe by C.S. Lewis 	Nothing To See Here Hotel by Steven Butler 	The Ancient Egypt Sleepover by Stephen Davies 	The Cosmic Diary of a Future Space Explorer by Tim Peake 	The Boy Who Grew Dragons by Andy Shepherd 
Supporting Texts	Stone Age Boy A Rock is Lively The Street Beneath My Feet	Incredible eco-systems of Planet Earth Poems from a green and blue planet.	Alastair Humphreys' Great Adventurers Incredible eco-systems of Planet Earth	Egypt magnified See inside the Solar System Easter Poetry (assembly)	Marcy and the Riddle of the Sphinx – Graphic Novel Beasts of the Ancient World	Maps of the United Kingdom Michael Rosen's A to Z

	Pebble in my Pocket					
Decoding/Word Reading	Consolidate: Focus on recognising alternative sounds for graphemes, including words of two or more syllables which contain those graphemes.	Practise: Recognising alternative sounds for graphemes, including words of two or more syllables which contain those graphemes.	Practise: Recognising alternative sounds for graphemes, including words of two or more syllables which contain those graphemes.	Practise: Recognising alternative sounds for graphemes, including words of two or more syllables which contain those graphemes.	Embed: Recognising alternative sounds for graphemes, including words of two or more syllables which contain those graphemes.	Embed: Recognising alternative sounds for graphemes, including words of two or more syllables which contain those graphemes.
	Consolidate: Read many CE words in Y2 POS.	Consolidate: Most Year 2 words and begin to introduce a few Y3 POS.	Introduce and practise some words from the Y3 POS.	Practise: Words from the Y3 POS.	Practise: Words from the Y3 POS.	Embed: Reading the words we have read and learnt this year from the Y3 POS.
	Consolidate: Read aloud books closely matched to improving phonics knowledge.	Practise: Read aloud books closely matched including challenging vocabulary.		Develop: Read automatically without over blending or segmenting.		Embed: Read automatically without over blending or segmenting.
Literal Understanding and Retrieval Locate/identify Understand (explicit) Justify (Content Domain B)	Consolidate: Analyse the wording of a question in order to choose what to look for and find answers where the question word does not match the text word.	Introduce: Become more familiar with retrieving facts and information where questions words and text language vary.	Practise: Become more familiar with retrieving facts and information where questions words and text language vary with scaffolded support.	Practise: Become more familiar with retrieving facts and information where questions words and text language vary with some support.	Develop: Become more familiar with retrieving facts and information where questions words and text language vary with growing independence.	
		Introduce: Scanning for		Practise: Scanning for alternative		Embed: Scanning for alternative synonyms

		alternative synonyms or phrases with support.		synonyms or phrases with less support.		or phrases with more independence.
	Consolidate: Locate and discuss favourite words and phrases.	Introduce: locate discuss words and phrases they find interesting and questioning which improves own understanding.		Develop: Locate discuss words and phrases they find interesting and questioning which improves own understanding.	Embed: Locate discuss words and phrases they find interesting and questioning which improves own understanding.	
Inferential Understanding Understand Infer (implicit) Predict Summarise	Consolidate: Answer how and why questions which go beyond the texts (e.g. feelings of characters).	Introduce: Draw inferences such as character's thoughts, feelings and motives for their actions.	Practise: Draw inferences such as character's thoughts, feelings and motives for their actions.		Develop: Draw inferences such as character's thoughts, feelings and motives for their actions and begin to justify their inferences by locating textual evidence.	Practise: Draw inferences such as character's thoughts, feelings and motives for their actions and begin to justify their inferences by locating textual evidence with more independence.
	Consolidate: Predicting what might happen next on the basis of what has been read so far.	Introduce: Predict what might happen from the text and other stories they know.	Practise: Predicting what might happen from the text and other stories they know.		Develop: Predict what might happen from the text and other stories they know from implied details.	Embed: Predict what might happen from the text and other stories they know from implied details.
	Introduce: Begin to identify themes across the text (e.g. loyalty, treachery, etc.) with support.	Practise: Identify themes across the text (e.g. loyalty, treachery, etc.).		Develop: Identify themes across the text (e.g. layout of non-fiction texts, skills to scan the text).		Embed: Identify themes across the text (e.g. loyalty, treachery, etc.).
	Consolidate: In support of inference skills, children discuss and clarify the meaning of	Introduce: In support of inference skills begin to use dictionaries to check meanings	Practise: Continue to use dictionaries to check meanings of new vocabulary and begin to introduce	Develop: Continue to use dictionaries to check meanings of new vocabulary and use thesauruses.		Embed: Discuss and clarify meanings of words linking new meanings to known vocabulary.

	words, linking new meanings to known vocabulary provided by the teacher.	of new vocabulary. With support, discuss what words mean in context.	thesauruses. Discuss the meaning of words in context.	Discuss the meaning of words in context.		
Response to Text React and comment Interpret vocabulary Describe the effect of vocabulary and phrases Form opinions	Introduce: Positive attitudes to reading and understanding of what they read, by listening to a range of texts.		Practise: Positive attitudes to reading and understanding of what they read, by listening to and discussing a wide range of fiction, poetry, plays, non-fiction and reference/text books.	Develop: Positive attitudes to reading and understanding of what they read, by listening to and discussing a wide range of fiction, poetry, plays, non-fiction and reference/text books.		
	Introduce: Discussing a range of fiction, poetry, plays, non-fiction and reference/text books.		Practise: Discussing a range of fiction, poetry, plays, non-fiction and reference/text book including introducing discussions of words and phrases which capture their interest.	Develop: Discussing a wide range of fiction, poetry, plays, non-fiction and reference/text book including discussions of words and phrases which capture their interest.		Embed: Discussing a wide range of fiction, poetry, plays, non-fiction and reference/text book including discussions of words and phrases which capture their interest.
			Introduce: Begin to identify how language, structure and presentation contribute to meaning.	Practise: Begin to identify how language, structure and presentation contribute to meaning with support.		Develop: Begin to identify how language, structure and presentation contribute to meaning with support.
Fluency and Phrasing	Introduce: When reading aloud, speak audibly		Practise: Gradually internalise the	Develop: Gradually internalise the reading process to read silently.		Embed: Gradually internalise the reading process to read silently.

Read fluently with understanding at the point of reading Read aloud/recite Use expression	with growing confidence.		reading process to read silently.			
		Consolidate: Reciting some familiar poems by heart and using expression appropriately to support the meaning of texts.		Introduce: Recite some poems or songs by heart, in groups and sometimes alone, building confidence and fluency.	Develop: Reciting poems to perform by heart, in groups and sometimes alone, building confidence and fluency.	Embed: When reading aloud, speak audibly with growing fluency.