



# ST. JOHN BOSCO RC PRIMARY SCHOOL

Long Term Plan		Reading				Year Group:	3
	Autumn Term		Spring Term		Summer Term		
	1st Half	2nd Half	1st Half	2nd Half	1st Half	2nd Half	
<b>Fiction</b>	<ul style="list-style-type: none"> <li>Develop an active attitude towards reading::</li> <li>❖ Research</li> <li>❖ Character development</li> <li>Discuss characters feelings, behaviour, relationships</li> </ul>	<ul style="list-style-type: none"> <li>Be able to identify dialogue and its conventions in the text</li> <li>Recognise key themes in a story and recognise key conventions</li> </ul>	<ul style="list-style-type: none"> <li>Re-tell main points of a story in a sequence</li> <li>Compare a range of stories, evaluate and justify opinions</li> <li>Develop an understanding how writers create imaginary worlds</li> <li>Develop an awareness of science fiction setting and note its features</li> </ul>	<ul style="list-style-type: none"> <li>Re-tell, explain organisational features of a text:</li> <li>❖ <i>Opening</i></li> <li>❖ <i>Build-up</i></li> <li>❖ <i>Atmosphere and setting</i></li> <li>Identify adjectives and how language is used to create description</li> </ul>	<ul style="list-style-type: none"> <li>Explore narrative order: identify and note the main parts of a story</li> <li>❖ <i>Introduction</i></li> <li>❖ <i>Build up</i></li> <li>❖ <i>Climax</i></li> <li>❖ <i>Conflict</i></li> <li>❖ <i>Resolution</i></li> <li>Identify how writers can use figurative language to create atmosphere</li> </ul>	<ul style="list-style-type: none"> <li>Compare styles of story</li> <li>❖ <i>Traditional tales – modern style stories</i></li> <li>Identify features and discuss them</li> <li>Identify and note how writers use dialogue to create and develop a story through characterisation</li> </ul>	
<b>Non-Fiction</b>	<ul style="list-style-type: none"> <li>Locate and retrieve information using contents, index, page numbers etc.</li> <li>Retrieve information from non-fiction discussing main ideas, taking notes</li> <li>Read diagrams and illustrations used to support the text</li> </ul>	<ul style="list-style-type: none"> <li>To read text and identify main points</li> <li>To identify key words and be able to summarise the paragraph</li> <li>Identify and discuss language used</li> </ul>	<ul style="list-style-type: none"> <li>Compare a range of non-fictional texts including ~IT based sources</li> <li>Develop skimming and scanning techniques to retrieve key information</li> </ul>	<ul style="list-style-type: none"> <li>Develop an ability to research for information</li> <li>Be able to use contents page, features of non-fiction text</li> <li>Summarise in one sentence the content of a passage</li> <li>Explore the features of different forms of non-chronological reports</li> </ul>	<ul style="list-style-type: none"> <li>To develop scanning to locate information quickly and accurately</li> <li>To identify purpose of instructional texts</li> <li>To discuss strengths of instructional texts</li> </ul>	<ul style="list-style-type: none"> <li>Research a topic using online sources identifying content</li> <li>To read and identify persuasive features, consider:</li> <li>❖ <i>Ambiguity</i></li> <li>❖ <i>Opinions/facts</i></li> </ul>	
<b>Poetry</b>	<ul style="list-style-type: none"> <li>Explore Clerihews</li> <li>❖ <i>Structure</i></li> <li>❖ <i>Rhyme</i></li> <li>❖ <i>Pattern</i></li> <li>❖ <i>Mood</i></li> <li>Read aloud poems and compare views</li> </ul>	<ul style="list-style-type: none"> <li>Look at and discuss poems that rhyme and poems that do not</li> <li>Discuss</li> <li>❖ <i>Content</i></li> <li>❖ <i>Layout</i></li> <li>Explore how the poet uses</li> <li>❖ <i>Alliteration</i></li> <li>❖ <i>Rhythm</i></li> <li>❖ <i>Rhyme</i></li> </ul>	<ul style="list-style-type: none"> <li>Explain how to use simile to add impact</li> <li>Read poems aloud showing an understanding through</li> <li>❖ <i>Tone</i></li> <li>❖ <i>Volume</i></li> <li>❖ <i>Action</i></li> </ul>	<ul style="list-style-type: none"> <li>Research humorous poems:</li> <li>❖ <i>Nonsense</i></li> <li>❖ <i>Limericks</i></li> <li>❖ <i>Joke Poems</i></li> <li>Discuss how word play is used for extra impact</li> </ul>	<ul style="list-style-type: none"> <li>Explain the structure of different forms of poetry:</li> <li>❖ <i>Haiku</i></li> <li>❖ <i>Cinquain</i></li> <li>❖ <i> kennings</i></li> <li>Rehearse poems for performance</li> <li>Discuss language including vocabulary</li> </ul>	<ul style="list-style-type: none"> <li>Explore poems that use sound effect to create effect</li> <li>❖ <i>Onomatopoeia</i></li> <li>❖ <i>Alliteration</i></li> <li>❖ <i>Rhythms</i></li> <li>Recite poems by heart that entertains</li> <li>Recognise rhyme, alliteration and patterns of sound</li> </ul>	