

National Curriculum Requirements – Year 3

Reading – word reading

Statutory requirements

Pupils should be taught to:

- apply their growing knowledge of root words, prefixes and suffixes (etymology and morphology) as listed in [English Appendix 1](#), both to read aloud and to understand the meaning of new words they meet
- read further exception words, noting the unusual correspondences between spelling and sound, and where these occur in the word.

Reading – comprehension

Statutory requirements

Pupils should be taught to:

- 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 books or textbooks
 - reading books that are structured in different ways and reading for a range of purposes
 - using dictionaries to check the meaning of words that they have read
 - increasing their familiarity with a wide range of books, including fairy stories, myths and legends, and retelling some of these orally
 - identifying themes and conventions in a wide range of books

Statutory requirements

- preparing poems and play scripts to read aloud and to perform, showing understanding through intonation, tone, volume and action
- discussing words and phrases that capture the reader's interest and imagination
- recognising some different forms of poetry [for example, free verse, narrative poetry]
- understand what they read, in books they can read independently, by:
 - checking that the text makes sense to them, discussing their understanding and explaining the meaning of words in context
 - asking questions to improve their understanding of a text
 - drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence
 - predicting what might happen from details stated and implied
 - identifying main ideas drawn from more than one paragraph and summarising these
 - identifying how language, structure, and presentation contribute to meaning
- retrieve and record information from non-fiction
- participate in discussion about both books that are read to them and those they can read for themselves, taking turns and listening to what others say.

Year 3 Autumn 1
History
Science
Geography

Week 1
Stone Age to Iron Age
Rocks
Extreme Earth

Week 2
Stone Age to Iron Age
Rocks
Extreme Earth

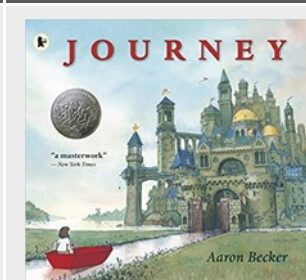
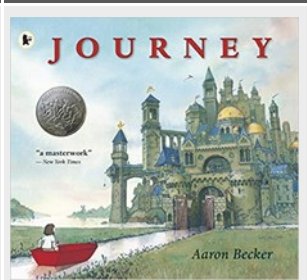
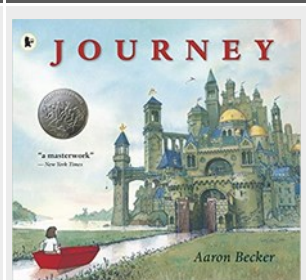
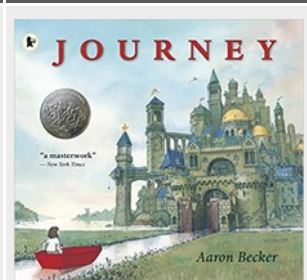
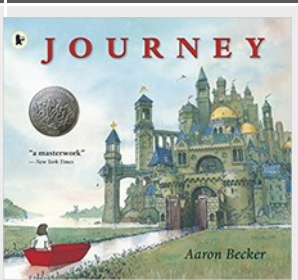
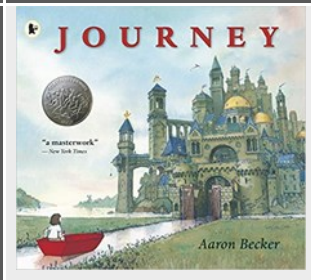
Week 3
Stone Age to Iron Age
Rocks
Extreme Earth

Week 4
Stone Age to Iron Age
Rocks
Extreme Earth

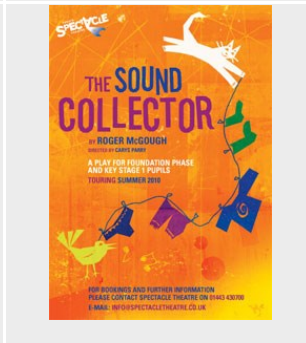
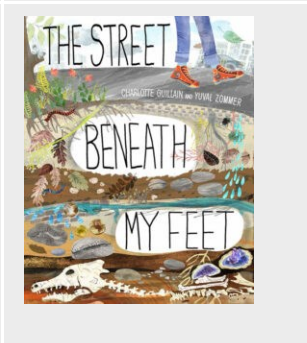
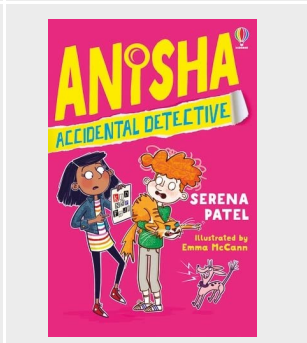
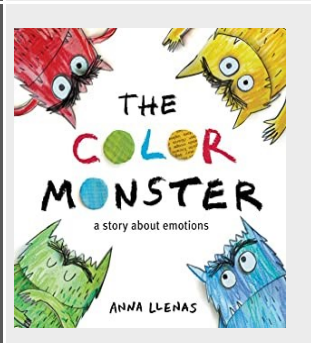
Week 5
Stone Age to Iron Age
Rocks
Extreme Earth

Week 6
Stone Age to Iron Age
Rocks
Extreme Earth

Power of Reading
 4 x 1 hour per week
 Used as a basis for writing
 Readers' Theatre



Delving Deeper
 1 hour per week
 May link to curriculum areas, or to ensure diversity or to inspire to read for



Reading Fluencies
 3 x 20 mins per week
 May link to widen reading for other curriculum areas, to pre teach knowledge, to recap on knowledge, to ensure diversity or to inspire to read for pleasure.

Fiction— The Boy who grew dragons
 Fiction—Wigglesbottom Primary
 Poem—100 Brilliant Poems—My Colours

Fiction—Mr Gum
 Fiction—Daisy and the trouble with chocolate
 Non-Fiction - 50 things prehistoric

Fiction—The Snake who came to stay
 Fiction—Einstein the Penguin
 Non-Fiction—Earth Shattering Events

Fiction—Mr Penguin
 Non-Fiction—Extreme Geo Disasters
 Poetry— Chicken on the roof

Fiction—Horrid Henry
 Non—Fiction - Twisters
 Non-Fiction—Football Fact File

Fiction—Sam Wu is not afraid of the dark
 Non-Fiction—Oxford Junior Dictionary
 Non-Fiction—The Greatest Show on Earth

Year 3 Autumn 1

History
Science
Geography

Week 1

Stone Age to Iron
Age
Rocks
Extreme Earth

Week 2

Stone Age to Iron
Age
Rocks
Extreme Earth

Week 3

Stone Age to Iron
Age
Rocks
Extreme Earth

Week 4

Stone Age to Iron
Age
Rocks
Extreme Earth

Week 5

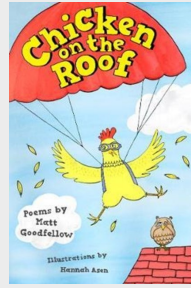
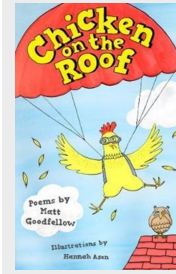
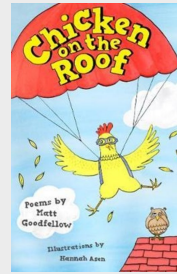
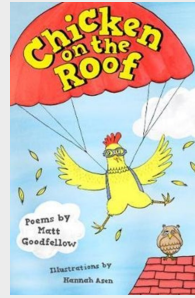
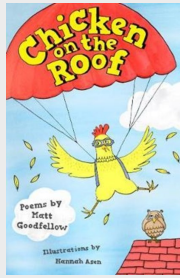
Stone Age to Iron
Age
Rocks
Extreme Earth

Week 6

Stone Age to Iron
Age
Rocks
Extreme Earth

Poetry

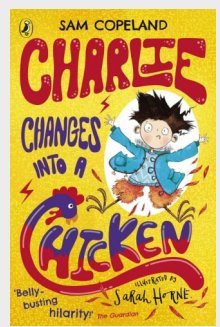
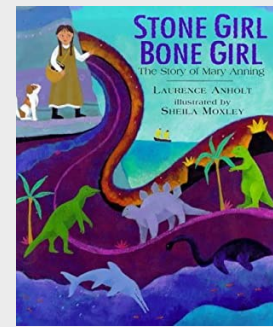
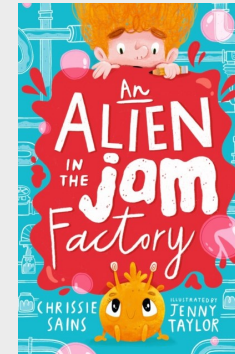
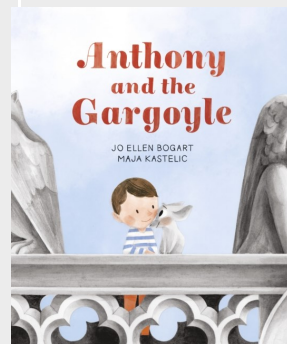
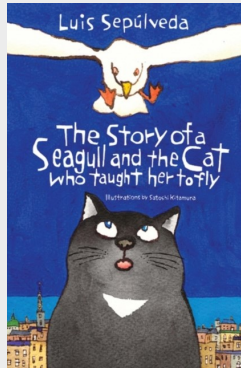
Can be part of reading
fluencies or a
separate focus



Read Aloud

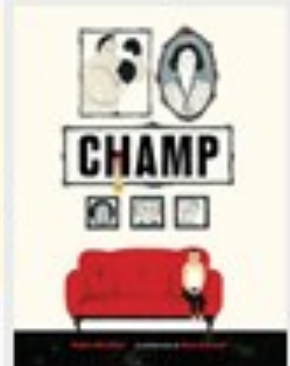
Class Read

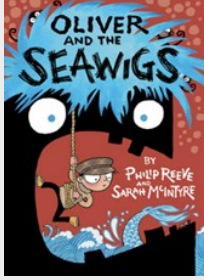
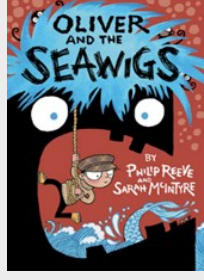
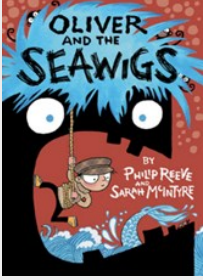



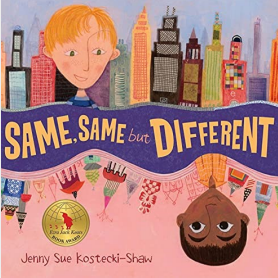
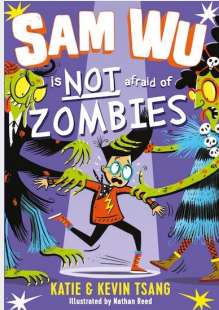
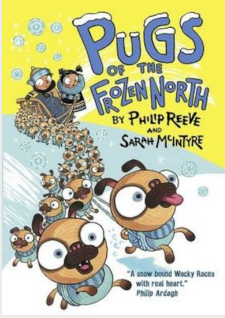
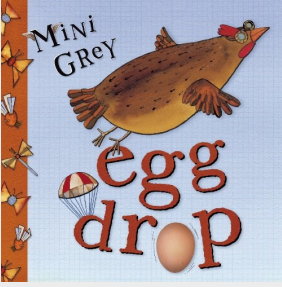
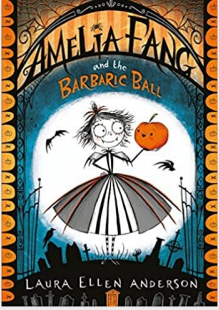
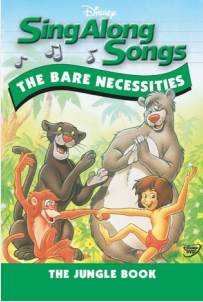
4 x 15 mins a week
Teacher's Choice
Suggestions of High
Quality Texts



Assembly Focus

3 x 15 a week
Book Assembly
Reading Assembly



<p>Year 3 Autumn 2</p> <p>History</p> <p>Science</p> <p>Geography</p>	<p>Week 1</p> <p>Bronze Age</p> <p>Magnets</p> <p>Volcanoes and Earthquakes</p>	<p>Week 2</p> <p>Bronze Age</p> <p>Magnets</p> <p>Volcanoes and Earthquakes</p>	<p>Week 3</p> <p>Bronze Age</p> <p>Magnets</p> <p>Volcanoes and Earthquakes</p>	<p>Week 4</p> <p>Bronze Age</p> <p>Magnets</p> <p>Volcanoes and Earthquakes</p>	<p>Week 5</p> <p>Bronze Age</p> <p>Magnets</p> <p>Volcanoes and Earthquakes</p>	<p>Week 6</p> <p>Bronze Age</p> <p>Magnets</p> <p>Volcanoes and Earthquakes</p>
<p>Power of Reading</p> <p>4 x 1 hour per week</p> <p>Used as a basis for writing</p> <p>Readers' Theatre</p>						
<p>Delving Deeper</p> <p>1 hour per week</p> <p>May link to curriculum areas, or to ensure diversity or to inspire to read for</p>	 <p>E Book</p>					
<p>Reading Fluencies</p> <p>3 x 20 mins per week</p> <p>May link to widen reading for other curriculum areas, to pre teach knowledge, to recap on knowledge, to ensure diversity or to inspire to read for pleasure.</p>	<p>Fiction—The Bolds</p> <p>Fiction—Isadora Moon</p> <p>Poetry—I wonder (Our Earth is a poem)</p>	<p>Fiction—Pugs of the Frozen North</p> <p>Fiction—Rudy and the Wolf Cub</p> <p>Non-Fiction—Very Important Adventures—Jules Verne</p>	<p>Fiction—The Hodgeheg</p> <p>Fiction—The Legend of Kevin</p> <p>Non—Fiction—Warfare in the Bronze Age</p>	<p>Fiction—Dragon Storm</p> <p>Non-Fiction—Bubbles and Balloons</p> <p>Poetry— Marshmallow Clouds</p>	<p>Fiction—Worst Witch</p> <p>Non Fiction—Peter’s Baking Party: Jewish Bread</p> <p>Non-Fiction—Al’s awesome science</p>	<p>Fiction—Mr Majeika</p> <p>Non Fiction—Western Europe</p> <p>Non-Fiction—How to be a good super hero</p>

Year 3 Autumn 2

History

Science

Geography

Week 1
Bronze Age

Magnets

Volcanoes and Earthquakes

Week 2
Bronze Age

Magnets

Volcanoes and Earthquakes

Week 3
Bronze Age

Magnets

Volcanoes and Earthquakes

Week 4
Bronze Age

Magnets

Volcanoes and Earthquakes

Week 5
Bronze Age

Magnets

Volcanoes and Earthquakes

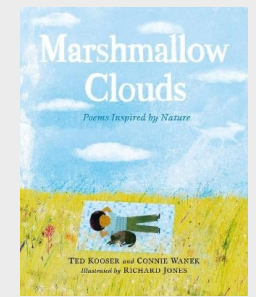
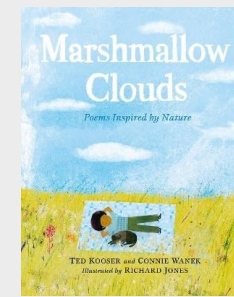
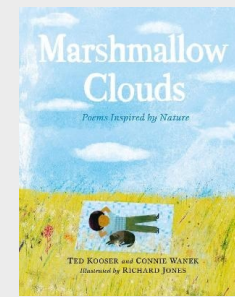
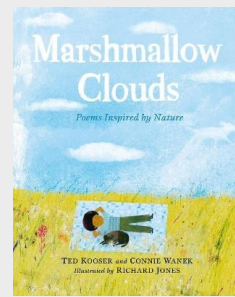
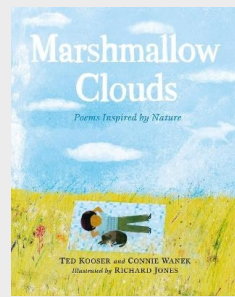
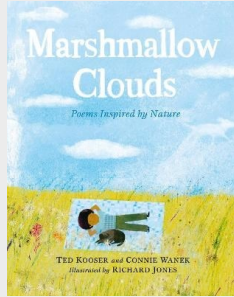
Week 6
Bronze Age

Magnets

Volcanoes and Earthquakes

Poetry

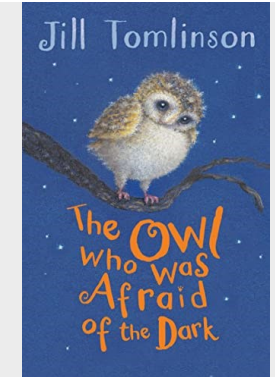
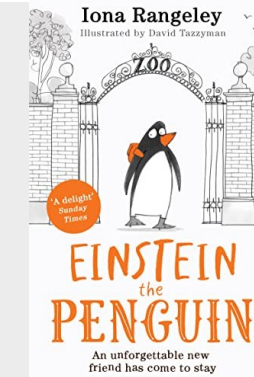
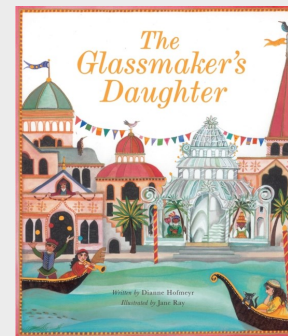
Can be part of reading fluencies or a separate focus



Read Aloud

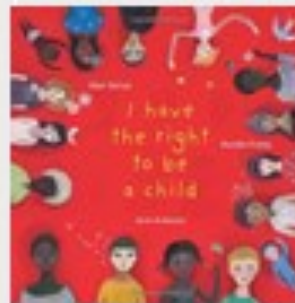
Class Read

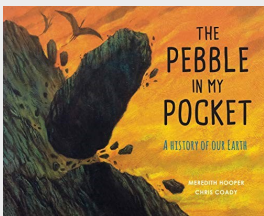
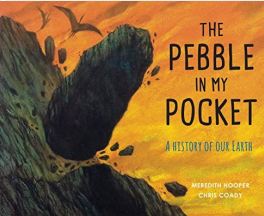
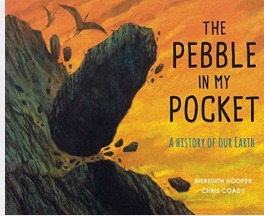
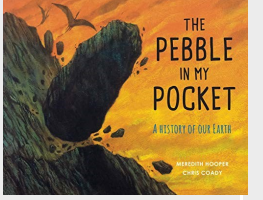
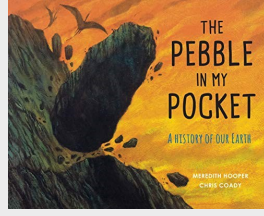
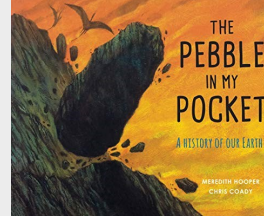
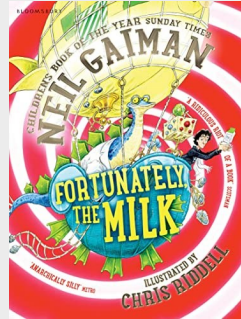
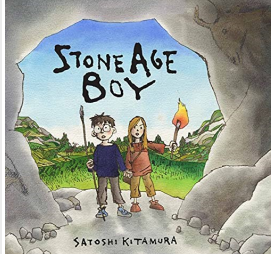
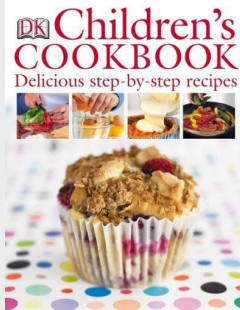

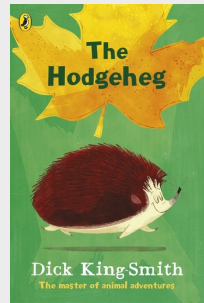
4 x 15 mins a week
Teacher's Choice
Suggestions of High Quality Texts



Assembly Focus

3 x 15 a week
Book Assembly
Reading Assembly



<p>Year 3 Spring 1</p> <p>History</p> <p>Science</p> <p>Geography</p>	<p>Week 1</p> <p>Stone Age to Iron Age</p> <p>Animals including Humans</p> <p>West Wickham</p>	<p>Week 2</p> <p>Stone Age to Iron Age</p> <p>Animals including Humans</p> <p>West Wickham</p>	<p>Week 3</p> <p>Stone Age to Iron Age</p> <p>Animals including Humans</p> <p>West Wickham</p>	<p>Week 4</p> <p>Stone Age to Iron Age</p> <p>Animals including Humans</p> <p>West Wickham</p>	<p>Week 5</p> <p>Stone Age to Iron Age</p> <p>Animals including Humans</p> <p>West Wickham</p>	<p>Week 6</p> <p>Stone Age to Iron Age</p> <p>Animals including Humans</p> <p>West Wickham</p>
<p>Power of Reading</p> <p>4 x 1 hour per week</p> <p>Used as a basis for writing</p> <p>Readers' Theatre</p>						
<p>Delving Deeper</p> <p>1 hour per week</p> <p>May link to curriculum areas, or to ensure diversity or to inspire to read for</p>						
<p>Reading Fluencies</p> <p>3 x 20 mins per week</p> <p>May link to widen reading for other curriculum areas, to pre teach knowledge, to recap on knowledge, to ensure diversity or to inspire to read for pleasure.</p>	<p>Fiction—Claude and the Palace</p> <p>Fiction—Lizzie and Lucky Puppies</p> <p>Poetry—Off By Heart</p>	<p>Fiction—A duckling called Button</p> <p>Fiction—Anna Hibiscus</p> <p>Non-Fiction—How to make a picture book</p>	<p>Fiction—Silas and the marvellous misfits</p> <p>Fiction— Mirabelle</p> <p>Non—Fiction—Animal Super heroes</p>	<p>Fiction—Pumpkin Project</p> <p>Non Fiction—100 adventures to have</p> <p>Poetry—Everyone Sang</p>	<p>Fiction—Stick and Fetch investigate</p> <p>Non—Fiction—Dog Training</p> <p>Non—Fiction—Mount Everest</p>	<p>Fiction—Storm</p> <p>Non-Fiction—Mariana Trench</p> <p>Non-Fiction—Do different parts of my brain control different things?</p>

Year 3 Spring 1

History

Science

Geography

Week 1

Romans

Animals including
Humans

Rome

Week 2

Romans

Animals including
Humans

Rome

Week 3

Romans

Animals including
Humans

Rome

Week 4

Romans

Animals including
Humans

Rome

Week 5

Romans

Animals including
Humans

Rome

Week 6

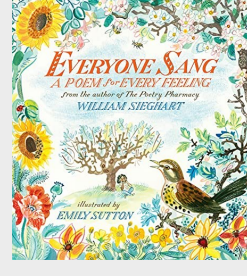
Romans

Animals including
Humans

Rome

Poetry

Can be part of
reading fluencies or
a separate focus

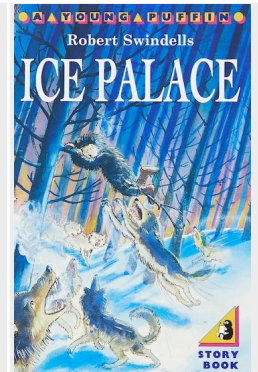
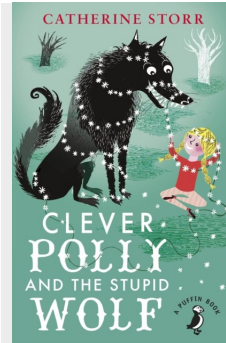
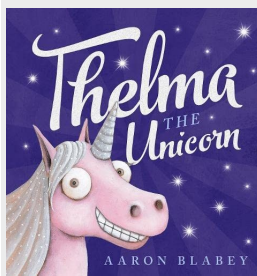


Read Aloud

Class Read

4 x 15 mins a week

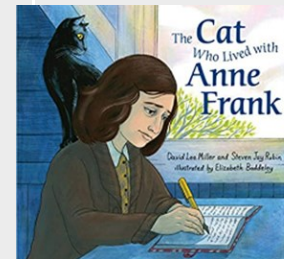
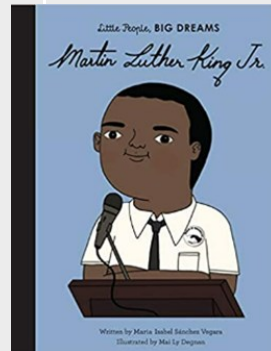
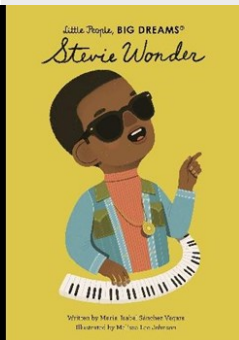
Teacher's Choice
Suggestions of High
Quality Texts

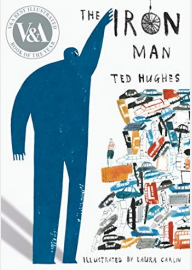
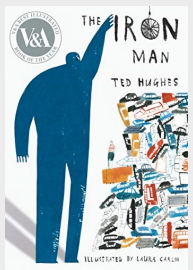
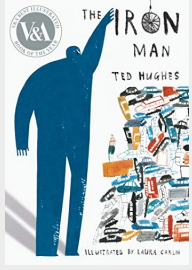
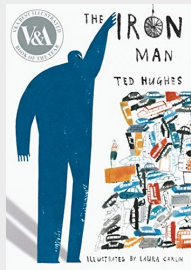
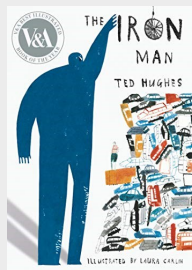
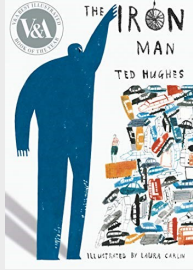
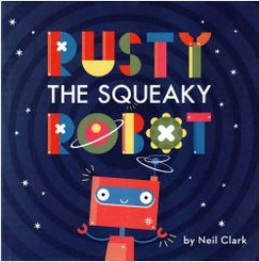
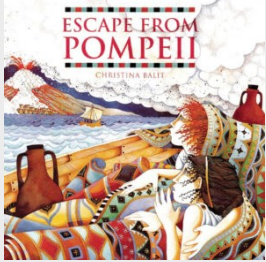
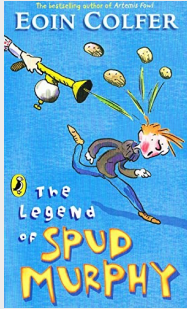
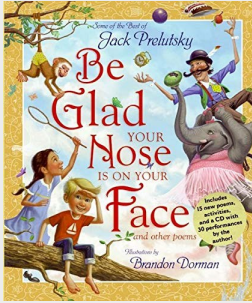



Assembly Focus

3 x 15 a week

Book Assembly
Reading Assembly



<p>Year 3 Spring 2</p> <p>History</p> <p>Science</p> <p>Geography</p>	<p><u>Week 1</u></p> <p>Romans</p> <p>Animals including Humans</p> <p>Rome</p>	<p><u>Week 2</u></p> <p>Romans</p> <p>Animals including Humans</p> <p>Rome</p>	<p><u>Week 3</u></p> <p>Romans</p> <p>Animals including Humans</p> <p>Rome</p>	<p><u>Week 4</u></p> <p>Romans</p> <p>Animals including Humans</p> <p>Rome</p>	<p><u>Week 5</u></p> <p>Romans</p> <p>Animals including Humans</p> <p>Rome</p>	<p><u>Week 6</u></p> <p>Romans</p> <p>Animals including Humans</p> <p>Rome</p>
<p>Power of Reading</p> <p>4 x 1 hour per week</p> <p>Used as a basis for writing</p> <p>Readers' Theatre</p>						
<p>Delving Deeper</p> <p>1 hour per week</p> <p>May link to curriculum areas, or to ensure diversity or to inspire to read for</p>		 <p>E Book</p>				
<p>Reading Fluencies</p> <p>3 x 20 mins per week</p> <p>May link to widen reading for other curriculum areas, to pre teach knowledge, to recap on knowledge, to ensure diversity or to inspire to read for pleasure.</p>	<p>Fiction—Bear and bird—The Picnic</p> <p>Fiction—Clarice Bean</p> <p>Poetry—Red Robot</p>	<p>Fiction—9 lives of Bean Cat</p> <p>Fiction—Go Mo go Monster Mountain Chase</p> <p>Non-Fiction—Funny life of football</p>	<p>Fiction—Whizziwig</p> <p>Fiction—Baby aliens ate my teacher</p> <p>Non-Fiction—Wild Adventures</p>	<p>Fiction—Mr Birds nest</p> <p>Non-Fiction—So you think you got it bad? Kids life in ancient Rome</p> <p>Poetry—I am a potato</p>	<p>Fiction—Ted/Toilet Roman Rewind</p> <p>Non-Fiction—Important Adventures—Jane Goodhall</p>	

Year 3 Spring 2

History

Science

Geography

Week 1

Stone Age to Iron Age

Animals including Humans

West Wickham

Week 2

Stone Age to Iron Age

Animals including Humans

West Wickham

Week 3

Stone Age to Iron Age

Animals including Humans

West Wickham

Week 4

Stone Age to Iron Age

Animals including Humans

West Wickham

Week 5

Stone Age to Iron Age

Animals including Humans

West Wickham

Week 6

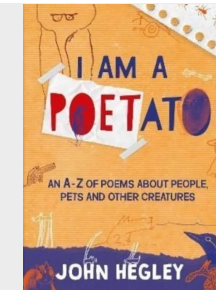
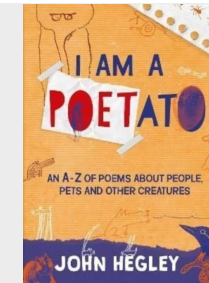
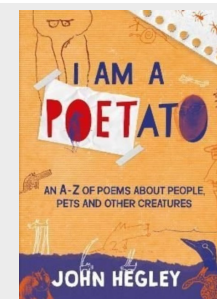
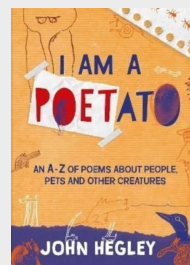
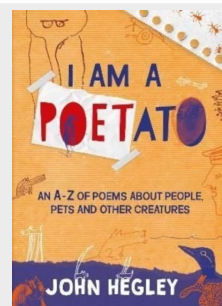
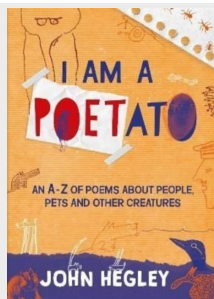
Stone Age to Iron Age

Animals including Humans

West Wickham

Poetry

Can be part of reading fluencies or a separate focus



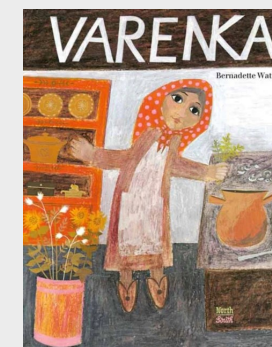
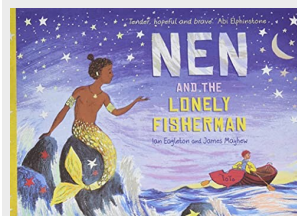
Read Aloud

Class Read

4 x 15 mins a week

Teacher's Choice

Suggestions of High Quality Texts

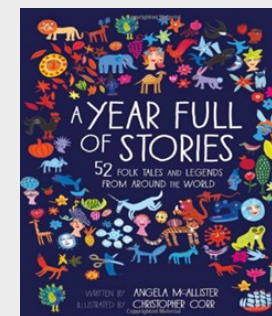
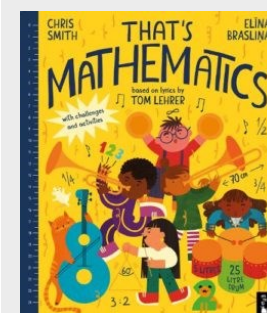
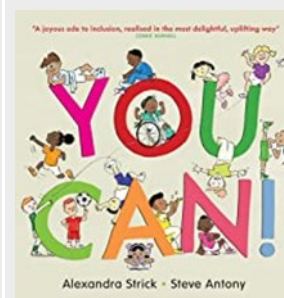
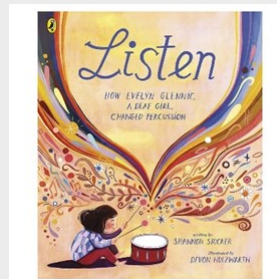
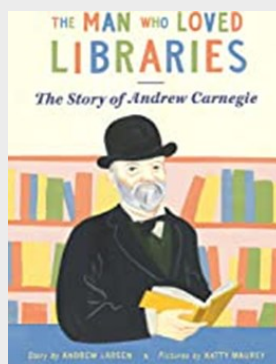


Assembly Focus

3 x 15 a week

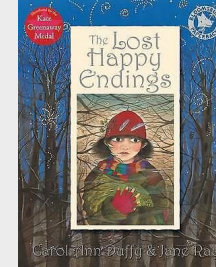
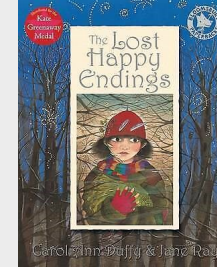
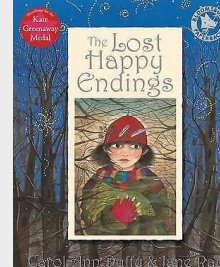
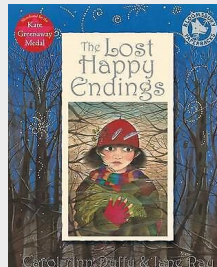
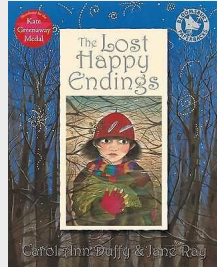
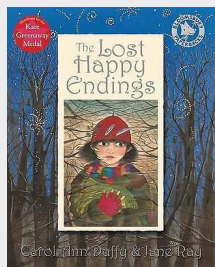
Book Assembly

Reading Assembly

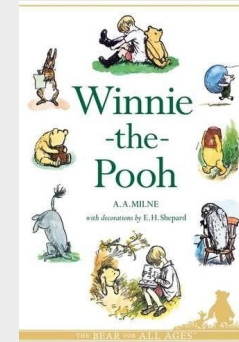
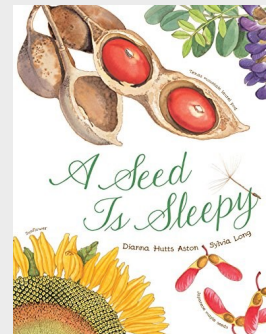
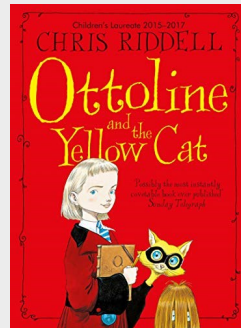
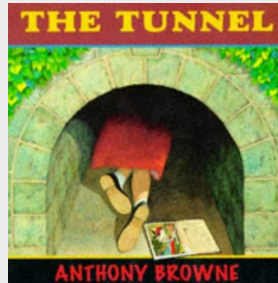
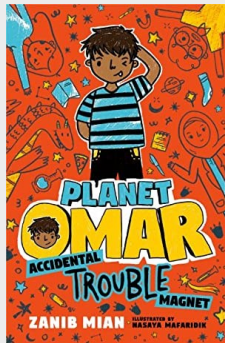


<p>Year 3 Summer 1</p> <p>History</p> <p>Science</p> <p>Geography</p>	<p><u>Week 1</u></p> <p>Romans/Britain Today</p> <p>Plants: Flowers and Insects</p> <p>Settlements: Lullingstone</p>	<p><u>Week 2</u></p> <p>Romans/Britain Today</p> <p>Plants: Flowers and Insects</p> <p>Settlements: Lullingstone</p>	<p><u>Week 3</u></p> <p>Romans/Britain Today</p> <p>Plants: Flowers and Insects</p> <p>Settlements: Lullingstone</p>	<p><u>Week 4</u></p> <p>Romans/Britain Today</p> <p>Plants: Flowers and Insects</p> <p>Settlements: Lullingstone</p>	<p><u>Week 5</u></p> <p>Romans/Britain Today</p> <p>Plants: Flowers and Insects</p> <p>Settlements: Lullingstone</p>	<p><u>Week 6</u></p> <p>Romans/Britain Today</p> <p>Plants: Flowers and Insects</p> <p>Settlements: Lullingstone</p>
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Power of Reading
 4 x 1 hour per week
 Used as a basis for writing
 Readers' Theatre



Delving Deeper
 1 hour per week
 May link to curriculum areas, or to ensure diversity or to inspire to read for pleasure



Reading Fluencies
 3 x 20 mins per week
 May link to widen reading for other curriculum areas, to pre teach knowledge, to recap on knowledge, to ensure diversity or to inspire to read for pleasure.

Fiction—The day I found a wormhole at the bottom of the garden
 Fiction—Too Small Tola
 Poetry 1066 and before that

Fiction—The Long Way Home
 Fiction—Planet Omar
 Non-Fiction—My first garden

Fiction—The Good Bear
 Fiction—A feast of pleasant beasts
 Non-Fiction—Wild

Fiction—The Abominable
 Non-Fiction—Nutty Nature—Facts and Jokes
 Poetry—Being You

Fiction—The Worries
 Non-Fiction—Mindfulness Nature

Fiction—The Dragon-sitter
 Non-Fiction—It's all about taste

<p>Year 3 Summer 1</p> <p>History</p> <p>Science</p> <p>Geography</p>	<p>Week 1</p> <p>Romans/Britain Today</p> <p>Plants: Flowers and Insects</p> <p>Settlements: Lullingstone</p>	<p>Week 2</p> <p>Romans/Britain Today</p> <p>Plants: Flowers and Insects</p> <p>Settlements: Lullingstone</p>	<p>Week 3</p> <p>Romans/Britain Today</p> <p>Plants: Flowers and Insects</p> <p>Settlements: Lullingstone</p>	<p>Week 4</p> <p>Romans/Britain Today</p> <p>Plants: Flowers and Insects</p> <p>Settlements: Lullingstone</p>	<p>Week 5</p> <p>Romans/Britain Today</p> <p>Plants: Flowers and Insects</p> <p>Settlements: Lullingstone</p>	<p>Week 6</p> <p>Romans/Britain Today</p> <p>Plants: Flowers and Insects</p> <p>Settlements: Lullingstone</p>
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Poetry

Can be part of reading fluencies or a separate focus



Read Aloud

Class Read

4 x 15 mins a week

Teacher's Choice

Suggestions of High Quality Texts

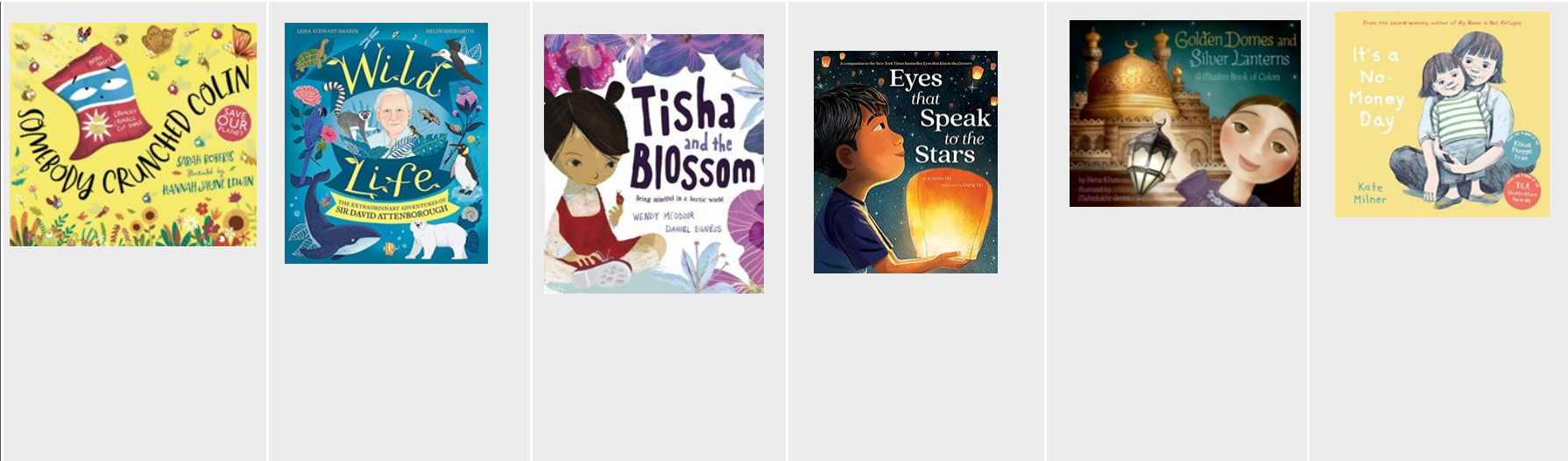


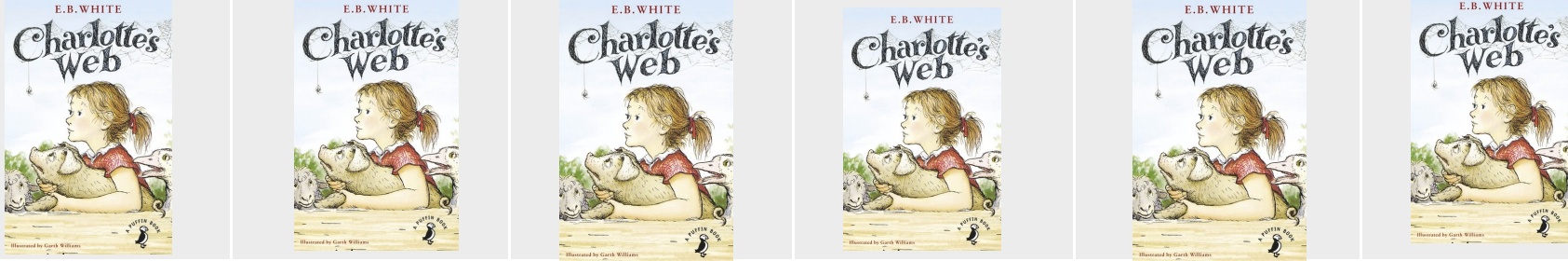
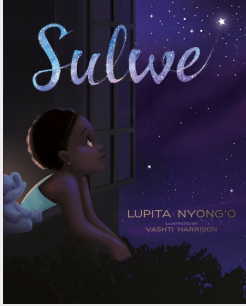
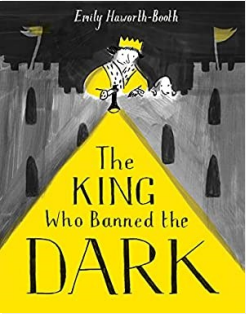
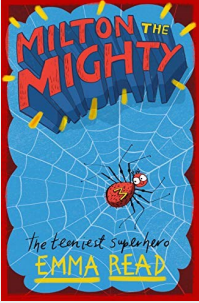
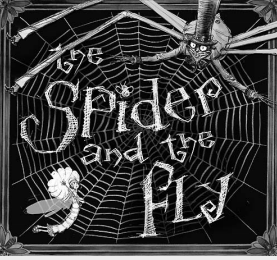
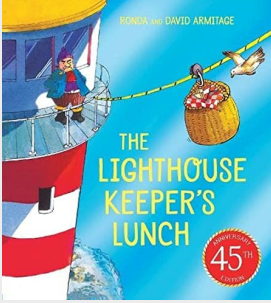
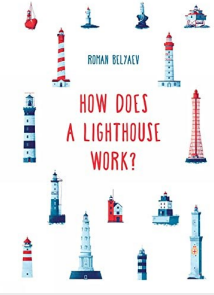
Assembly Focus

3 x 15 a week

Book Assembly

Reading Assembly



<p>Year 3 Summer 2</p> <p>History</p> <p>Science</p> <p>Geography</p>	<p><u>Week 1</u></p> <p>Fall of Rome</p> <p>Light and Shadows</p> <p>London and Rome</p>	<p><u>Week 2</u></p> <p>Fall of Rome</p> <p>Light and Shadows</p> <p>London and Rome</p>	<p><u>Week 3</u></p> <p>Fall of Rome</p> <p>Light and Shadows</p> <p>London and Rome</p>	<p><u>Week 4</u></p> <p>Fall of Rome</p> <p>Light and Shadows</p> <p>London and Rome</p>	<p><u>Week 5</u></p> <p>Fall of Rome</p> <p>Light and Shadows</p> <p>London and Rome</p>	<p><u>Week 6</u></p> <p>Fall of Rome</p> <p>Light and Shadows</p> <p>London and Rome</p>
<p>Power of Reading</p> <p>4 x 1 hour per week</p> <p>Used as a basis for writing</p> <p>Readers' Theatre</p>						
<p>Delving Deeper</p> <p>1 hour per week</p> <p>May link to curriculum areas, or to ensure diversity or to inspire to read for pleasure</p>						
<p>Reading Fluencies</p> <p>3 x 20 mins per week</p> <p>May link to widen reading for other curriculum areas, to pre teach knowledge, to recap on knowledge, to ensure diversity or to inspire to read for pleasure.</p>	<p>Fiction—The dog that saved the world cup</p> <p>Fiction—Gregory Cool</p> <p>Poetry—Yapping Away</p>	<p>Fiction—Grandpa's Dear Old Girl</p> <p>Fiction—Goblin Princess</p> <p>Non-Fiction—London of City Trails</p>	<p>Fiction—Anansi</p> <p>Fiction—Stuart Little</p> <p>Non-Fiction - Impossible Questions—Yellow (Light)</p>	<p>Fiction—Hope Jones saves the world</p> <p>Non-Fiction—Bumper Book of London</p> <p>Poetry—Lost magic</p>	<p>Fiction—Winnie's wet weekend</p> <p>Non—Fiction—An astronomical torch</p>	<p>Fiction—Tiger tells all</p>

Year 3 Summer 2

History

Science

Geography

Week 1

Fall of Rome

Light and Shadows

London and Rome

Week 2

Fall of Rome

Light and Shadows

London and Rome

Week 3

Fall of Rome

Light and Shadows

London and Rome

Week 4

Fall of Rome

Light and Shadows

London and Rome

Week 5

Fall of Rome

Light and Shadows

London and Rome

Week 6

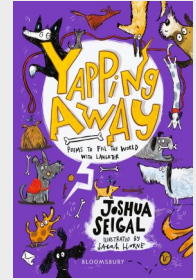
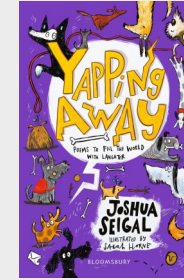
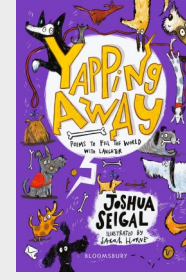
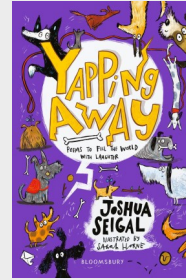
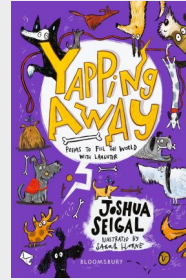
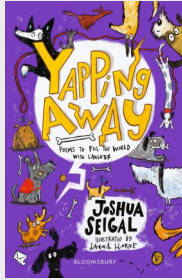
Fall of Rome

Light and Shadows

London and Rome

Poetry

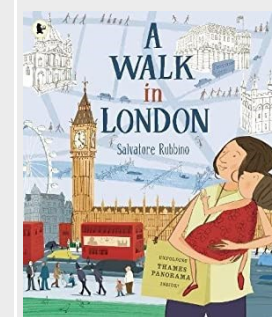
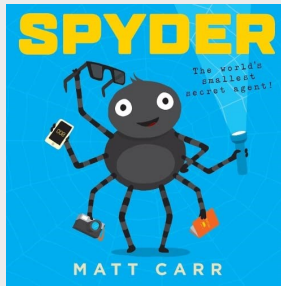
Can be part of reading fluencies or a separate focus



Read Aloud

Class Read

4 x 15 mins a week
Teacher's Choice
Suggestions of High Quality Texts



Assembly Focus

3 x 15 a week
Book Assembly
Reading Assembly

