

St James' c of E Reading Coverage Year 3

‘Pupils are familiar with and enjoy listening to a wide range of stories, poems, rhymes and non-fiction.’ Ofsted 2019

This cohort reading coverage forms part of the St James’ Reading Progression Plan.

It shows the books chosen to develop a love of reading, encouraging children to read age-appropriate books with confidence and fluency whilst demonstrating understanding of texts through inference, prediction, clarifying, questioning and summarising.

This shows details of books to cover six aspects of reading: Reading for pleasure, Reading aloud to children, independent reading and home/school reading, Guided reading, Shared reading as part of teaching sequence, Core reading texts to support learning across the curriculum.

It suggests a range of genres to ensure pupils are introduced to a broad selection of high quality fiction, poetry and non-fiction (beyond the confines of topics being taught).

Coverage includes a number of books developing empathy, exploring a range of issues which may introduce pupils to different experiences in a safe way.

Reading for pleasure

Intent	Create a reading culture where children are exposed to a range of high-quality texts in a variety of contexts and have opportunities to browse literature, as well as structured reading activities. To build preferences in reading and to choose to read. To recognise authors and styles of reading that individuals enjoy. Engage in book discussion in a range of contexts, alongside both adults and peers. Share and recommending a range of books.
Implementation	All reading contexts contribute to developing reading for pleasure. Daily STAR (Sit together and read) reading sessions.

Reading aloud to children

Intent	Introducing children to a wider range of authors and contexts e.g., historical and cultural.
Implementation	Exposure to quality books for a minimum of ten minutes every day. Development of a reading spine (to be added to as year progresses)...

<p>Core Texts:</p> <p>Genres:</p> <ul style="list-style-type: none"> Adventure Imaginary Worlds Humorous Tales Families Feelings Classic stories Poetry Empathy Non-fiction 	<p>Autumn 1:</p> <p>The Astounding Broccoli Boy (STAR and DR) (Fiction)</p> <p>(DR started in Autumn 2)</p> 
	<p>Autumn 2:</p> <p>Oliver Twist (STAR)</p> 
	<p>Spring 1:</p> <p>The Fastest boy in the World (STAR) (Fiction)</p> 
	<p>Spring 2:</p> <p>Escape from Pompeii (STAR) (Fiction)</p>



Summer 1:
Unbelievable Football (STAR)



Summer 2:
Earth shattering events by Sophie Williams and Robin Jacobs (STAR) (Non-fiction)



Independent reading and home/school reading



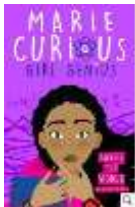
Intent

Choosing appropriate texts
Reading for sustained periods of time.
Increasing the length and complexity of texts being read.
Read short novels independently with understanding (by end of Y4).

Implementation

Pupils taught how to choose books thoughtfully, encouraging them to select from an age-appropriate range.
Teachers monitor range and genre of books through reading records, also through opportunities to share and recommend books to others.
Opportunity to take home a library book to share for pleasure in addition to personal reading book.

Whole Class Reading (Destination Reader)

Intent	To teach the comprehension and decoding skills required to achieve age related expectations (as detailed in National Curriculum) Also, to extend vocabulary.
Implementation	Daily, 45-minute Destination Reader reading sessions: teacher working with at least one group per day to extend comprehension through inference, prediction, clarifying, questioning and summarising -pupils grouped by need rather than ability An increasing expectation of written recording of understanding through KS2
Example of Core Texts: (Books for Topics, Re-Think Reading etc)	<p>Autumn 1: The Astounding Broccoli Boy (STAR and DR) (Fiction)</p>  <p>(DR started in Autumn 2)</p>
	<p>Autumn 2: Great woman who made history (DR) (Non-fiction)</p> 
	<p>Spring 1: Marie Curious - Girl Genius (DR) (Fiction)</p>  <p>The Mystery of the Colour Thief (DR and STAR book for whole school colour project)</p>



Spring 2:
The Boy who Grew dragons (DR) (Fiction)



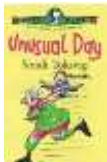
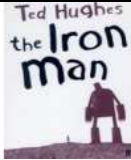
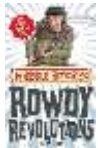
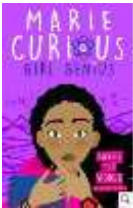



Summer 1:
Cool by Michael Morpurgo (DR) (Fiction)





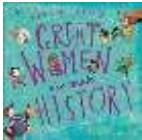
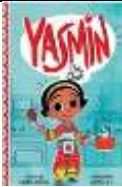

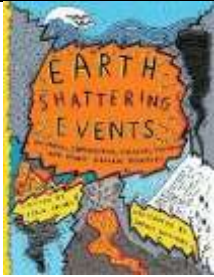



Summer 2:
Oliver and the Seawigs - Philip Reeve (DR) (Non-fiction)



Shared reading as part of teaching sequence

Intent	Exposing children to a high-quality text model in a variety of text types, as models for writing at a higher level than all children could access independently.					
Implementation	First week of each teaching sequence: sharing the text, providing opportunities to respond to the text, provide opportunities to map and learn the text, exploring text structure, summarise text features (reading objectives identified on sequence planning).					
	Autumn 1 - Games	Autumn 2- Revolution	Spring 1- Food Around the World	Spring 2 - Empire	Summer 1- Journey to the North	Summer 2- Nature
	Unusual Day - Sandi Toksvig  Varjak Paw	 The iron Man - Ted Hughes Horrible Histories  Or Great Women who worked Wonders (or a	Marie Curious  Yasmin the Chef	Escape from Pompeii  The boy who Grew Dragons	The last bear – Hannah Gold 	 The street beneath my feet

	 he Astounding Broccoli Boy by Frank Cottrell Boyce 	 Oliver Twist  Great Women who made History. 			 Earth shattering events  The Bee is not afraid of me - Poetry anthology
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Core reading texts to support reading to learn across the curriculum

Intent	Listen to and read a wide variety of texts to find out information and develop knowledge across the wider curriculum.
mentation	Texts used as shared readers to link with topics across the curriculum, as introduction to a topic or to extend knowledge and understanding.

Assessment

Assessment Evidence in order to assess impact	Observations of reading behaviour & talking to pupils. Home reading records/ DR Reading Album Class Reading log Daily Readers Log Target Tracker Verbal and written book reviews & recommendations Written responses to reading activities Notes from Reading/ Phonics interventions
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