

Reading at Beechwood



At Beechwood, we understand the importance of reading. We know that, in order to be successful, a skilled reader needs to develop their word reading skills as well as their comprehension skills. Our timetable ensures that children have a chance to practise reading in different ways so that they can become skilled readers who can access any text.

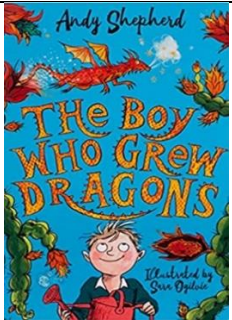
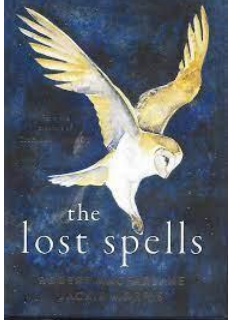
Example weekly timetable:

Monday	Tuesday	Wednesday	Thursday	Friday
Fluency practice	Extended Reading	Close Reading	Application	Vocabulary instruction
In this lesson, children will work on fluent reading of a text. They aim to read accurately, quickly and with great expression.	In this lesson, children will read their allocated text for the term as a class. With lots of reading practice, your child will increase the amount of words that they know and are able to understand.	In this lesson, children will read their allocated text together but this time they will do lots of talking about what they are reading. Through discussion, they will learn how to think about text as they read and explore what they read by talking about it.	In this lesson, children will explore text by completing tasks which help them to develop, recall and retain their sticky knowledge.	In this lesson, children will learn at least one root word and its meaning such as 'photo' meaning light. They will also learn the meaning of words outside of their spoken vocabulary which will help to broaden the range of words they have to hand.

NB: Year 3 may receive further teaching of phonics in the Autumn term and will do additional fluency sessions. Year 3 children will begin to close read in the Summer Term.

Year 3 Reading Skills and Sticky Knowledge	
Fluency	
I can develop accuracy, automaticity and prosody through repeated reading.	
During performance/reading aloud, I can show understanding of intonation, tone, volume and action.	
I can read further exception words noting the unusual grapheme phoneme correspondences.	
Retrieval	
I can demonstrate good observational skills such as spot the difference and locating words in a word search.	
I can locate a given word in the text efficiently using scanning techniques.	
I can use skimming and scanning to get the gist of a paragraph.	
I can locate the answer to a question in which the question words are matched to those I would find in the answer.	
I can retrieve information from short texts (approximately 3 paragraphs).	
Inference	
I can recognise and discuss emotions in both pictures and real life.	
I can demonstrate empathy.	
I can talk about what I know and what I think I know.	
I can explore feelings of characters through drama.	
I can draw an inference from things said and done in a text.	
I can justify an inference with the most obvious points from the text.	
I can predict what might happen from details stated and implied.	
Language	
I can discuss words and phrases that engage the reader.	
I can use a dictionary to check the meaning of words I have read.	
I can consider how language and punctuation affect meaning (adjectives, simile, inverted commas, exclamation and question marks and apostrophes).	
Structure & Themes	
I can order key events.	
I can compare the structure of different texts through discussion.	
I can begin to identify features of different types of writing.	
I can consider how structure and presentation affect meaning (paragraphs, headings, sub headings, pronouns, and conjunctions for cohesion).	
I can identify the theme of a paragraph.	
I can make connections between texts with support.	
I can begin to identify simple common themes in texts e.g. good versus evil, use of magical devices.	
I can discuss purposes of different books/texts.	

In Spring the focus book for Year 3 are:

	<p>When Tomas discovers a strange old tree at the bottom of his grandad's garden, he doesn't think much of it. But he takes the funny fruit from the tree back into the house - and gets the shock and delight of his life when a tiny dragon hatches! The tree is a dragon fruit tree, and Tomas has got his very own dragon, Flicker ...</p> <p>Tomas soon finds out that life with Flicker is great fun, but also very ... unpredictable. Yes, dragons are wonderful, but they also set fire to your toothbrush and leave your pants hanging from the TV aerial. Tomas has to learn how to look after Flicker - and quickly. And then something extraordinary happens - more dragon fruits appear on the tree. Tomas is officially growing dragons ...</p>	<p>If you would like to help your child further with some wider reading linked to this/in this style you could try:</p> <ul style="list-style-type: none"> - The Boy who lived with dragons (Andy Shepherd) - Dragon Mountain (Katie Tsang) - Darwin's Dragons (Lindsay Galvin) - Twitch (M.G. Leonard) - The Nothing to See Here Hotel (Steven Butler)
	<p>Kindred in spirit to The Lost Words but fresh in its form, The Lost Spells introduces a beautiful new set of natural spell-poems and artwork by beloved creative duo Robert Macfarlane and Jackie Morris.</p> <p>Each "spell" conjures an animal, bird, tree or flower -- from Barn Owl to Red Fox, Grey Seal to Silver Birch, Jay to Jackdaw -- with which we share our lives and landscapes. Moving, joyful and funny, The Lost Spells above all celebrates a sense of wonder, bearing witness to nature's power to amaze, console and bring joy.</p> <p>Written to be read aloud, painted in brushstrokes that call to the forest, field, riverbank and also to the heart, The Lost Spells summons back what is often lost from sight and care, teaching the names of everyday species, and inspiring its readers to attention, love and care.</p>	<p>If you would like to help your child further with some wider reading linked to this you could try:</p> <ul style="list-style-type: none"> - The Lost Words (Robert Macfarlane) - Wild Child – a journey through nature (Dara McAnulty) - A year of nature poems (Joseph Coelho)