

Year 3 Reading Overview Summer 1

		Monday	Tuesday	Wednesday	Thursday	Friday
Week 1	<p>The Sheep-Pig</p> <p>Dick King-Smith</p>	Bank Holiday	<p>Book introduction</p> <p>What type of book is this? What key features does it have? Adopts, sheep-dog What might a sheep-pig be? Read the blurb together and discuss what it tells us about the book.</p> <p>Orphaned- what does this mean? <u>LO To discuss words and phrases that capture the readers interest and imagination.</u></p> <p>Read chapter 1 modelled to the class.</p> <p>List any words children are unsure of- use glossary to define any as necessary.</p>	<p>Echo read- extract top of page 5-carefully , Farmer Hogget....to the end Speedy read unfamiliar/ high frequency words as needed-</p> <p><u>LO To summarise from more than one paragraph.</u> What have we learnt so far? Who are the characters? What do we know about each of them? Discuss how each is described and what this tells the reader about them.</p> <p>Summarise the first part of the story together- model how you might do this in a few sentences.</p>	<p>Choral read extract.</p> <p><u>LO To retrieve key information from texts.</u></p> <p>What does the author mean by using the words 'oompah, oompah' of a brass band? How is Mrs Hogget's face described? What does the word 'valley' mean? What does the word 'medley' mean?</p> <p>Visualise- Farmer Hogget was making a delivery to the fair full of stalls in the village. Draw what you predict the fair in the village would look like.</p>	<p><u>LO To retrieve and record information from non-fiction.</u> Comprehension activity from Vocab Ninja- pre teach or consolidation of non core understanding.</p> <p>Teacher to choose what works best at this point in the term and add in here which one is used.</p>

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Week 2	Chapter 2	<p>Modelled read chapter 2</p> <p>Extract given- <u>LO To discuss words and phrases that capture the readers interest and imagination.</u></p> <p>Vocab check- instinctive, manoeuvred, loping stride, foraged,</p> <p>add any other words children identify that they are unsure of.</p>	<p>Echo read extract.</p> <p>Speedy reading unfamiliar words how could we break them down to read them?</p> <p><u>LO To predict alternative actions for characters.</u> We know that Fly regrets calling pigs stupid and she is quite embarrassed by what she said. If Fly could go back in time, what do you think she would say about pigs this time?</p> <p>The four puppies sniggered when they joked with the pig. Now we know the meaning of sniggering, draw a picture below to show what this scene would look like.</p>	<p>Choral read extract</p> <p>Speedy read any words as identified from other readings aloud- include CEW/ HFW here too.</p> <p><u>LO To retrieve key information from the text.</u></p> <p>How did the piglet look when his family was mentioned?</p> <p>How do you know the piglet was feeling this way - how does the author describe it?</p> <p>Why did the mother silence the puppies with a growl?</p> <p>What did fly lick with her warm, rough tongue?</p>	<p>Partner/ performance read extract.</p> <p>Speedy read any words as identified from other readings aloud- include CEW/ HFW here too.</p> <p><u>LO To explain characters actions.</u></p> <p>1) At the end of the chapter, Mr Hogget is seen scratching his head and is loss for words. Explain why.</p> <p>2) Explain how Mr Hogget got Fly out of the loose-box door without making an effort to speak.</p>	<p>Reading for pleasure time- teachers to have time to listen to pupils read in this time.</p>
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Week 3	Chapter 3	Bank Holiday	<p>Modelled read Whole chapter.</p> <p><u>LO To discuss words and phrases that capture the readers interest and imagination.</u></p> <p>Vocab check- conducted, reassurance,</p> <p>add any other words children identify that they are unsure of.</p>	<p>Echo read extract pg 20-21</p> <p>Speedy reading of unfamiliar words how could we break them down to read them?</p> <p><u>LO To summarise events.</u></p> <p>How would you summarise the events of this chapter?</p> <p>Work together to summarise the beginning of the chapter, middle and end. Display on reading working wall.</p>	<p>Choral read extract pg 20-21</p> <p>Speedy read any words as identified from other readings aloud- include CEW/ HFW here too.</p> <p><u>LO To retrieve key information from texts.</u></p> <ol style="list-style-type: none"> 1. Where can't Babe go? 2. Where does Fly go with Farmer Hogget and why? 3. What do the young dogs say about sheep? 4. Pretend you are a young dog. You work with sheep. Talk about Babe to your friend. Make it sound believable. What would you say about Babe? 	<p><u>LO To retrieve and record information from non-fiction.</u></p> <p>Comprehension activity from Vocab Ninja- pre teach or consolidation of non core understanding.</p> <p>Teacher to choose what works best at this point in the term and add in here which one is used.</p> <p>Read chapter 4 before next week</p>
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Week 4	Chapter 5	<p>Modelled read</p> <p><u>LO To discuss words and phrases that capture the readers interest and imagination.</u></p> <p>Vocab check-</p> <p>-add any others children identify.</p>	<p>Echo read extract top of page 44- bottom of page 48.</p> <p>Speedy reading of unfamiliar words how could we break them down to read them?</p> <p><u>LO To discuss books they have read together.</u></p> <p>How do we know that Babe is well liked? Think about Farmer Hogget's and Fly's attitude towards him.</p> <p>Collect ideas together with proof from the text. Model write an answer for working wall.</p>	<p>Choral read extract</p> <p>Speedy read any words as identified from other readings aloud- include CEW/ HFW here too.</p> <p><u>LO To retrieve key information.</u></p> <p>Find and highlight the information needed to answer the questions.</p> <ol style="list-style-type: none"> 1. Who has come to see the sheep? 2. Why are the sheep running around in a panic? 3. How does Babe feel about the sheep being stolen? 	<p>Partner/ performance read extract</p> <p>Speedy read any words as identified from other readings aloud- include CEW/ HFW here too.</p> <p><u>LO To summarise main ideas from more than one paragraph.</u></p> <p>How is Babe the hero in this chapter? Explain using evidence from the text.</p>	<p>Reading for pleasure time- teachers to have time to listen to pupils read in this time.</p> <p>Read chapter 6 before next week.</p>
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Week 5	Chapter 7	<p>Modelled read extract</p> <p>Summarise what happened in chapter 6 read for pleasure over the week.</p> <p><u>LO To discuss words and phrases that capture the readers interest and imagination.</u></p> <p>Pupils identify key words/vocabulary</p> <p>Add any others pupils identify in the reading</p>	<p>Echo read extract</p> <p>Speedy reading</p> <p>how could we break them down to read them?</p> <p><u>LO To summarise from more than one paragraph.</u></p> <p>How could we summarise this chapter?</p> <p>What do we predict will happen next?</p>	<p>Choral read extract</p> <p>Speedy read any words as identified from other readings aloud- include CEW/ HFW here too.</p> <p><u>LO To retrieve key information.</u></p> <p>How does Fly feel about Babe being used? How do you know?</p> <p>Why is Babe so successful with the sheep?</p> <p>How does Farmer Hogget feel about his success?</p> <p>How do Babe and Fly differ in the way they herd the sheep?</p>	<p>Partner/ Performance read extract</p> <p>Speedy read any words as identified from other readings aloud- include CEW/ HFW here too.</p> <p><u>LO To review a book.</u></p> <p>Discuss the text- what do children enjoy/ like about it? Would they recommend the book to others? Why?</p> <p>How might this appeal to different readers? Why would it be important for people to read this book? Which other books is it like? What kind of reader would the book appeal to?</p>	<p><u>LO To retrieve and record information from non-fiction.</u></p> <p>Comprehension activity from Vocab Ninja- pre teach or consolidation of non core understanding.</p> <p>Teacher to choose what works best at this point in the term and add in here which one is used.</p> <p>Continue reading the rest of the book.</p>
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