

Year 3 Reading Overview Autumn 1 Planet Omar- Zanib Mian

Question stems for Year 3 comprehension						
	<p>2a Give or explain the meaning of words in context. What does this word/phrase/sentence tell you about the character/setting/mood? • Can you find this word in the dictionary? • By writing in this way, what effect has the author created? • What other words/phrases could the author have used here? • How has the author made you feel by writing...? • Which word tells you that...? • Find and highlight the word that is closest in meaning to...?</p>	<p>2d Make inferences from the text or explain and justify inferences with evidence from the text. What do you think.... means? • Why do you think that? • Why do you think...? • How do you think...? • Can you explain why...? • What do these words mean and why do you think that the author chose them? • Find and copy a group of words which show...? • How does the description of ... show that they are...? • Who is telling the story? • Why has the character done this at this time?</p>	<p>2e Predict what might happen from details stated and implied. Can you think of another story with a similar theme? • Which stories have openings like this? • Do you think that this story will develop the same way? • Why did the author choose this setting? Will that influence the story? • What happened before this and what do you think will happen after? • Do you think the setting will have an impact on plot moving forward?</p>	<p>2f Identify and / or explain how information or narrative content is related and contributes to meaning as a whole. 2g Identify and / or explain how meaning is enhanced through choice of words and phrases. What is similar/different about two characters? • Explain why... did that. • Describe different characters' reactions to the same event. • Is this as good as...? • Which is better and why? • Why do you think they chose to order the text in this way? • What is the purpose of this text and who do you think it was written for? • What is the author's viewpoint? How do you know? • How are these two sections in the text linked?</p>	<p>2b Retrieve and record information or identify key details from fiction and non-fiction. Who are the characters in this text? • When / where is this story set? How do you know? • Which part of the story best describes the setting? • What do you think is happening here? • What might this mean? • How might I find the information quickly? • What can I use to help me navigate this book? • How would you describe the story? • Whose perspective is the story told from?</p>	<p>2c Summarise main ideas from more than one paragraph. What is the main point in this paragraph? • Sum up what has happened so far in X words or less. • Which is the most important point in these paragraphs? • Do any sections/paragraphs deal with the same themes? • Have you noticed any similarities between this text and any others you have read? • What do I need to jot down to remember what I have read?</p>
		Monday	Tuesday	Wednesday	Thursday	Friday
Week 1					Individual readers, new reading records and expectations of home reading.	Individual readers, new reading records and expectations of home reading. Reading for pleasure home readers given out.

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Week 2	<p>Planet Omar</p> <p>Chapter 1</p> <p><u>Skill to be developed:</u> <u>LO: To know how to identify main ideas from more than 1 paragraph and summarise these.</u></p>	<p>Chapter 1- Modelled read</p> <p>Read introductions of each character to the children and chapter 1.</p> <p><u>LO: To identify words and phrases that catch their attention.</u></p> <p>Some suggestions- Imagination, innocent, scientist, unimpressed, wailing, shenanigans. Discuss words, meanings in context and add to reading display/ WW.</p> <p>Discuss how the chapter needs to be read aloud. What kind of text is it? How might Omar speak? Model and echo this.</p> <p>Where do the pauses need to be? How would it be read for meaning?</p> <p>Annotate/ text mark to give instructions for how it should be read aloud.</p>	<p>Echo read chapter 1 (not the character introductions).</p> <p><u>LO: To retrieve information to support inferences.</u></p> <p>Children have a copy of the text, words only to echo read.</p> <p>Read the statement. Omar is clumsy. How does the reader know Omar is clumsy. Find evidence in the text and highlight it in one colour.</p> <p>Discuss the evidence found and model putting it into an answer to prove he was clumsy.</p>	<p>Choral read chapter 1.</p> <p><u>LO: To retrieve information to support inferences made. Omar is annoying.</u></p> <p>What evidence do we have to prove he is annoying? Highlight the information in the text that supports this statement. Work together to put the information into an answer.</p>	<p>Partner/performance read chapter 1 with intonation and expression.</p> <p><u>LO: To know how to identify main ideas from more than 1 paragraph and summarise these.</u></p> <p>Children are given key words that could be used to describe Omar- funny, clumsy, annoying, lovable, how can they summarise using text if these are true or not? What evidence do they have to support the inferences? Children use same method of highlighting the text to support each answer and put it into their own words.</p> <p>Discuss and add to working wall. What other words could be used to describe Omar? What evidence is there that these would be suitable descriptions?</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>
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Week 3	<p>Chapter 2</p> <p>Skill to be developed: To understand the meaning of words in context.</p>	<p>Modelled read chapter 2</p> <p><u>LO: To identify words and phrases that catch their attention.</u></p> <p>Convenient, moulded, dream job, dreamt.</p> <p>Discuss words and phrases and what else we learn about Omar and how it may differ to what we thought of him in chapter 1.</p> <p>Note ideas for working wall.</p>	<p>Echo read chapter 2 extract pages 14-17.</p> <p><u>LO: To understand the meaning of words in context.</u></p> <p>Focus on extract page 14. What would this look like?</p> <p>What does it tell us about how Omar was feeling? Is it a good choice of words? Why? Discuss, annotate the extract and model how a question like this might be answered. What do you think '...and some of them were sneaking up and squeezing my heart.' means? How can we be analytical here to answer the question?</p>	<p>Choral read chapter 2 extract pages 14-17.</p> <p>Speedy read any words as identified from other readings aloud- include CEW/ HFW here too.</p> <p><u>LO: To understand the meaning of words in context.</u></p> <p>What does second skin tell the reader about his pyjamas? See page 15.</p> <p>Teach how we would use this description to infer.</p>	<p>Partner/ performance read chapter 2 extract p14-17.</p> <p>Speedy read any words as identified from other readings aloud- include CEW/ HFW here too.</p> <p>Teacher read the rest of the chapter aloud- model reading once again.</p> <p><u>LO: To understand how words are used in context.</u></p> <p>Focus on text on page 20. What does this tell us about the neighbour? Why might she behave in that way? What evidence do we have from chapter 1 and 2 about why she may have acted in that way? Collect evidence and list together.</p> <p>Page 20- what does this description tell the reader about the character? How have the words been chosen? Pupils respond independently.</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>
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Week 4	<p>Read chapters 3-6 before this focus week</p> <p>Chapter 7</p> <p>Skill to be developed: To know how to identify ideas from more than one paragraph and summarise them.</p>	<p>Modelled read chapter 7.</p> <p>Vocab check - bounded, sarcasm, obviously, blurting, add any others children identify.</p> <p>Discuss phrases and what they mean/ tell the reader. Sarcasm detector, toothy smile, microscopic stuff,</p> <p><u>LO: To summarise from texts, retrieving key information.</u></p> <p>Discuss what else we have learnt about Omar and add information with text evidence to the working wall, adding on to previous information about him. Modelled/shared work.</p>	<p>Echo read pages 53-56 extract</p> <p>Speedy reading of any key words and unfamiliar words. How could we break them down to read them?</p> <p><u>LO: To summarise from more than one paragraph.</u></p> <p>What do we find out about Omar and school? What are the positives? Negatives? How do we know?</p> <p>Children can highlight and list the positives and negatives- how do we know they are positive/ negative by reading round the sentence?</p>	<p>Choral read chapter 7 extract pg 53-56</p> <p>Speedy read any words as identified from other readings aloud- include CEW/ HFW here too.</p> <p><u>LO: To know how to summarise from more than one paragraph.</u></p> <p>What type of person is Daniel Green? How do you know this? What evidence do we have in the text to support our ideas of him.</p> <p>Collect evidence. Identify what it means. Model writing an answer- children can then write their own answers.</p>	<p>Partner/ performance read extract pages 53-56.</p> <p>Speedy read any words as identified from other readings aloud- include CEW/ HFW here too.</p> <p><u>LO: To summarise from more than one paragraph.</u></p> <p>Teacher model read chapter 8. Children to listen and collect any other information about Daniel Green. What other evidence do we have about him and how he behaves towards Omar and Charlie? Give extracts of evidence to children to highlight and retrieve key evidence as needed.</p> <p><u>LO: To use evidence from text to summarise the thoughts and feelings of characters.</u></p> <p>In chapter 8 we meet the neighbour Mrs Rogers again. What else do we find out about her? What evidence do we have? Add more thoughts backed up by evidence to the working wall.</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>
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Week 5	<p>Chapter 10</p> <p>Skill to be developed: To understand the meaning of words in context.</p>	<p>Modelled read chapter 9 and 10.</p> <p>Vocab check -clenched, swooping, unimpressed, podgy, towering over, slithering add any others children identify.</p> <p>Discuss phrases and what they mean/ tell the reader. Frightened little lamb,</p> <p><u>LO: To understand words in context.</u></p> <p>How is the verb clench used in different ways in the chapter? Clenched, clenching,</p> <p>What does it refer to each time? What does this tell us about the character at the time? What are they doing? Why are they doing it? How does this help us to know how they feel? How does it differ in each example?</p> <p>Stomach clenched because.... Clenching his teeth because...</p> <p>How else could the word be used?</p>	<p>Echo read pages 84-89 extract</p> <p>Speedy reading of any key words and unfamiliar words. How could we break them down to read them?</p> <p><u>LO: To summarise from more than one paragraph.</u></p> <p>What do we know about Omar and school? What are the positives? Negatives?</p> <p>What could we now add to this list on our working wall?</p>	<p>Choral read extract pg 84-89</p> <p>Speedy read any words as identified from other readings aloud- include CEW/ HFW here too.</p> <p><u>LO: To know how to summarise from more than one paragraph.</u></p> <p>What type of person is Daniel Green? How do you know this? What evidence do we have in the text to support our ideas of him already?</p> <p>How do we now have further evidence about him as a character? How would he be described, what is the evidence we have for this?</p>	<p>Partner/ performance read extract pages 84-89.</p> <p>Speedy read any words as identified from other readings aloud- include CEW/ HFW here too.</p> <p><u>LO: To summarise from more than one paragraph.</u></p> <p>Teacher model read chapter 11 and 12.</p> <p>How has Mrs Rogers opinion of the family changed? Why has this happened? What proof do we have? Chapter 12 text typed to highlight evidence,</p> <p><u>LO: To use evidence from text to summarise the thoughts and feelings of characters.</u></p> <p>How would Mrs Rogers be described at the beginning of the book? How would she be described now? What has led to this change. Teacher model an answer, pupils use this as a model to write their own.</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>
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Week 6	Chapter 14	<p>Modelled read chapter 13-14</p> <p>Discuss how the extract needs to be read aloud. Model and echo this.</p> <p>Where do the pauses need to be? How would it be read for meaning?</p> <p>Annotate/ text mark to give instructions for how it should be read aloud</p> <p>Pupils identify key words/vocabulary</p>	<p>Echo read chapter 14 extract</p> <p>Speedy reading any CEW/HFW</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>Who is H2O? How is he used by Omar in the text? How is he significant? When is he thought about? What effect does this have on Omar? Is he important in the story?</p>	<p>Choral read chapter 14 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>Recall key information to clarify understanding of the chapter.</p> <p>When does suhur need to happen? Why can't Omar take part? Why can Omar practise keeping a fast at the weekend? Why is Omar surprised at school? Why does anger bubble in Omar's chest?</p>	<p>Partner/ Performance read chapter 14.</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 to support answers.</u></p> <p>Omar is sensible.</p> <p>What evidence is there to support this? Pupils highlight information to retrieve to support to answer this question. Answer together. This could be information summarised from the book.</p> <p>Would everyone agree with the statement that he is sensible? Who might not? Can you give examples of when they may not think of him in this way?</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>
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Week 7	<p>Poetry Focus</p> <p>Haiku Poems- link to English</p> <p><i>Skill to be developed:</i> Listen to and discuss a range of poetry. Prepare poems to read aloud and perform. Recognise different forms of poetry.</p>	<p><u>LO To listen to and discuss a range of Poetry.</u></p> <p>Retrieve other poems familiar to the children from poetry week or previous years- y1/2</p> <p>Model read a range of Haiku poems Discuss how the poems need to be read aloud. Model and echo this.</p> <p>Where do the pauses need to be? How would it be read for meaning?</p> <p>Annotate/ text mark to give instructions for how it should be read aloud</p> <p>Pupils identify key words/vocabulary</p>	<p>Fluency assessments to be completed this week.</p> <p>RWInc phonics assessments completed.</p> <p>Complete reading of Planet Omar.</p>	<p>Fluency assessments to be completed this week.</p> <p>RWInc phonics assessments completed.</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>	
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