

# Year 3 Guided Reading Medium Term Plan Autumn 1 Y2 SPAG Terminology Y3 Spag Terminology

## Weekly Objectives

Match meanings to definitions (Speed words)

Explain what words mean

Suffixes for adverbs (-ly, -ward, --ways, -wise, -fully)  
In spelling



Main Objectives	Number of Weeks	Definitions	Steps to Success
<p><b>Clarification: Solving Unknown Words</b> What is that word's job in the sentence?</p>	<p>2</p> <p>Teaching sequence: Nouns – 3 days Adjectives – 2 days Verbs – 3 days Adverbs – 2 days</p>	<p><b>VERB</b> Express action (doing something), state of being (feeling something) or an occurrence (something happening)</p> <p><b>NOUN</b> Describes a person, place or thing. Proper nouns name a particular person, place or thing.</p> <p><b>ADJECTIVE</b> Describes a noun or a pronoun.</p> <p><b>ADVERB</b> Modifies verbs, adjectives and other adverbs. Answer how, when, where, why, how often or how much.</p>	<p>1. <b>Read</b> the sentence with the unfamiliar word in. 2. <b>Refer to</b> word class chart – which one fits? 3. <b>Work out</b> what kind of word it is (noun, adjectives, verb, adverb) What is its job in the sentence?</p> <p><i>Which word class? It depends upon where the word is in the sentence as to the word class it belongs to.</i></p> <p><b>Tips for identifying word class</b></p> <p><b>VERB</b> -Usually comes straight after the subject -Could have an ing ending</p> <p><b>NOUN</b> -Proper nouns have capital letters. -Directly follows an article (a/an/the) -Can be pluralised -It could be in the pattern article+adjective+noun</p> <p><b>ADJECTIVE</b> -Does it come before a noun? -Can have an er ending -Can have the superlative ending -est</p>


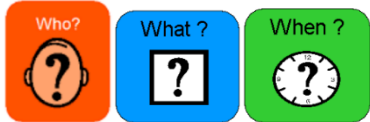
			<p><b>ADVERB</b></p> <ul style="list-style-type: none"> <li>-Read the sentence without the unknown word. If it makes sense without it, the unknown word is an adverb.</li> <li>-Does it end in -ly? (Most adverbs end in -ly)</li> <li>- Usually come before adjectives and other adverbs.</li> </ul>
<p><b>Clarification: Solving Unknown Words</b> Reading around the word</p>	1		<ol style="list-style-type: none"> <li>1. <b>Read</b> the sentence with the tricky word in it.</li> <li>2. <b>Read</b> the sentence before the one with the tricky word. Does this help?</li> <li>3. <b>Read</b> the sentence after the one with the tricky word in it. Does this help?</li> <li>-If not, read a little further before and after.</li> <li>4. <b>Substitute</b> the word with another of the same word type.</li> <li>5. <b>Check</b> the sentence makes sense.</li> </ol>
<p><b>Clarification: Solving Unknown Words</b></p> <ul style="list-style-type: none"> <li>• Pronouncing words</li> <li>• Using picture clues</li> </ul>	2		<p><b>Pronouncing words</b></p> <ul style="list-style-type: none"> <li>-<b>Look</b> for special friends</li> <li>-<b>Blend</b> the sounds together</li> <li>-<b>Read</b> in syllables</li> <li>-<b>Look</b> at root endings (suffixes)</li> </ul> <p><b>Using picture clues</b></p> <ul style="list-style-type: none"> <li>-<b>Study</b> the picture</li> <li>-<b>Read</b> the sentence with the tricky word.</li> <li>-Can you find any clues in the picture to help?</li> </ul>
<p><b>Clarification: Solving Unknown Words</b> Substituting words</p>	2		<ol style="list-style-type: none"> <li>1. <b>Read</b> the sentence with the unfamiliar word in.</li> <li>2. <b>Work out</b> what kind of word it is (noun, adjectives, verb, adverb) What is its job in the sentence?</li> <li>3. <b>Substitute</b> the word with another of the same word type.</li> <li>4. Does it make sense?</li> </ol>

# Year 3 Guided Reading Medium Term Plan Autumn 2

## Weekly Objectives

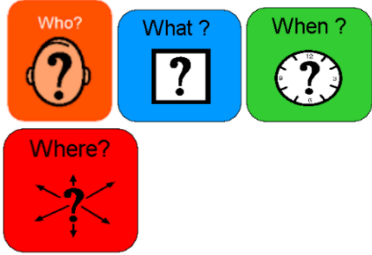

As cover each question type, include in the next weeks work as a recap.

Main Objectives	Number of Weeks	Definitions	Steps to Success
<p><b>Dealing with questions:</b> Who questions</p>	<p><b>1</b> Who questions – 1 week</p>	<p>Who = a person/character  <b>Question mark</b> = punctuation used at the end of a question</p>  <p>Noun – a person, place or object            Proper noun – a name of an actual person, place or object. Start with a capital letter.            Pronoun – a word which can replace a noun or a noun phrase            Subject pronouns – I, you, he, she, it, we, you, they</p>	<p><b>Answering WHO questions</b></p> <ol style="list-style-type: none"> <li>1. <b>Read</b> the question</li> <li>2. <b>Find</b> the focus of the question (person)</li> <li>3. <b>Draw</b> the who symbol to interpret the question</li> <li>4. <b>Think about</b> possible options for the answer</li> <li>5. <b>Scan</b> the text for the focus (word search)</li> <li>6. <b>Look out for</b> capital letters to help you find proper nouns</li> <li>7. <b>Quote/repeat</b> the part from the text that shows the answer</li> </ol> <p><b>Relating pronouns to nouns</b></p> <ol style="list-style-type: none"> <li>1. <b>Identify</b> the pronoun in the sentence.</li> <li>2. <b>Check</b> the anchor chart to see who the pronoun relates to.</li> <li>3. <b>Track back and read</b> the preceding sentence(s) to find out who the pronoun relates to.</li> </ol>
<p><b>Connecting sections of the text:</b> Link nouns and pronouns within 1 and then 2 sentences.</p>	<p><b>2 weeks</b>            1 week – within 1 sentence, who questions involving pronouns            1 week – within 2 sentences, who questions involving pronouns</p>	<p>Who = a person/character  <b>Question mark</b> = punctuation used at the end of a question</p>  <p>Noun – a person, place or object            Proper noun – a name of an actual person, place or object. Start with a capital letter.            Pronoun – a word which can replace a noun or a noun phrase</p>	<p><b>Replacing nouns with pronouns to improve the flow</b></p> <ol style="list-style-type: none"> <li>1. <b>Read</b> the sentence(s).</li> <li>2. <b>Identify</b> and <b>highlight</b> the nouns.</li> <li>3. <b>Look at</b> the list of PPs on WW. Which one can replace the noun?</li> <li>4. <b>Re-read</b> – is the flow better?</li> </ol> <p><b>Relating pronouns to nouns (1 or 2 sentences)</b></p> <ol style="list-style-type: none"> <li>1. <b>Read</b> the sentence.</li> <li>2. <b>Draw</b> an image to show what is happening.</li> <li>3. <b>Identify</b> the pronoun in the sentence.</li> <li>4. <b>Check</b> the anchor chart to see which gender and number the pronoun relates to.</li> <li>5. <b>Read</b> the sentence again and the preceding sentence(s) to find the noun the pronoun relates to.</li> <li>6. <b>Think!</b> Does the noun-pronoun match make sense?</li> </ol>

		Subject pronouns – I, you, he, she, it, we, you, they	
<b>Dealing with questions:</b> What questions Who questions (recap)	<b>2</b>	What – object or thing Who – a person/character <b>Question mark</b> = punctuation used at the end of a question  	<b>Answering WHAT questions</b> 1. <b>Read</b> the question 2. <b>Find</b> the focus of a question (what = object or thing) 3. <b>Draw</b> the symbol for what to interpret the question 4. <b>Think about</b> possible options for the answer 5. <b>Scan</b> the text for the focus (word search) 6. <b>Quote/repeat</b> the part from the text that shows the answer
<b>Dealing with questions:</b> When questions What questions (recap) Who questions (recap)	<b>1</b>	What – object or thing When – time Who – a person/character <b>Question mark</b> = punctuation used at the end of a question  	<b>Answering WHEN questions</b> 1. <b>Read</b> the question 2. <b>Find</b> the focus of a question (when = time) 3. <b>Draw</b> the symbol for what to interpret the question 4. <b>Think about</b> possible options for the answer (date, time, year, day, month, year, amount of time) 5. <b>Scan</b> the text for the focus (word search) 6. <b>Quote/repeat</b> the part from the text that shows the answer

# Year 3 Guided Reading Medium Term Plan Spring 1

## Weekly Objectives

Main Objectives	Number of Weeks	Definitions	Steps to Success
<p><b>Dealing with questions:</b>            Where questions            When questions (recap)            What questions (recap)            Who questions (recap)</p>	2	<p>Where - place            What – object or thing            When – time            Who – a person/character            Proper noun – name of an actual person or place.  <b>Question mark</b> = punctuation used at the end of a question</p> 	<p><b>Answering WHERE questions</b></p> <ol style="list-style-type: none"> <li>1. <b>Read</b> the question</li> <li>2. <b>Find</b> the focus of a question (where = place)</li> <li>3. <b>Draw</b> the symbol for what to interpret the question</li> <li>4. <b>Think about</b> possible options for the answer</li> <li>5. <b>Scan</b> the text for the focus (word search).</li> <li>6. <b>Look out for</b> capital letters (proper nouns) to help you</li> <li>7. <b>Quote/repeat</b> the part from the text that shows the answer</li> </ol>
<p><b>Show understanding by:</b>            What happened at that part? (explain details)            How did it happen?            Why did the character do that?            Why did the character say that?</p>	1	<p>Why – for what reason  <b>Question mark</b> = punctuation used at the end of a question</p> 	<p><b>What happened in that part?</b></p> <ol style="list-style-type: none"> <li>1. <b>Read</b> the text.</li> <li>2. <b>Draw</b> alongside to create a text map to illustrate the main events. Include key words/phrases.</li> <li>3. <b>Use</b> images to explain what happened.</li> </ol> <p><b>How did that happen?</b></p> <ol style="list-style-type: none"> <li>1. <b>Read</b> the text before the event happened. <b>Look</b> for reasons to explain WHY it happened.</li> </ol> <p><b>Why did the character say/do that?</b></p> <ol style="list-style-type: none"> <li>1. <b>Read</b> the text.</li> <li>2. <b>Draw</b> alongside to create a text map to illustrate the main events. Include key words/phrases.</li> <li>3. <b>Identify the action</b> of the character (speech or action). Look for the <b>verbs</b>. Look for the <b>inverted commas</b>.</li> <li>4. <b>Track back to before this happened</b> to find the reason for the action.</li> </ol>

Why did the character change? Why did that happen?	<b>2</b>		<p><b>Why did the character change? Why did that happen?</b></p> <ol style="list-style-type: none"> <li>1. <b>Read</b> the text.</li> <li>2. <b>Identify</b> the key events in the story. What was the character like at each point? Consider their actions and words.</li> <li>3. <b>Find</b> the point in the story where the character changes.</li> <li>4. <b>Read</b> before the change happens to <b>find the cause</b> of the change.</li> </ol>
Interpret the character's actions and what this tells you about their: Feelings Motives Thoughts	<b>1</b>	<p>Feeling – and emotional state e.g. happy/sad</p> <p>Thought – an idea or opinion</p> <p>Motive – a reason for doing something</p>	<p>Interpret the character's actions and what this tells you about their feelings/thoughts/motives.</p> <ol style="list-style-type: none"> <li>1. <b>Read</b> the text.</li> <li>2. <b>Identify</b> the characters actions by looking for verbs (look for ed and ing endings)</li> <li>3. <b>Think</b> Interpret the character's actions and what this tells you about their:</li> </ol>

# Year 3 Guided Reading Medium Term Plan Spring 2

## Weekly Objectives

Each time a new skill is taught, recap in following lessons.

Main Objectives	Number of Weeks	Definitions	Steps to Success
<p>Improve understanding of the text by <b>Reciprocal reading: Prediction (fiction and non-fiction)</b></p>	<p><b>1</b> Fiction – 2 days Non-fiction – 2 days</p>	<p><b>Skimming</b> - Reading something quickly to get an idea of the main points.  <b>Title</b> – The name of something, usually found at the top/front  <b>Subheading</b> – A title given to part of a piece of writing. Tells the reader what they are about to read about.  <b>Caption</b> – A title or short explanation which goes with a photograph or illustration.  <b>Prediction</b> – A sensible guess about what a text will be about or what might happen next based on evidence from a text, picture, prior knowledge or personal experience.</p> <p><b>Sentence stems for making predictions:</b>            I think ... because ...            I'll bet ... because ...            I wonder if ... because ...            I imagine ... because ...            I suppose ... because ...            I predict ... because ...            I think I will learn ... because ...            I think ... will happen because ...</p>	<p><b>Fiction</b>            1. <b>Look at</b> cover art, title, author, and illustrations.            2. <b>Flip through</b> the text to look at any pictures.            3. <b>Think about</b> text structure, setting, characters, problem, characters' feelings and motives, events, and theme.            4. <b>Think about</b> whether the author's purpose is to entertain, inform, or persuade.            5. <b>Return to</b> predictions both during and after reading to confirm or revise them.            6. <b>Use the sentence starter</b>, "I think this is about ___ because ___" or "I think will happen because ___."</p> <p><b>Non-Fiction</b>            1. <b>Skim read/look at</b> the..                -Title                -Subheadings                -Pictures and captions            2. <b>Think about</b> what you have read. What is it telling you?            3. <b>Use</b> all the information gathered to <b>make</b> your prediction            4. <b>Use a sentence stem</b> to form your prediction</p>
<p>Improve understanding of the text by <b>Reciprocal reading: Clarifying (fiction and non-fiction)</b></p>	<p><b>2</b> Words job in a sentence &amp; Substituting = 1 week  Reading around the word, Pronouncing the word &amp; Using picture clues = 1 week</p>	<p><b>WORD CLASS</b>            The group a word belongs to. Tells you the job of the word when in a sentence.</p> <p><b>VERB</b>            Express action (doing something), state of being (feeling something) or an occurrence (something happening)</p>	<p>1. <b>Read</b> through text 'in your head'.            2. <b>Highlight</b> words/phrases that you do not know the meaning of. If you are not sure if you know the word or not, Think: Can you explain the meaning of these words clearly to someone else? If the answer is no, highlight the word.</p>

		<p><b>NOUN</b> Describes a person, place or thing. Proper nouns name a particular person, place or thing.</p> <p><b>ADJECTIVE</b> Describes a noun or a pronoun.</p> <p><b>ADVERB</b> Modifies verbs, adjectives and other adverbs. Answer how, when, where, why, how often or how much.</p> <p><b>SUBSTITUTION</b> Swap</p> <p><b>CLARIFY</b> To make something easier to understand.</p>	<p>Then, as per Autumn 1</p>
<p>Improve understanding of the text by <b>Reciprocal reading: Questioning (fiction and non-fiction)</b></p>	<p><b>1</b> Fiction – 2 days Non-fiction – 2 days</p>		<p><b>Fiction</b></p> <ol style="list-style-type: none"> <li>1) <b>Ask</b>, "I wonder" questions before reading and while looking at the cover, title, and text. Base these "wonderings" on the art and by skimming the text.</li> <li>2) <b>Ask</b> questions about the setting, characters, problem, events, resolution, and theme.</li> <li>3) <b>Ask</b> questions about the author's choices in vocabulary and story line.</li> </ol> <p><b>Non-fiction</b></p> <ol style="list-style-type: none"> <li>1) <b>Ask</b> questions before reading and while previewing the cover, title, and text. Base these "wonderings" on the art and by skimming the text.</li> <li>2) <b>Use</b> text features (e.g., headings, maps, tables, charts, photos) to formulate questions.</li> <li>3) <b>Ask</b> questions about the main idea and details.</li> <li>4) <b>Ask</b> questions about the author's choice of vocabulary, text features, or ideas.</li> </ol>



			<p>5) <b>Ask</b> text-dependent questions about choices the author made, such as "What examples does the author include?" and "How does the heading/map/etc. help you understand ...?"</p>
<p>Improve understanding of the text by  <b>Reciprocal reading: Summarising a chunk of text (fiction and non-fiction)</b>  <b>COMPLETE AFTER SUMMER 1</b>  <b>SUMMERISINNG UNIT</b></p>	<p><b>2</b>  Fiction – 1 week  Non-fiction – 1 week</p>	<p><b>SUMMARY</b>  A short explanation of the main points.</p>	<ol style="list-style-type: none"> <li>1. <b>Break up</b> the text into manageable chunks. E.g. paragraphs if it is a narrative, sections if it is a non-fiction text.</li> <li>2. <b>Draw</b> a story map of the sentences to aid understanding.</li> <li>3. <b>Think:</b> What is the job of this section?</li> <li>4. <b>Find</b> the topic sentence. What does it tell you?</li> <li>5. <b>Highlight</b> important information. Refer to title/subheading to guide you in what to highlight.</li> <li>6. <b>Write</b> 20 words or less to summarise these main points. Use your own connectives and joining words (but keep these to a minimum).</li> <li>7. Not all highlighted parts need to be used. <b>Paraphrase and group words</b> to keep word count to a minimum.</li> </ol>

# Year 3 Guided Reading Medium Term Plan Summer 1

## Weekly Objectives

Explain how an author has likened something to something else (simile)

Main Objectives	Number of Weeks	Definitions	Steps to Success
<b>Summarising</b> Match a paraphrase to the right sentence.	<b>1</b> 2 days fiction 2 days non-fiction	<b>PARAPHRASE</b> Rewording something that is written or spoken using different words. Often to achieve greater clarity.	<ol style="list-style-type: none"> <li><b>1. Read</b> – the original sentence. What is the main idea?</li> <li><b>2. Read</b> – the paraphrased sentence. What is the main idea?</li> <li><b>3. Check</b> – are there any key words (names, dates, places etc.) which are the same?</li> <li><b>4. Match</b> – the original sentence with the paraphrased sentence which have the same idea.</li> </ol>
<b>Summarising</b> Paraphrase a phrase Paraphrase a sentence	<b>1</b> 2 days fiction – spoken then written 2 days non-fiction - spoken then written	<b>PARAPHRASE</b> Rewording something that is written or spoken using different words. Often to achieve greater clarity.	<ol style="list-style-type: none"> <li><b>1. Reword</b> – Replace words and phrases with synonyms whenever you can.</li> <li><b>2. Re-arrange</b> words within sentences to make new sentences. You can even rearrange the ideas presented within the paragraph.</li> <li><b>3. Realise</b> that some words and phrases cannot be changed – names, dates, titles, etc. cannot be replaced, but you can present them differently in your paraphrase.</li> <li><b>4. Recheck</b> – Make sure that your paraphrase conveys the same meaning as the original text.</li> </ol>
<b>Summarising</b> Summarise a sentence	<b>1</b> 2 days fiction 2 days non-fiction	<b>SUMMARY</b> A short explanation of the main points.	<ol style="list-style-type: none"> <li><b>1. Read</b> the sentence.</li> <li><b>2. Draw</b> a picture to illustrate the meaning.</li> <li><b>3. Think</b> – what is the main idea in this sentence?</li> <li><b>4. Circle</b> any words which are vital to the meaning and so cannot be left out (names, dates, places etc).</li> <li><b>5. Highlight</b> any words which you can swap for synonyms.</li> <li><b>6. Re-write</b> the main idea of the sentence <i>IN A SENTENCE</i> using your own words.</li> </ol>
<b>Summarising</b> Summarise 2 and then 3 sentences	<b>2</b> 1 week- summarise 1 sentence 1 week-summarise 2 sentences	<b>SUMMARY</b> A short explanation of the main points.	<ol style="list-style-type: none"> <li><b>1. Read</b> the sentence(s).</li> <li><b>2. Draw</b> a picture to illustrate the meaning.</li> <li><b>3. Think</b> – what is the main idea in this/these sentence(s)?</li> <li><b>4. Circle</b> any words which are vital to the meaning and so cannot be left out (names, dates, places etc).</li> <li><b>5. Highlight</b> any words which you can swap for synonyms.</li> <li><b>6. Re-write</b> the main idea of the sentence <i>IN ONE OR TWO SENTENCES</i> using your own words.</li> </ol>

# Year 3 Guided Reading Medium Term Plan Summer 2

## Weekly Objectives

Main Objectives	Number of Weeks	Definitions	Steps to Success
<p><b>Connecting sections of the text:</b> Make predictions based on something read earlier in the story</p>	<p><b>1 week -fiction</b></p>	<p><b>Prediction</b> A sensible guess about what a text will be about or what might happen next based on evidence from a text, picture, prior knowledge or personal experience.</p>	<p><b>Fiction</b></p> <ol style="list-style-type: none"> <li><b>Pause</b> in your reading.</li> <li><b>Think</b> about what you have read so far. What has happened? Who are the characters? Where is the story set? Has there been a problem?</li> <li><b>Make</b> a prediction about what might happen next using evidence from what you have read so far.</li> <li><b>Use</b> a sentence stem e.g. "I think _____ will happen ____ because ____"</li> </ol>
<p><b>Connecting sections of the text:</b> Make predictions based on links to personal experience or text</p>	<p><b>1 week - fiction</b></p>	<p><b>Prediction</b> A sensible guess about what a text will be about or what might happen next based on evidence from a text, picture, prior knowledge or personal experience.</p>	<p><b>Fiction</b></p> <ol style="list-style-type: none"> <li><b>Pause</b> in your reading.</li> <li><b>Think</b> about what you have read so far. What has happened? Who are the characters? Where is the story set? Has there been a problem?</li> <li><b>Think.</b> Has anything like what you have read about ever happened to you? What happened next?</li> <li><b>Make</b> a prediction about what might happen next using evidence from what you have read so far or your own experience.</li> <li><b>Use</b> a sentence stem e.g. "I think _____ will happen ____ because ____"</li> </ol>
<p><b>Connecting sections of the text:</b> Spotting errors and inconsistencies. <b>Refer to Improving Reading document by G Medd on Share Point</b></p>	<p>1 week spotting errors 1 week spotting inconsistencies</p>	<p><b>ERROR</b> When something in a text is clearly incorrect and does not make sense. Errors mean the text does not make sense. <b>INCONSISTENCY</b> A subtle difference with what has been said previously. Disconnected ideas which can only be spotted if you are monitoring what you are reading.</p>	<p><b>Spotting Errors/Inconsistencies</b></p> <ol style="list-style-type: none"> <li><b>Read</b> the text.</li> <li><b>Draw</b> pictures to illustrate what is happening.</li> <li><b>Think!</b> Does this make sense?</li> <li><b>Make</b> links between what is happening now and what came before.</li> <li><b>Find</b> the part which does not match what has happened earlier in the sentence/text.</li> </ol>