

Year 3 Reading Overview	Narrative	Non-chronological reports	Persuasion texts	Instructional/procedural texts	Non-fiction - Recounts	Discussion Texts	Non-fiction - Explanatory texts
	<p>Tell stories based on own experience and oral versions of familiar stories; sequence events clearly and have a definite ending. Plan and write stories based on own experience using the structure (opening, dilemma/ conflict / problem, resolution, ending). Write an opening paragraph and further</p>	<p>Analyse a number of report texts and note their function, form and typical language features: introduction indicating an overall classification of what is being described, use of short statement to introduce each new item, language (specific and sometimes technical) to describe and</p>	<p>Read and evaluate a wider range of simple persuasive texts, explaining and evaluating responses orally. Through role play and drama explore particular persuasive scenarios e.g. a parent persuading a reluctant child to go to bed and discuss the effectiveness of different strategies used. Present a persuasive</p>	<p>Read and follow increasingly complex instructions.</p> <p>Read and compare examples of instructional text, evaluating their effectiveness.</p> <p>Analyse more complicated instructions and identify organisational devices which make them easier to follow, e.g. lists, numbered, bulleted points, diagrams with arrows, keys.</p> <p>Research a particular area (e.g. playground games) and work in small groups to prepare a set of oral instructions. Try out with other children, giving instruction and</p>	<p>Watch or listen to third person recounts such as news or sports reports on television, radio or podcast. Identify the sequence of main events. Note the inclusion of relevant, but non-essential detail, to interest and engage the reader</p>	<p>Through reading, role play and drama explore how different views might be expressed/explained/justified (e.g. the different view of characters in a particular book, or the different view of people writing to a newspaper.) In the process, draw inferences such as inferring character's feelings, thoughts and motives from their actions, and justifying inferences with evidence Write a traditional tale (or a scene from any narrative) from two key characters' perspectives, showing a contrast in viewpoint Write a summary statement/series of sentences expressing their own opinion on the characters viewpoints e.g. who was in the</p>	<p>Read explanations as a whole class, in groups and individually Comment on a range of explanatory texts, focusing on how easy they are to understand (e.g. by trying to reproduce that information in a different form, such as a diagram, or flow chart) Create diagrams such as flow charts to summarise or make notes of stages in a</p>

	<p>paragraphs for each stage of the story ensuring that sequence is clear. Use either 1st or 3rd person consistently. Plan and tell stories, varying voice and intonation to create effects and sustain interest. Role play including dialogue to set the scene and present characters. Discuss writing models similar to those they will use in their own writing to learn from its structure grammar and</p>	<p>differentiate, impersonal language Explore and begin to incorporate into their own writing the language of comparison and contrast, e.g. <i>they hibernate just like other bears / All bees sting apart from the</i> Turn notes into sentences, grouping information.</p>	<p>point of view in the form of a letter, beginning to link points together and selecting style and vocabulary appropriate to the reader.</p>	<p>listening and following theirs. Evaluate effectiveness of instructions. Independently write clear written instructions using correct register and devices to aid the reader.</p>	<p>Read examples of third person recounts such as letters, newspaper reports and diaries and recount the same event in a variety of ways, such as in the form of a story, a letter, and a news report ensuring agreement in the use of pronouns.</p>	<p>right/wrong and present reasons for their opinion</p>	<p>process (e.g. in science, D&T or geography) Ensure relevant items are grouped together In formal presentations, explain processes orally using notes Write a series of extended sentences to explain a process Ensure relevant details are included and accounts ended effectively</p>
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	<p>vocabulary. Plan and write complete stories using a familiar plot and altering characters or setting. Include a structured sequence of events organised into paragraphs. Describe new characters or settings. Include examples of patterned story language. Use conventions for written dialogue and include some dialogue that shows the relationship between two characters Plan stories orally;</p>						
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	<p>explore moral dilemmas for characters using drama. Write stories that have a problem and resolution and are organised into paragraphs using adverbs of time. Include description of a typical setting and characters. Use written dialogue to move the plot on. Consolidate vocabulary and grasp of sentence structure</p>						
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