

Text Map for Robins Year 3

	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
Reading for Pleasure Spine (inclusive & diverse quality texts)	George's Marvellous Medicine by Roald Dahl. The Dark by Lemony Snicket	The Secret Reindeer by Anne Booth Dachy's Deaf by Jack Hughes Zola Gets Hearing Aids by Narita Snead	Tom Palmer – Defenders, Dark Arena The Battle of Bubble and Squeak by Philippa Pearce Jabari Jumps by Gaia Cornwall	When the Giant Stirred by Celia Godkin Anisha Accidental Detective by Serena Patel The Lion the Witch and the Wardrobe by C.S. Lewis Last Stop on Market Street by Matt de la Pena	Ferno the Fire Dragon by Adam Blade Charlotte's Webb by E.B. White The Hodgeheg by Dick King-Smith (if not used in Y2) Planet Omar Accidental Trouble Magnet by Zanib Mian	Oliver and the Seawigs The secret of the night train by Sylvia Bishop When Stars are Scattered by Victoria Jamieson and Omar Mohamed Christophe's Story by Nicki Cornwall
Reading Instruction	Stig of the Dump by Clive King	Ug, Boy Genius by Raymond Briggs. Wild Robot by Peter Brown	Escape from Pompeii by Christina Balit	The Firework Maker's Daughter by Phillip Pullman	An Anthology of Intriguing Animals by Ben Hoare	The Human Body (library)
Writing	Stone Age Boy by Satoshi Kitamura (narrative)	The Iron Man by Ted Hughes (narrative)	The Street Beneath my Feet by Charlotte Guillian (information writing)	Poetry focus Diary writing	An Anthology of Intriguing Animals (information writing)	The Incredible Book Eating Boy by Oliver Jeffers (narrative)
Non-fiction/Topic texts	The Stone Age by Marcia Williams Usborne Beginners – The Stone Age Building a Home by Polly Faber and Klas Fahlen All the Ways to be Smart	Michelle Robinson: How to wash a woolly mammoth The Secrets of Stonehenge by Nick Manning	Mosaics by Nathaniel Harris Usborne Roman Soldier's Handbook	Rotten Romans by Terry Deary Usborne Roman Britain	The Young Person's History Guide to Canterbury Your Name is a song by Jamilah Thompkins Bigelow The Big Book of Mammals (Mrs W)	The Skeleton (library) The World came to My Place Today What is a Refugee by Elise Gravel Malala's Magic Pencil by Malala Yousafzai
Poetry	My Shadow by Robert Louis Stevenson Revolt Rhymes by Roald Dahl Skipping rhymes	The Works collected by Pie Corbett A Christmas Stocking	The Puffin 20 th Century Collection of Verse	I go Ape & Knock Down Ginger by Brian Moses The Romans Rap (Sing up) Gran can you Rap?	Tiger, Tiger (Animal Poems)	A first Book of the Sea
De-coding & word reading 1500-2000 words	Children apply their growing knowledge of root words, prefixes and suffixes, both to read aloud and to understand the		read further exception words (some from Y3-4 list), noting the unusual correspondences between spelling and sound, and where		They should be able to decode most new words outside their spoken vocabulary, making a good approximation of the word's pronunciation.	

	meaning of new words they meet		these occur in the word.			
Literal understanding & retrieval	Children are becoming more familiar with retrieving facts and information where question words and text language vary (i.e. where the literal answer is somewhat 'hidden' in the vocabulary used);	they scan for alternative synonyms or phrases.	They can: check the accuracy of what they are retrieving by reading around the words or phrases they find;	locate and discuss words and phrases they find interesting;	ask questions which improve their own understanding.	
Inferential reading skills	draw inferences such as characters' feelings, thoughts and motives for their actions e.g. why Barney trusted Stig	with support they talk about what words mean in context.	predict what might happen from implied details or from other stories they know.	Children learn to - with support, identify themes across the text e.g. loyalty and treachery in Lion, Witch, Wardrobe;	In support of inference skills, children use dictionaries to check meanings of new vocabulary;	begin to justify their inferences by locating textual evidence;
Response to text	Children develop positive attitudes to reading and understanding of what they read, by listening to and discussing a wide range of fiction, poetry,	Children develop positive attitudes to reading and understanding of what they read, by listening to and discussing a wide range of ... <i>plays</i> , non-fiction and <i>reference/text</i> books;	participate in discussion about texts, sometimes listening to others;	increase their familiarity with texts including fairy stories, <i>myths and legends</i> ;	retell some of these orally; discuss words and phrases which capture their interest;	begin to identify how language, structure and presentation contribute to meaning; may express preferences for text type.
Fluency and phrasing *110wpm	Children can recite some poems (or songs) by heart, in groups and sometimes alone, building confidence and fluency;	read age-appropriate books (<i>e.g. lime book band</i>) accurately and at a speed that is sufficient for them to focus on understanding, rather than on decoding individual words;	read new words outside their spoken vocabulary, making a good guess at pronunciation;	when reading aloud, speak audibly and with growing fluency;	read on sight all Y2 CE words and some further exception words for Y3-4;	gradually internalise the reading process to read silently.