My Reading Journal 3

Name: ..................................................................................................................

Class: ......................

Presented by the Lancashire Literacy Team

Education and Cultural Services Directorate
Lancashire County Council
Written and compiled by;
Edwina Maskell and Pauline Tate
Lancashire Literacy Consultants
The activities are not intended to be issued without prior discussion and preparation.

Many can be used as part of a Guided Reading session and completed with teacher support.

The pages in this Reading Journal are organised in terms, but are not intended to be given in any particular sequence. The year, term and objective are indicated on the back of each sheet.

They meet many of reading objectives, and some of the writing objectives that relate to them.

The target statement in italics at the top of some teacher’s pages is from the National Literacy Strategy Illustrative Target Statements for Reading or Writing.

The activities require a range of reading strategies to complete.

You may decide not to use all of the sheets, and some children may have a different selection to others.

You may choose sheets that support work done in the shared and guided session, or sheets appropriate to individual children’s personal reading.

Some of the activities are designed to be completed over time – such as collecting aspects of language to use in the children’s own writing.

Some activities may need to be differentiated – they are on the Literacy web site and you may download them and alter them or use a sheet from a younger age group. www.lancsngfl.ac.uk --- National Strategies --- Literacy --- Core teaching --- Reading --- Reading Journals

If you do not want to use photocopied sheets, these ideas are easily transferred to paper or exercise books. Or why not download the activity and work on screen.

Most of the activities provide opportunities for Speaking and Listening about books and reading.
# Reading in Year 3. This Year I Will Read...

- **Shape Poems**
- **Poems based on the senses**
- **Poems based on observation**
- **Fables**
- **Legends**
- **Myths**
- **Stories with similar themes**
- **Traditional Stories**
- **Stories with familiar settings**
- **Stories by the same author**
- **Stories of the same culture**
- **Oral performance poetry from other cultures**
- **Mystery Stories**
- **Adventure Stories**
- **Word Play Poetry**
- **Humorous Poetry**
- **Instructional Writing**
- **Letters**
- **Thesauruses and Dictionaries**
- **Non-Chronological Reports**
- **Encyclopedias**

Colour in each brick as you read each type of text.
The Year 3 Reader
‘I can . . .’

... make notes to sum up the main points in a text

... decide how useful a text is, e.g. follow a set of instructions

... read silently for longer periods of time

... know about authors and use this to help me choose books

... read aloud with confidence to an audience

... recognise prefixes and suffixes and understand the words using clues in the text

... pronounce shortened words correctly

... read the full range of consonant digraphs, e.g. kn, wr, ph

... read aloud well, pausing at full stops, and changing voice for exclamation, question and speech marks.

... understand how non-fiction is laid out, e.g. titles, sub-headings, labels, diagrams and charts

... recognise the difference between playscripts and prose

... find information using contents, indexes and scanning

... imagine settings, moods and feelings from the descriptions in the text

... recognise dialogue and use the right ‘voice’ when reading aloud

... know who, or what, is being written about by understanding the pronouns used

... understand the ideas or theme of a text and find evidence to support this

... understand how non-fiction is laid out, e.g. titles, sub-headings, labels, diagrams and charts

... recognise the difference between playscripts and prose

... talk about the main points in a text in a few words

... talk about characters and their actions, finding evidence in the text

... talk about the main points in a text in a few words

... understand the different ‘voices’ in stories

... understand the ideas or theme of a text and find evidence to support this

... understand how non-fiction is laid out, e.g. titles, sub-headings, labels, diagrams and charts

... recognise the difference between playscripts and prose

... read the full range of consonant digraphs, e.g. kn, wr, ph

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<th>Date</th>
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# Books I have read this year

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**Settings**

Choose a page from your reading book, or a book you have already read, that describes a setting - the place where the story takes place. Shut your eyes and try to imagine what it looks like. Draw a picture of the setting in the box below. Label your picture with words and phrases that the author has used to describe the scene. Do the same for another book with a different setting.
**Settings**

*Know how language is used to create effects, e.g. adjectives and adverbs for description and use to create detailed mental images.*

**Year 3 Term One**

Pupils should be taught:
T1 To compare a range of story settings and select words and phrases that describe scenes.

Ask the children to draw two different settings from books they have read. These can be done one at a time as each book is being read, or retrospectively.

The children would then return to the book to find words and phrases that describe the setting.

Ask them to annotate the drawings with the appropriate words and phrases. They may wish to read the relevant passages again before they draw.
Verbs are great! They tell you what the characters in your books are doing. They can also tell you how they are doing it and what mood they are in. For instance, think about the difference between RUNNING and DASHED! They can tell how the character is speaking, too. Think about the difference between SAID and SCREECHED! Collect more examples of action verbs and words used instead of said, and list them below.

<table>
<thead>
<tr>
<th>ACTION VERBS</th>
<th>INSTEAD OF SAID VERBS</th>
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Don’t forget to use these in your own writing!
**Powerful Verbs!**

*Use interesting vocabulary: vary use of adjectives and verbs for impact.*

**Year 3 Term One**

Pupils should be taught:

S3 Children should be taught the function of verbs in sentences through .... collecting and classifying examples of verbs from own reading and own knowledge.

This sheet is designed to be filled in over time. Explain to children that sometimes you will add verbs as a class when you come across good examples in your shared work, but they can also collect their own and add to the list whenever they want to.
All Change!

Choose a short passage from your book. Make sure that it contains lots of verbs.
Copy the passage out on the lines below. Underline all the verbs.
Rewrite the passage but replace all the verbs with different ones.
Choose ones that you think are better or verbs that would completely change the effect.

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All Change!

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The new verbs make the passage different because

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**All Change!**

*Use interesting vocabulary: vary use of adjectives and verbs for impact.*

**Year 3 Term One**
Pupils should be taught:
S3 Children should be taught the function of verbs in sentences through …. experimenting with changing simple verbs in sentences and discussing their impact on meaning.

Ask the children to read a passage from their book. You may wish to pre-select this.
The verbs could be highlighted on a copy for children who need more support.
Ask the children to copy out the passage but replace the verbs with better ones or ones that would completely change the meaning or effect. The less able children could have a selection of verbs from which to choose.

The purpose of this sheet is to encourage children to discuss and comment upon the effect that word choice has upon the reader.
**Amaze your friends!**

Amaze, astound and astonish your friends with all the new words that you know and **can use** when speaking or writing. When you hear or read a word that you do not know, write it down in the table below. Use a dictionary to find out its meaning. Then, use a thesaurus to find other words that have a similar meaning. (These are called synonyms.)

<table>
<thead>
<tr>
<th>New Word</th>
<th>What does it mean?</th>
<th>Synonyms</th>
</tr>
</thead>
<tbody>
<tr>
<td>amaze</td>
<td>surprise greatly</td>
<td>astound</td>
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<td>astonish</td>
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Amaze your friends!

Use interesting vocabulary; vary use of adjectives and verbs for impact. Select nouns to be specific, e.g. poodle rather than dog. Use terminology appropriate to text type.

Year 3 Term One
Pupils should be taught:
W13 Pupils should be taught to collect new words from reading and work in other subjects and create ways of categorising and logging them, e.g. personal dictionaries, glossaries.
W17 to generate synonyms for high frequency words.

This sheet is designed to be filled in over time. Words can be added and defined during the whole class sessions of the literacy lesson, or the child can add words and definitions that they come across in their own reading. Using a dictionary quickly and effectively needs to be modelled.
**Oh, no! Not that word again!!**

Words are like paint! Some words make the picture in the reader’s head grey and rather dull. But choose really great words, and the pictures in your head come to life and you can really imagine what is happening. There are some words in the table below that writers use over and OVer and OVER again. When you are reading, look out for words that the author has used instead. Don’t forget to use them in your own writing!

<table>
<thead>
<tr>
<th>nice</th>
<th>big</th>
<th>little</th>
<th>good</th>
<th>bad</th>
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<th>sad</th>
<th>like</th>
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<th>happy</th>
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<th>scared</th>
<th>windy</th>
<th>rainy</th>
<th>hot</th>
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</table>
Oh, no! Not that word again!

Use interesting vocabulary; vary use of adjectives and verbs for impact.
Select nouns to be specific, e.g. poodle rather than dog.
Use terminology appropriate to text type.

**Year 3 Term One**
Pupils should be taught:
W17 Pupils should be taught to generate synonyms for high frequency words, *e.g.* big, little, like, good, nice, nasty.

This sheet is designed to increase a child’s store of vocabulary so that their writing becomes more interesting and words are used more precisely.

This sheet can be used for individuals or copied onto a large piece of paper for general classroom use. It can be displayed on the Literacy Wall. Words can be added in the whole class session, or added to by the children as they encounter more effective alternatives for overused words.
It's the way you say it!

Work with two or three friends.
Ask your teacher for a passage from a book that contains lots of dialogue.
Decide which character each person will be. You also need someone to read the parts that are not dialogue. They will be the narrator.

Rehearse together until you are happy that each character is speaking in the way that the author wanted them to.

Present your dramatised reading to the rest of the class.
Ask the class to put their thumbs up when a character is speaking and down when the narrator is speaking.

Narrator:..................................................................................................................................................

Character One:...........................................................................................................................................

Character Two:...........................................................................................................................................

Character Three:.........................................................................................................................................
It's the way you say it!

Begin to use speech marks
Understand how dialogue is punctuated and laid out and read with appropriate expression

Year 3 Term One
Pupils should be taught:
T2 how dialogue is presented in stories, e.g. through statements, questions, exclamations; how paragraphing is used to organise dialogue.
T3 to be aware of the different voices in stories using dramatised readings, showing differences between the narrator and different characters used.
T10 Use own reading as a model to write own passages of dialogue.
S9 to notice and investigate a range of devices for presenting texts, e.g. speech bubbles.....

Give three or four children a copy of a piece of text that contains plenty of dialogue between two or three characters.
Ask them to choose to be one of the characters or the narrator.
Let them rehearse for a while before presenting the dramatised reading to the class. Several groups could be rehearsing different extracts for presentation.
Encourage the children to emphasise the 'voice' of each character.
Ask the rest of the class to put their thumbs up when the speech would be demarcated by speech marks and down when the narrator is speaking.
**Lights, camera, action!**
Find a passage from a story book that you like. Choose a piece that contains lots of
dialogue. Change the text into a playscript.

<table>
<thead>
<tr>
<th>Characters:</th>
<th>(stage direction)</th>
<th>What they say</th>
</tr>
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</table>

Perform the play for your friends.
Lights, camera, action!

Begin to use speech marks
Understand how dialogue is punctuated and laid out and read with appropriate expression

Year 3 Term One
Pupils should be taught:
T4 to read, prepare and present playscripts.
S9 to notice and investigate a range of devices for presenting texts, e.g. playscripts.

Give three or four children a copy of a piece of text that contains plenty of dialogue between two or three characters.
Ask them to change the passage into a playscript. This can only be done after the children have been immersed in playscripts and understand the conventions.
Point out that clues for the stage directions can be found by looking at the words the author has used instead of 'said'.
The children present their play/scene to the rest of the class.
# Beginnings and Endings

Choose a book that you would like to read or have already read. Read the first page.

<table>
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<th>Where is it set?</th>
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<tr>
<td>What words and phrases has the author used to describe the setting?</td>
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<td>Draw a picture of what you think the setting looks like. Draw your picture in the box.</td>
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<td>When does the story take place? How do you know?</td>
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<td>Are there any clues about the time of day or the weather? What are they?</td>
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<td>Has the author introduced any characters? Who are they?</td>
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<tr>
<td>Has the author given you any clues about what the characters are like? Write the clues in the box.</td>
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<tr>
<td>Draw a picture of the characters.</td>
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<td>Are there any clues about how the character feels? Write them down.</td>
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Beginnings and Endings

Vary story openings to create effects, such as building tension and suspense, creating moods, establishing characters and scene setting.

Year 3 Term One
Pupils should be taught:
T11 to develop the use of settings in own stories by:
- writing short descriptions of known places;
- writing a description in the style of a familiar story;
- to investigate and collect sentences and phrases for story openings and endings.

1. Read a story to the children that contains a well described setting. Discuss the way in which the setting has been portrayed - description of what it looks like; sounds, feelings; atmosphere etc. Ask them to write about a place that they know in the same style.
2. Ask the children to write a description of a setting in the style of a story that they know.

The sheet is designed to help children recognise and collect good ideas for story openings and endings.
To Rhyme or not to Rhyme?

Read the two poems below. Use the questions and prompts below to talk about the poems with your friends.

It's Spring

It's spring
And the garden is changing its clothes,
Putting away
Its dark winter suits
Its dull scarves
And drab brown overcoats

Now, it wraps itself in green shoots,
Slips on blouses
Sleeved with pink and white blossom,
Pulls on skirts of daffodil and primrose,
Snowdrop socks and purple crocus shoes,
Then dances in the sunlight.

John Foster

From Morning Meeting

Fresh dewfall glistens on the lawn;
Roses gleam with tiny pearls;
In the breeze and morning sun
Each petal trembles and uncurls:
Now in the borders all the flowers
Display their charms like dancing girls.

Vernon Scannell

Now, it wraps itself in green shoots,
Slips on blouses
Sleeved with pink and white blossom,
Pulls on skirts of daffodil and primrose,
Snowdrop socks and purple crocus shoes,
Then dances in the sunlight.

John Foster

TalkTalkTalkTalkTalkTalk TalkTalk TalkTalk TalkTalk TalkTalk TalkTalk TalkTalk Talk

• In the first poem, what does the poet want you to imagine that spring is doing?
• What is the difference between what is happening in the first and second verses?
• The first poem doesn't rhyme. Do you think it is a poem? Discuss your ideas with your friends.
• The second poem does rhyme. Talk to your friends about the words which rhyme.
• What words has the poet used to describe the things he can see? Talk about the pictures that the words make in your mind. Describe these to your friends.
• Both poets have used the same idea of dancing at the end. Why do you think they have used it?
• Which poem do you like best? Tell your friends why you like it.

Write down the clothes Spring is:

Taking off: ..........................................................................................................................................................................

Putting on:..........................................................................................................................................................................

Rhyming words from poem 2:............................................................................................................................................
To Rhyme or not to Rhyme?

Year 3 Term One
Pupils should be taught:
T7 to distinguish between rhyming and non-rhyming poetry and comment upon the layout.

Use this sheet with a group of children.
Ask the children to read the poems on the sheet.
They are both about spring. One rhymes and one does not. Ask the children to use the prompts to discuss the differences between the two.
**Amazing Adjectives**

Authors use adjectives to tell you, the reader, what something is like. Really good adjectives give the reader clear pictures in their minds. Collect adjectives from your own reading and add them to the list below. Put your adjectives in the right column!

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<tr>
<th>Size</th>
<th>Colour</th>
<th>Moods</th>
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<td>enormous</td>
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**Amazing Adjectives**

*Use interesting vocabulary; vary use of adjectives (and verbs) for impact*

**Year 3 Term 2**
Pupils should be taught:
S2 the function of adjectives within sentences through:
- identifying adjectives in shared reading;
- collecting and classifying adjectives, e.g. for colours, sizes and moods

The sheet is designed to be used over time. Children can add adjectives identified in shared reading or when reading alone. It is also a good idea to have an enlarged copy of this chart on the literacy wall for all children to contribute to, and access when writing independently.

A class chart could contain columns for alternatives for:
happy
sad
scared
weather words
nice
A Bunch of Collective Nouns

Did you know that some things have a group name? You know about a flock of sheep and a bunch of grapes, don’t you? Keep an eye out for some more in your reading books. Listen out for them when people are talking, too.

A …………………. of fish               A ………………………of flowers         A ………………………of sheep

A………………………….of birds

A………………………….of cows

Can you find any more?………………………………………………………………………………………………………………

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Make up some collectives nouns of your own Think of a group of things and think of a word that would suit them. For example - an untidiness of boys! A growl of dogs.

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A Bunch of Collective Nouns

Year 3 Term 2
Pupils should be taught
S4 to extend knowledge of pluralisation through .... understanding the term
'collective noun' and collecting examples - experiment with inventing other collective
nouns...........

Just for fun!
Identifying collective nouns used to be a frequent grammar exercise in schools.
They are no longer given the prominence they used to, but they are interesting and
amusing. Ask children to look out for collective nouns. Collect them in shared
reading and add them to the lists.
The children can also make up some of their own. The collective noun should
describe the noun in some way.
e.g. a plump of pillows
a temptation of chocolate

The real ones can be found in old grammar books and used to be called 'nouns of
assemble'
Some examples:
a pride of lions
a litter of kittens/puppies
a bunch of bananas
a peal of bells
a paddling of ducks
a class of children
a field of runners
a clutch of eggs
Once upon a time

The characters and stories in traditional tales may all be different but they are similar in many ways. When you are reading traditional stories collect some words and phrases that you could use in your own writing.

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<th>Beginnings</th>
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<th>People</th>
<th>Places</th>
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Once upon a time

Draw on knowledge of authors and types of books ..............

Year 3 Term 2
Pupils should be taught:
T1to investigate the styles and voices of traditional story language - collect examples, e.g. story openings and endings; scene openers' e.g. 'now' 'when' 'a long time ago'

During shared and guided reading identify the language used in traditional stories. Ask the children to collect examples and to list them on the sheet.
Goodies and Baddies

Some traditional stories are about how poor or weak people become brave and win battles with strong people. For example, Jack is very poor in Jack and the Beanstalk, but he climbs the beanstalk and brings treasure back to his cottage. In the end he chops down the beanstalk and lives happily ever after.

Think about a story you have read. Make notes about the characters and the events in the table below.

<table>
<thead>
<tr>
<th>Characters’ names</th>
<th>Handsome/ beautiful or ugly?</th>
<th>Strong or weak?</th>
<th>Poor or rich?</th>
<th>Good or evil?</th>
<th>Wise or foolish?</th>
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Goodies and Baddies

Explore underlying themes and ideas, making clear reference to the text. Discuss the actions of the main characters and justify views using evidence from the text.

Year 3 Term 2
Pupils should be taught:
T2 to identify typical story themes, e.g. trials and forfeits, good over evil, weak over strong, wise over foolish.
T3 to identify recurring characters - evaluate their behaviour and justify views.

Children need to be immersed in traditional stories, fables and myths so that they can begin to recognise the underlying themes of these stories. Aesop's fables, myths, legends, a tradition of fairy stories and traditional tales provide rich sources for this activity. These ideas require a great deal of discussion.

Who was strong and who was weak in The Lion and the Mouse? Jack and the Beanstalk? Who was good and who was evil in Rumplestiltskin? Little Red Riding Hood? Who was wise and who was foolish in The Sun and The Wind?

See also modern versions of traditional tales, e.g. The Paper Bag Princess and Reckless Ruby.

The activity requires children to identify who is strong and who is weak, who is wise and who is foolish and who is good and who is evil in their books.
Draw pictures to show the main actions of a character in your book.
Draw pictures to show the main actions of a character in your book.

Use different planning formats, e.g. charting, mapping, flow charts, simple storyboards.

**Year 3 Term 2**

Pupils should be taught:
T7 to describe and sequence key incidents in a variety of ways. e.g. by listing, charting, mapping, making simple story boards.

This activity is designed to develop children’s ability to identify the key events in a story. This will help to develop later skills of summarising and retrieving key information from texts.

Ask the children to think about the story they have just read. They can then discuss the main events. Give an example from a well-known story such as Jack and the Beanstalk:

- Mother asks Jack to take cow to market
- meets old man who swaps cow for beans
- mother cross throws beans out of window
- beanstalk grows
- Jack climbs up
- 1st fee fo fi fum incident
- 2nd fee fi fo fum incident
- 3rd fe fi fo fum incident
- Jack flees and chops down beanstalk.
Character Portrait

Draw a portrait of a character from your book. Use information from the book to help you include appearance and what they are like. Do they have a grumpy face? Are they sad or happy? Label your picture with words and phrases the author has used to describe the character's actions, appearance and mood.
Character Portrait

Discuss the actions of the main characters and justify views using evidence from the text.

Year 3 Term 2
Pupils should be taught:
T3 to identify recurring characters – evaluate their behaviour and justify views.
T8 to write portraits of characters, using story text to describe behaviour and characteristics and presenting portraits in a variety of ways, e.g. as posters, labelled diagrams, letters to friends about them.

This activity requires children to find clues in their reading book about a character. They need to think about what the character looks like, how they react and respond to situations, the mood they may be in and their feelings. When they have drawn the picture ask them to annotate the drawing with direct quotes from the text.
A Letter to a Friend

Imagine that you have just met a character from your book. Write a letter to a friend telling them all about the character. Tell your friend about:

- how and where you met,
- what they look like,
- what you have done together
- the way the character acted in different situations.

Your address here:

Date:

Dear
A Letter to a Friend

Discuss the actions of the main characters and justify views using evidence from the text.

Year 3 Term 2
Pupils should be taught:
T3 to identify recurring characters - evaluate their behaviour and justify views.
T8 to write portraits of characters, using story text to describe behaviour and characteristics and presenting portraits in a variety of ways, e.g. as posters, labelled diagrams, letters to friends about them.

Ask the children to write a letter to a friend describing a character from their reading book. The writer could pretend that they have just met the character and are writing to tell their friend all about him/her.
Did they live happily ever after? You decide!

Think about one of the stories you have been reading in class. Imagine that something happens to change the ending of the story. Write a different ending to the story. Make sure that your ending is written in the same style as the real story and the characters and setting stay the same.

A different ending to:

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Did they live happily ever after? You decide!

Year 3 Term 2
Pupils should be taught:
T10 to write alternative sequels to traditional stories using same characters and settings, identifying typical phrases and expressions from story and using these to help structure the writing.

Ask the children to consider one of the traditional stories read in class. Discuss various alternative endings to well known stories. Ask the children to think of a story up to the point of resolution but then to change what happens in the end. Ask questions to help them consider the consequences of different events:
What would have happened if the glass slipper had fitted the foot of one of the ugly sisters rather than Cinderella?
What might have happened if the queen had not guessed Rumplestiltskin’s name?
What would have happened if Snow White had woken up and not liked the look of the Prince?
It is important that the writing continues in the style of the real story.
Are you driving your teacher up the wall?

Have you ever heard people say things that don’t make sense but you understand what they mean? Has your mum ever told you to stand on your own two feet? What does she mean? When footballers win matches they say they are over the moon. Are they really? When they lose they say they are as sick as a parrot! Keep your ear to the ground (another one) for some more expressions. People use them all the time. Fill in the speech bubbles with the expressions you hear.
Are you driving your teacher up the wall?

Year 3 Term 3
Pupils should be taught:

W16 to collect, investigate, classify common expressions from reading and own experience, e.g. ways of expressing surprise, apology, greeting, warning, thanking, refusing.

We use expressions all the time that don't make any sense literally, but we all know what is meant. This activity is designed to be added to over time. When an idiom is encountered in shared or guided reading or when someone uses one when speaking it can be added to the sheet.

It is also fun to have a class sheet that can be added to. Leave the expressions for a day or two - see who can guess what they really mean before you explain.

Some examples:
over the moon
fire away!
stand on your own two feet
under the weather
poke your nose into other peoples’ business
blow the cobwebs away
in the twinkling of an eye
in a sorry state
been in the wars
nagging doubt
if the cap fits
scare the living daylights

See The Penguin Dictionary of English Idioms
My Superior Sentence Collection

Really good writers use different kinds of sentences to make their writing interesting. Sometimes they use really short sentences to build up tension; sometimes they use long ones to describe something. Long sentences need words to joins all the parts together. Look out for sentences in your book that are joined with:

if, so, while, though, since, when, because, until.

Write your sentences here:

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My Superior Sentence Collection

Write simple and compound sentences
Begin to use some subordinators

Year 3 Term 3
Pupils should be taught:
S5 how sentences can be joined in more complex ways through using a widening range of conjunctions in addition to ‘and’ and ‘then’, e.g. while, though, since, when.

This activity is to encourage children to read as writers.
Ask the children to look at the sentences in their books and to collect sentences that are joined together by words other than ‘and’ and ‘then’.
Ask them to discuss how the conjunction affects the meaning of the sentences.
e.g. I came inside because it was raining.
     I came inside and it was raining.
     I came inside while it was raining.
     I came inside then it was raining.
     I came inside though it was raining.
     I came inside when it was raining.
As Time Goes By

Have you ever noticed that some stories take place in a few hours, or even minutes? Other stories can be about what happens over a much longer time. The author can’t tell you about everything that happens over that long time - it would take you years to read each book! Writers use words and phrases to tell the reader about the passing of time. Look at the beginnings of the paragraphs in your book. Collect any words and phrases that tell the reader about the time that is passing.
As Time Goes By

Year 3 Term 3
Pupils should be taught:
S6 to investigate through reading and writing how words and phrases can signal time sequences, e.g. first, then, after, meanwhile

During shared reading identify the ways in which authors signal time. A sentence may begin 'After a minute or two' or 'Later that week' or 'Years passed'. Encourage the children to use these devices in their own writing so that they avoid repeating 'And then' or describing unimportant events to pass the time.

This activity can either be added to over time as time sequence words and phrases are encountered in shared and guided reading, or used to note examples from a text in the independent session.

Ask the children to consider how much time has passed in the chapter of a book or in a story. Encourage then to skim read the beginnings of paragraphs to look for words and phrases that signal the passing of time.

Examples:

One day                      From time to time            Soon afterwards
Later on                      That afternoon               It wasn't long before
Gradually                      Later that day              Suddenly
Now                            At that moment             Meanwhile,
Write notes to describe the journey of a character in your book.
Write notes to describe the journey of a character in your book.

**Year 3 Term 3**
Pupils should be taught:
T1 to re-tell main points of story in sequence; to compare different stories; to evaluate stories and justify their preferences.

This activity is designed to develop children's ability to identify the key events in a story. This will help to develop later skills of summarising and retrieving key information from texts.
This activity is an extension of the one for Term 2 T7. That activity required the children to draw the main events whereas this one asks for a summary of the main events.
Talking About Books

- Choose a character from your book. Ask your friend to choose one, too. Pretend to be the characters. Ask each other questions about what happens to them.

- Tell your reading partner all about a character in your book.

- Tell your reading partner all about a setting in your book.

- Retell a story that you like to your reading partner.

- Think about something that happened in a book you have read. Talk to your reading partner about why it happened.

- Choose some books from the favourite book box with your reading partner. Tell each other what they are about.

- Talk about how the stories are alike and how they are different.

- What is your favourite book? Tell your reading partner why it is your favourite.
Talking About Books

Year 3 Term 3
Pupils should be taught: T1 to re-tell main points of story in sequence; to compare different stories; to evaluate stories and justify their preferences.

Give the prompt sheet to two or three children. Ask them to discuss their books using the prompts on the sheet. This may take more than one session.
**I, Me, My or He, She, They?**

Have you noticed that in some books it feels as if the character is talking to you, the reader? Other books feel as if the author is telling you about the characters. If the story is written using 'I', 'me' and 'my', it is written in THE FIRST PERSON. If the author is telling you about a character it is written in THE THIRD PERSON.

This is the beginning of James and the Giant Peach by Roald Dahl.

Until he was four years old, James Henry Trotter had a happy life. He lived peacefully with his mother and father in a beautiful house beside the sea. There were always plenty of other children for him to play with, and there was the sandy beach for him to run about on, and the ocean to paddle in. It was the perfect life for a small boy.

**Write this extract out. Change all the underlined words with 'I' or 'my' or 'me'.**

How does it sound? Do you feel differently about the character? Is it better or not as good? Discuss how you feel with your friend.

When you read other books, think about who is telling the story. Is it one of the characters or is it the author? Try reading a page of your book with your friend and changing the 'person' from 1st to 3rd or 3rd to 1st.
When reading (aloud) show awareness and understanding of the different voices in stories

**Year 3 Term 3**
Pupils should be taught:
T3 to distinguish between 1st and 3rd person accounts

This activity is to change the beginning of James and the Giant Peach from 1st to 3rd person. It will be quite challenging for the children to express their views about how it changes the effect for the reader. They will need support in recognising that a 1st person account makes the character seem closer to the reader - as if he/she is talking directly to you.
Ask the children to note when they are reading whether the story is told in the 1st or 3rd person. Encourage them to read a section in the 'other' person and discuss the effect.
Where is the book I want to read?

Just imagine if all of the books in a library were put on the shelves higgledy-piggledy. What would happen if recipe books were put next to books on insects or history books? You would not be able to find anything! If you look carefully at the spine of a book in a library, you will notice a sticker with a number on it. This is called the Dewey number. This number tells you what kind of book it is.

Look at the plan of a library below. Each room has a number in it. Go to your school library and find a book in the non-fiction section. What number does the sticker begin with? Copy its title into the correct room on the plan. Note down what the book is about.

1  2  3  4  5  6  7  8  9  0
**Where is the book I want to read?**

**Year 3 Term 3**
Pupils should be taught:
T18 to locate books by classification in class or school libraries.

This activity is to help children to recognise that different subjects are classified by Dewey numbers in libraries. They do not yet need to know that there are subdivisions but understand that the first digit indicates the general theme of the book.

These are:

- **100s** = Philosophy, Psychology and Information
- **200s** = Beliefs, Religions and Mythologies
- **300s** = Community
- **400s** = Language
- **500s** = Science
- **600s** = Science and Technology
- **700s** = Sport and Recreation
- **800s** = Literature - poems and plays
- **900s** = Geography, History and Biography
- **000s** = Encyclopaedias

These are quite sophisticated classifications. The children need only find titles within these sections and write them on their sheet.
When you are reading your book, think about how the main character is feeling every time something happens. How do they behave as each thing happens? What do you think they feel about other characters in the story. Write down what you think and find words and phrases in your book to show how the character feels, behaves or thinks about another character.

**Characters**

<table>
<thead>
<tr>
<th>Character's name:</th>
</tr>
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<tbody>
<tr>
<td>Event</td>
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What would you say to the character if you could talk to them about what happens to them and how they feel?
Characters

Discuss the actions of the main characters and justify views using evidence from the text.

Year 3 Term 3
Pupils should be taught:
T5 to discuss (i) characters’ feelings; (ii) behaviour, e.g. fair or unreasonable, brave or foolish; (iii) relationships, referring to text and making judgements.

This activity is designed to develop children’s ability to consider characters’ behaviour and how it impacts upon the plot. It is important for readers to understand that the responses and reactions of characters are interwoven with the events of a story. Make the link between this activity and the children’s own writing - when describing what character is doing remember to say how they feel.
Author! Author!

Name:

Born: Died:

Publishers:

Titles:

Any other interesting information:

Name:

Born: Died:

Publishers:

Titles:

Any other interesting information:

You will find information about authors on www.storiesfromtheweb.org
Author! Author!

Year 3 Term 3
*Draw on knowledge of authors and types of books they write to inform choices*

Pupils should be taught:
T9 to be aware of authors and to discuss preferences and reasons for these.

The website [www.storiesontheweb.org](http://www.storiesontheweb.org) contains lots of information about authors and their work. There are many links to sites related to children's reading. You may need to investigate the site and specify the links that you would like the children to follow.

Information can also be found on the covers of books and the endplates.
Book Review

I have just read .................................................................................................................................

by .........................................................................................................................................................

I liked the part when ............................................................................................................................

because .................................................................................................................................................

I didn’t like ............................................................................................................................................

because ...................................................................................................................................................

What would you say to a friend to persuade them to read this book?

..............................................................................................................................................................

..............................................................................................................................................................

..............................................................................................................................................................


**Book Review**

*Draw on knowledge of authors and types of books they write to inform choices*

**Year 3 Term 3**

Pupils should be taught:
T9 to be aware of authors and to discuss preferences and reasons for these.

This activity is designed to encourage children to reflect upon what they read. Ask the children to talk about their books to each other and explain what they have enjoyed and why. They also need to learn how to express their dislike of some books or parts of books in a constructive way; giving reasons.
Why do people write letters? Who do they write to?
Ask your teacher if you can interview adults around school about the letters that they write and receive. Use these questions to help you.

1. Who did you write your last letter to?

..........................................................................................................................................................................................

2. What was it about?

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3. What was the last letter that you received?

..........................................................................................................................................................................................

4. What was it about?

..........................................................................................................................................................................................

5. How often do you write letters?

..........................................................................................................................................................................................

6. How many letters do you receive each day?

..........................................................................................................................................................................................

7. What kind of letters do you like to receive?

..........................................................................................................................................................................................

8. What kind of letters do you not like to receive?

..........................................................................................................................................................................................

9. Do you have any letters that it would be all right for me to read?
Writing Letters

Year 3 Term 3
Pupils should be taught:
T16 to read examples of letters written for a range of purposes, e.g. to recount, explain, enquire, complain, congratulate, comment; understand form and layout including form and layout including use of paragraphs, ways of starting, ending, etc. and ways of addressing different audiences - formal/informal.

This activity supports the writing objective T20: to write letters, notes and messages linked to work in other subjects, to communicate within school; letters to authors about books, selecting style and vocabulary appropriate to the intended reader.

This activity is in the form of a questionnaire. Ask the children to ask people around the school about the letters they have written or received lately. This will show the children that letters can be written for many reasons. General letters written by teachers and the school to parents about day to day issues may be made available for the children to read.
Write a letter to the children from you which models the letter writing conventions you want them to learn.
Write a letter to ……………………………….

Pretend you are a character from a well-known story. Write a letter to another character about something that has happened in the story. Ask your teacher to help you with your ideas.
Write a letter to ..................................

**Year 3 Term 3**
Pupils should be taught:
T20: to write letters, notes and messages linked to work in other subjects, to communicate within school; letters to authors about books, selecting style and vocabulary appropriate to the intended reader.

Ask the children to write a letter as a character from a well-known story. For example the ogre in Jack and the Beanstalk could write to Jack’s mother complaining about Jack stealing his treasures. Or, the children could write a letter from one character in their book to another - the contents could relate to something that has happened in the story.
<table>
<thead>
<tr>
<th>Title:</th>
</tr>
</thead>
<tbody>
<tr>
<td>What do you already know?</td>
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<td></td>
</tr>
<tr>
<td>What would you like to know?</td>
</tr>
<tr>
<td></td>
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<tr>
<td>What have you found out?</td>
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<tr>
<td></td>
</tr>
<tr>
<td>Did anything surprise you?</td>
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</table>
KWL Grid

Year 3
This activity relates to many reading objectives. It can be used for fiction or non-fiction books.
Ask the children to note down what they already know about the subject of a non-fiction book or what they know from the cover and blurb of a fiction book.
They then note down what they would like to know about the non-fiction topic or the story.
When they have finished, ask them to note down what they have found out.