

The Worst Witch: Reading Comprehension: English : Year 3

	Learning Objective	Overview	Assessment Questions	Resources
Lesson 1	To be able to explain the meaning of words and phrases in context	In this first lesson, your class will be introduced to Mildred, and Miss Cackle's Academy for Witches! As a class, you will read together the first two chapters of the book, discussing the characters and events. In their independent activities, children will be challenged to define unfamiliar words from the book by using the strategy of 'reading around' the word, as well as checking the definition using a dictionary.	<ul style="list-style-type: none"> Do children show understanding of the main characters and events in the text so far? Can children explain the meaning of words in context? Can children use evidence from the text to support their answers and ideas? 	<ul style="list-style-type: none"> Slides The Worst Witch, Ch. 1-2 (not provided) Dictionaries Definition Cards 1A/1B/1C Discussion Cards (FSD? activity only) Discussion Prompts Cards (FSD? activity only)
Lesson 2	To show understanding of a character's thoughts, feelings and motives	After briefly recapping on the events of the first two chapters of the book, you will then read the next two chapters together as a class. Children will be encouraged to think about and discuss the characters' thoughts, feelings and motives for different scenes in the chapters. Children will further demonstrate understanding of the characters in their independent activities through matching characters and feelings, completing speech bubbles, or performing role-plays.	<ul style="list-style-type: none"> Can children recap and summarise the characters and events in the text so far? Can children infer the thoughts, feelings and motives of characters from the text? Can children give their own opinions of the characters in the text? 	<ul style="list-style-type: none"> Slides The Worst Witch, Ch. 3-4 (not provided) Character, Event and Feelings Cards Worksheet 2A/2B Role-play Cards (FSD? activity only) Extract Sheet 2A/2B (FSD? activity only)
Lesson 3	To be able to summarise and retell events from a text	As a class, you will first read chapter five, and then focus on how we can use evidence from text extracts to answer given questions, looking in particular at the character of Miss Hardbroom. You will then read chapter six together, and ask children to summarise the broomstick formation display. Children will assess the effectiveness of three different summaries before using this skill in their independent activities, where they will retell events from the perspective of one of the characters in a letter or diary entry.	<ul style="list-style-type: none"> Can children summarise part of a text? Can children put themselves into the shoes of a character to retell events within a text? Can children infer how characters from the text may be feeling about events? 	<ul style="list-style-type: none"> Slides The Worst Witch, Ch.5-6 (not provided) Extract Sheet 3A Letter Template Challenge Card 3A/3B/3C Diary Template A/B/C/D/E (FSD? activity only) Challenge Card 3D (FSD? activity only)
Lesson 4	To be able to predict what might happen next in the text	In this lesson, children will read together and discuss the events in chapter seven and most of chapter eight. They will answer a range of questions, being encouraged to explain their answers. In their independent activities, children will make predictions of what might happen next, based on what they have read so far. In the alternative activity, children read, discuss and order given scenarios based on what they think is most/least likely to happen.	<ul style="list-style-type: none"> Do children understand what a prediction is? Can children share their predictions orally and in written form? Can children justify their predictions using evidence from the text? 	<ul style="list-style-type: none"> Slides The Worst Witch, Ch. 7-8 (not provided) Worksheet 4A/4B/4C Scenario Cards (FSD? activity only)
Lesson 5	To demonstrate understanding of the events and characters within a text	As a class, children will read the last two chapters of the book, answering questions and discussing their opinions of characters and events. In their independent activities, children will focus on portraying how the main characters are feeling now, and why, based on events. In the alternative activity, children will first compile a list of questions they would like to ask each character, and then are challenged to answer these questions as the different characters.	<ul style="list-style-type: none"> Can children offer and explain their own opinions of the text? Can children ask and answer questions about the characters and events in the text? Can children put themselves into the shoes of a character, and answer questions as this person? 	<ul style="list-style-type: none"> Slides 'The Worst Witch', ch.9-10 (not provided) Worksheet 5A/5B Character Question Cards Question Sheet (FSD? activity only) Name Tags (FSD? activity only)

The Worst Witch: Reading Comprehension: English : Year 3



Reading - word reading	
<ul style="list-style-type: none"> apply their growing knowledge of root words, prefixes and suffixes (etymology and morphology) as listed in English Appendix 1, both to read aloud and to understand the meaning of new words they meet read further exception words, noting the unusual correspondences between spelling and sound, and where these occur in the word 	
Reading - comprehension	
<ul style="list-style-type: none"> listening to and discussing a wide range of fiction, poetry, plays, non-fiction and reference books or textbooks reading books that are structured in different ways and reading for a range of purposes using dictionaries to check the meaning of words that they have read increasing their familiarity with a wide range of books, including fairy stories, myths and legends, and retelling some of these orally identifying themes and conventions in a wide range of books preparing poems and play scripts to read aloud and to perform, showing understanding through intonation, tone, volume and action discussing words and phrases that capture the reader's interest and imagination recognising some different forms of poetry [for example, free verse, narrative poetry] 	<ul style="list-style-type: none"> checking that the text makes sense to them, discussing their understanding and explaining the meaning of words in context asking questions to improve their understanding of a text drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence predicting what might happen from details stated and implied identifying main ideas drawn from more than one paragraph and summarising these identifying how language, structure, and presentation contribute to meaning retrieve and record information from non-fiction participate in discussion about both books that are read to them and those they can read for themselves, taking turns and listening to what others say
Writing - transcription HANDWRITING	Writing - spelling, punctuation and grammar
<ul style="list-style-type: none"> use the diagonal and horizontal strokes that are needed to join letters and understand which letters, when adjacent to one another, are best left unjoined increase the legibility, consistency and quality of their handwriting [for example, by ensuring that the downstrokes of letters are parallel and equidistant; that lines of writing are spaced sufficiently so that the ascenders and descenders of letters do not touch] 	<ul style="list-style-type: none"> extending the range of sentences with more than one clause by using a wider range of conjunctions, including when, if, because, although using the present perfect form of verbs in contrast to the past tense choosing nouns or pronouns appropriately for clarity and cohesion and to avoid repetition using conjunctions, adverbs and prepositions to express time and cause using fronted adverbials learning the grammar for years 3 and 4 in English Appendix 2 using commas after fronted adverbials indicating possession by using the possessive apostrophe with plural nouns using and punctuating direct speech use and understand the grammatical terminology in English Appendix 2 accurately and appropriately when discussing their writing and reading
Writing - transcription SPELLING	English Appendix 2
<ul style="list-style-type: none"> use further prefixes and suffixes and understand how to add them (English Appendix 1) spell further homophones spell words that are often misspelt (English Appendix 1) place the possessive apostrophe accurately in words with regular plurals [for example, girls', boys'] and in words with irregular plurals [for example, children's] use the first two or three letters of a word to check its spelling in a dictionary write from memory simple sentences, dictated by the teacher, that include words and punctuation taught so far 	<p>WORD</p> <ul style="list-style-type: none"> Formation of nouns using a range of prefixes [for example super-, anti-, auto-] Use of the forms a or an according to whether the next word begins with a consonant or a vowel [for example, a rock, an open box] Word families based on common words, showing how words are related in form and meaning [for example, solve, solution, solver, dissolve, insoluble]
Writing - composition	<p>SENTENCE</p> <ul style="list-style-type: none"> Expressing time, place and cause using conjunctions [for example, when, before, after, while, so, because], adverbs [for example, then, next, soon, therefore], or prepositions [for example, before, after, during, in, because of] <p>TEXT</p> <ul style="list-style-type: none"> Introduction to paragraphs as a way to group related material Headings and sub-headings to aid presentation Use of the present perfect form of verbs instead of the simple past [for example, He has gone out to play contrasted with He went out to play] <p>PUNCTUATION</p> <ul style="list-style-type: none"> Introduction to inverted commas to punctuate direct speech <p>TERMINOLOGY FOR PUPILS</p> <p>preposition, conjunction word family, prefix clause, subordinate clause direct speech consonant, consonant letter vowel, vowel letter inverted commas (or 'speech marks')</p>
<ul style="list-style-type: none"> discussing writing similar to that which they are planning to write in order to understand and learn from its structure, vocabulary and grammar discussing and recording ideas composing and rehearsing sentences orally (including dialogue), progressively building a varied and rich vocabulary and an increasing range of sentence structures (English Appendix 2) organising paragraphs around a theme in narratives, creating settings, characters and plot in non-narrative material, using simple organisational devices [for example, headings and sub-headings] assessing the effectiveness of their own and others' writing and suggesting improvements proposing changes to grammar and vocabulary to improve consistency, including the accurate use of pronouns in sentences proof-read for spelling and punctuation errors read aloud their own writing, to a group or the whole class, using appropriate intonation and controlling the tone and volume so that the meaning is clear 	