Literacy Tree

Curriculum 2014 Objectives	Word Reading		Reading Comprehension																Transcription						Grammar Year 3								Grammar Year 4								Composition									
			Develop positive attitudes to reading and understanding of what they read by:								Understand what they read, in books they can read independently, by:																												Plan their writing by:		Draft and write by:				Evaluate and edit by:			
	...y their ...ledge of ...ord words ...ing the ...ophonic ...ulfilled ...phonology and ...nographs) as listed in ...ation ...ppendix 1, both to read aloud and to understand the meaning of new words they ...ter	Read further exception words, noting the unusual correspondences between spelling and sound, and where these occur in the word	Listening to, discussing and relating 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, sonnet]	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	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	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, solution, solutions, dissolve, insoluble]	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]	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]	Introduction to inverted commas to punctuate direct speech	The grammatical difference between plural and possessive -s	Standard English forms for verb inflections instead of local spoken forms [for example, we were instead of we was, or I did instead of I done]	Noun phrases expanded by the addition of modifying adjectives, nouns, and prepositional phrases (e.g. the teacher expanded to: the strict maths teacher with curly hair)	Fronted adverbials [for example, Later, the day before the dance]	Use of paragraphs to organise ideas around a theme	Appropriate choice of pronoun or noun within and across sentences to aid cohesion and avoid repetition	Use of inverted commas and other punctuation to indicate direct speech	Apostrophes to mark plural possession [for example, the girls' name, the girls' names]	Use of commas after fronted adverbials	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	As 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
Books																																																		
Varmint	✓		✓		✓		✓				✓					✓											✓	✓		✓		✓			✓		✓		✓		✓	✓		✓				✓		
The Mermaid of Zennor	✓		✓	✓		✓			✓					✓	✓							✓							✓			✓	✓		✓	✓		✓	✓	✓	✓		✓	✓		✓	✓	✓	
FATHER	✓					✓	✓		✓				✓					✓		✓									✓	✓					✓	✓		✓				✓	✓		✓		✓	✓		
Until I Met Dudley	✓			✓					✓							✓			✓					✓			✓							✓		✓				✓	✓		✓		✓	✓		✓	✓	✓
The Iron Man	✓	✓	✓					✓		✓				✓	✓	✓	✓		✓			✓	✓												✓	✓		✓			✓	✓		✓		✓	✓	✓	✓	✓
Findlewaddle	✓	✓				✓	✓	✓	✓				✓	✓	✓	✓	✓		✓								✓								✓	✓	✓			✓		✓		✓	✓	✓	✓	✓	✓
Winter's Child	✓					✓	✓		✓				✓	✓	✓	✓	✓		✓								✓	✓							✓	✓	✓	✓		✓		✓		✓	✓	✓	✓		
The Baker by the Sea	✓	✓	✓				✓	✓	✓		✓		✓	✓							✓						✓	✓		✓		✓			✓	✓								✓		✓				✓
The Story of Tutankhamun	✓		✓	✓	✓	✓								✓	✓	✓		✓	✓								✓	✓		✓	✓	✓			✓	✓								✓			✓		✓	
Granny Came Here on the Empire Windrush	✓		✓				✓		✓					✓		✓										✓																		✓		✓		✓	✓	
Jabberwocky	✓		✓				✓	✓	✓	✓	✓			✓	✓	✓											✓					✓												✓				✓		
Pride: Story of Harvey Milk & the Rainbow Flag	✓		✓	✓			✓		✓				✓	✓	✓	✓		✓	✓				✓												✓	✓	✓	✓		✓		✓		✓	✓	✓	✓	✓	✓

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