Literacy Tree

Curriculum 2014 Objectives / Books	Word reading	Reading comprehension																					Transcription							Grammar Year 5									Grammar Year 6									Composition														
		Maintain positive attitudes to reading and understanding of what they read by:									Understand what they read by:																																																		
	Apply phonic knowledge and skills as the route to decode words	Continuing to read and discuss an increasing range of fiction, poetry, plays, non-fiction and reference books or textbooks	Reading books that are appropriate for their independent reading and for a range of purposes	Increasing their familiarity with a wide range of books, including fiction, poetry, plays, non-fiction and reference books or textbooks	Recommending books they have read to their peers, giving reasons for their choices	Identifying and discussing themes and conventions in and across a wide range of writing	Making comparisons within and across books	Learning a wide range of poetry by heart	Preparing poems and plays to read aloud and perform, showing understanding through intonation, tone and volume so that the meaning is clear to an audience	Checking that the book makes sense to them, discussing their understanding and explaining the meaning of words in context	Asking questions to improve their understanding	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	Summarising the main ideas drawn from more than one paragraph, identifying key details that support the main ideas	Identifying, listing, discussing retrieval and presentation contribution to meaning	Discuss and evaluate authors' use of language, including figurative language, considering the impact on the reader	Distinguish between statements of fact and opinion	Retrieve, record and present information from non-fiction	Participate in discussions about books that are read to them and those they read for themselves, building on their own and others' ideas and challenging views courteously	Evaluate and discuss their understanding of what they have read, including through formulating arguments/ and debates, justifying their ideas, focus on the topic and using notes where necessary	Provide reasoned justifications for their views	Use Sullivan scribbles and Phonics Bloom to underpin decoding	Read words with 'silent' letters (for example, doubt, island)	Continue to distinguish between homophones and other words which are often confused	Use knowledge of morphology and etymology in spelling and to understand the meaning of words	Use the dictionary to check the spelling and meaning of words	Use the first one or two letters of a word to check its spelling, choosing an appropriate dictionary	Use a thesaurus	Using expanded noun phrases to convey complicated information concisely	Converting nouns or adjectives into verbs using suffixes (for example, -ate; -ify)	Verb prefixes (for example, dis-, de-, mis-, over-, re-)	Relative clauses beginning with who, which, where, when, whose, that or an omitted relative pronoun	Indefinite pronouns and possessive pronouns (for example, everybody/ everybody's, everyone/ everyone's)	Cohesive links across paragraphs (for example, firstly, secondly, finally, meanwhile, then, after that, this, these)	Linking clauses using conjunctions (for example, when, if, because, although)	Linking clauses using adverbials of time and cause (for example, later, meanwhile, because of this, as a result)	Relative clauses beginning with who, which, where, when, whose, that or an omitted relative pronoun	Use of brackets to clarify meaning of words or phrases	The difference between vocabulary typical of a conversation or speech and vocabulary appropriate for formal spoken English (for example, will/ shall rather than 'gonna')	Nine words that are altered in spelling when adding suffixes beginning with vowel letters (for example, drop the 'e' before -ing)	Use of the subjunctive in some written and spoken contexts (for example, If I were or If he were)	The difference between structures typical of conversation and those typical of written Standard English, including the use of the passive to affect the presentation of a sentence (for example, I broke the window in the greenhouse versus The window in the greenhouse was broken (by me))	Hyphens to avoid ambiguity (for example, man-eating shark, versus man eating shark, or recover versus re-cover)	Hyphens to hyphenate compound adjectives (for example, half-cooked)	Linking ideas across paragraphs using a wide range of cohesive devices: repetition of a word or phrase, grammatical connections (for example, the use of adverbials such as on the other hand, then, soon after that, nevertheless), and ellipsis	Subject vocabulary (for example, headings, sub-headings, columns, bullets, or tables, or key statistics)	Use of the semi-colon, colon and dash to mark the boundary between independent clauses (for example, It is raining; I'm fed up)	Use of the colon to introduce a list or to introduce a clause	Punctuation of bullet points in a list	Hyphens to avoid ambiguity	How hyphens can be used to disambiguate (for example, man eating shark versus man-eating shark, or recover versus re-cover)	Identifying the audience for and purpose of the writing, selecting the appropriate form and using other similar writing as models for their own	Noting and discussing article titles, headings and sub-headings to establish what they will be about	In writing narrative, considering how authors have developed characters and settings in what they have read, listened to or seen, commented	Selecting appropriate grammar and vocabulary, understanding how such choices can change and enhance meaning	Sentence variety: use of adverbials, subordinate clauses and relative clauses	Organising paragraphs around a theme	Using a wide range of devices to build cohesion within and across paragraphs	Using fronted adverbials	Evaluating and editing by: Assessing the effectiveness of their own and others' writing	Proposing changes to vocabulary, grammar and punctuation to improve consistency, including the use of formal and informal language and the use of the passive	Ensuring the consistent and correct use of tense throughout a piece of writing	Ensuring subject and verb agreement when using singular and plural, distinguishing between an adverbial and a fronted adverbial	Proofreading for spelling and punctuation errors	Read aloud their own writing, to an audience, using appropriate intonation, volume, and movement so that meaning is clear
The Man who Walked Between the Towers	✓									✓	✓	✓	✓		✓							✓			✓					✓						✓																									✓		
Arctic Explorer	✓	✓	✓	✓		✓	✓	✓	✓	✓		✓		✓			✓				✓									✓		✓	✓	✓		✓				✓									✓		✓	✓	✓			✓	✓					✓
The Snowman	✓	✓	✓	✓		✓				✓		✓	✓	✓							✓	✓								✓										✓									✓		✓	✓	✓			✓	✓					
Dear Zoo	✓		✓	✓		✓				✓		✓			✓		✓					✓								✓										✓									✓		✓	✓										
The Lost Thing	✓																							✓						✓									✓			✓						✓	✓		✓				✓					
Mr Stitch	✓					✓	✓			✓		✓	✓								✓									✓										✓									✓													
The Lion and Bee Marmalade	✓	✓		✓							✓		✓	✓		✓					✓				✓					✓										✓									✓										✓		✓
The Whale	✓		✓	✓		✓	✓			✓		✓	✓	✓							✓									✓										✓									✓			✓										
The Lost Happy Endings	✓											✓		✓							✓		✓							✓																			✓			✓										
Krazal, Prince of Cats	✓			✓									✓								✓									✓																			✓												
Cinnabar	✓									✓	✓			✓		✓					✓									✓										✓									✓										✓			

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