
 Literacy Tree		Reading Comprehension																																Transcription				Grammar Year 3				Grammar Year 4			
		Develop positive attitudes to reading and understanding of what they read by:								Understand what they read, in books they can read independently, by:																																			
Curriculum 2014 Objectives		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	Listening to and discussing a wide range of texts including fiction, poetry, plays, non-fiction and reference books or textbooks	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)	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	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, solve, solution, solver, dissolve, insoluble)	Expressing time, place and cause using conjunctions (for example, when, before, after, while, as, 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 did)	Noun phrases expanded by the addition of modifying adjectives, nouns and prepositional phrases (e.g. the teacher expanded to: the strict maths teacher)	Fronted adverbials (for example, Later that day, I heard the bad news.)	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							
Books																																													
Leon and the Place Between		✓	✓		✓		✓	✓	✓				✓		✓								✓	✓			✓							✓	✓	✓	✓					✓			
The Barnabus Project		✓	✓	✓					✓				✓	✓				✓							✓				✓								✓	✓							
The Last Garden		✓	✓				✓	✓	✓									✓			✓		✓			✓																✓			
Small in the City		✓	✓					✓	✓				✓												✓				✓														✓		
Cinderella of the Nile		✓	✓					✓	✓				✓												✓				✓														✓		
The Story of Tutankhamun		✓		✓	✓	✓	✓						✓			✓	✓					✓	✓			✓	✓	✓																	
Jim, A Cautionary Tale		✓	✓	✓			✓		✓		✓	✓		✓					✓	✓					✓																				
The First Drawing		✓		✓			✓		✓				✓						✓						✓				✓														✓		
The Tin Forest		✓		✓	✓		✓		✓				✓	✓					✓						✓				✓																
The Iron Man		✓	✓	✓			✓	✓	✓				✓	✓		✓	✓								✓				✓														✓		
The Ever-Changing Earth		✓	✓	✓	✓	✓	✓	✓	✓			✓	✓	✓			✓	✓					✓			✓	✓	✓																	
Flotsam		✓		✓			✓	✓	✓				✓	✓		✓	✓								✓				✓														✓		



		Composition									
		Plan their writing by:		Draft and write by:				Evaluate and edit by:			
Apostrophes to mark plural possession (for example, the girls' names, 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 Z)	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
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Curriculum 2014 Objectives

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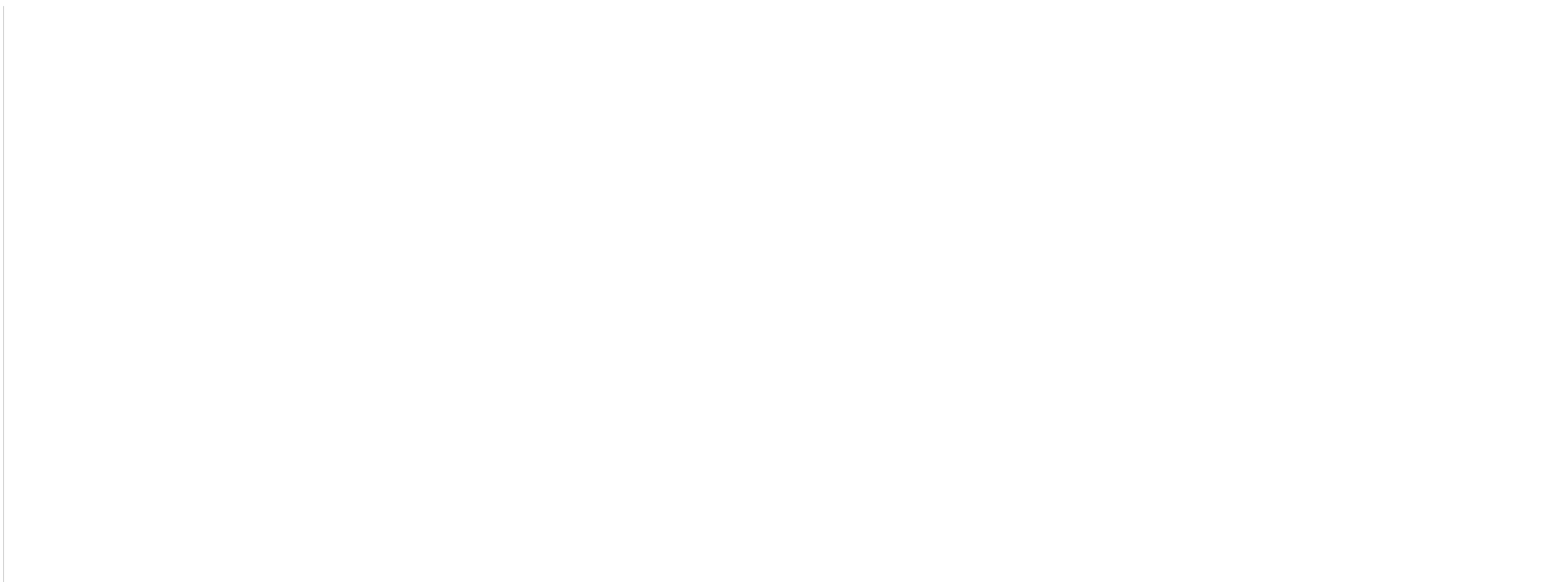






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Grammar Year 6								Composition													
								Plan their writing by:			Draft and write by:					Evaluate and edit by:					
Use of the passive to affect the presentation of information in a sentence [for example, I broke the window in the greenhouse versus The window in the greenhouse was broken (by me)]	The difference between structures typical of informal speech and structures appropriate for formal speech and writing [for example, He's your friend, isn't he?, or the use of subjunctive forms such as If I were or If I were to come in some very formal writing and speech]	Linking ideas across paragraphs using a wider range of cohesive devices: repetition of a word or phrase, grammatical connections [for example, the use of adverbials such as on the one hand, on the other hand, in contrast, or as a consequence], and ellipsis	Layout devices [for example, headings, sub-headings, columns, tables, to structure text]	Use of the semi-colon, colon and dash to mark the boundary between independent clauses [for example, It's raining. It's sunny. It's raining. It's sunny.]	Use of the colon to introduce a list and use of semi-colons within lists		How hyphens can be used to avoid ambiguity [for example, man-eating shark versus man-eating shark]	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 developing initial ideas, drawing on reading and research where necessary	In writing narratives, considering how authors have developed characters and settings in what pupils have read, listened to or seen performed	Selecting appropriate grammar and vocabulary, understanding how such choices can change and enhance meaning	In narratives, describing settings, characters and atmosphere and integrating dialogue to convey character and advance the action	Predicting longer passages	Using a wide range of devices to build cohesion within and across paragraphs	Using further organisational and presentational devices to structure text and to guide the reader [for example, headings, bullet points, underlining]	Assessing the effectiveness of their own and others' writing	Proposing changes to vocabulary, grammar and punctuation to enhance effects and clarify meaning	Ensuring the consistent and correct use of tenses throughout a piece of writing	Ensuring correct subject and verb agreement when using singular and plural, distinguishing between the language of speech and writing and choosing the appropriate register	Proof-read for spelling and punctuation errors	Perform their own compositions, using appropriate intonation, volume, and movement so that meaning is clear.
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