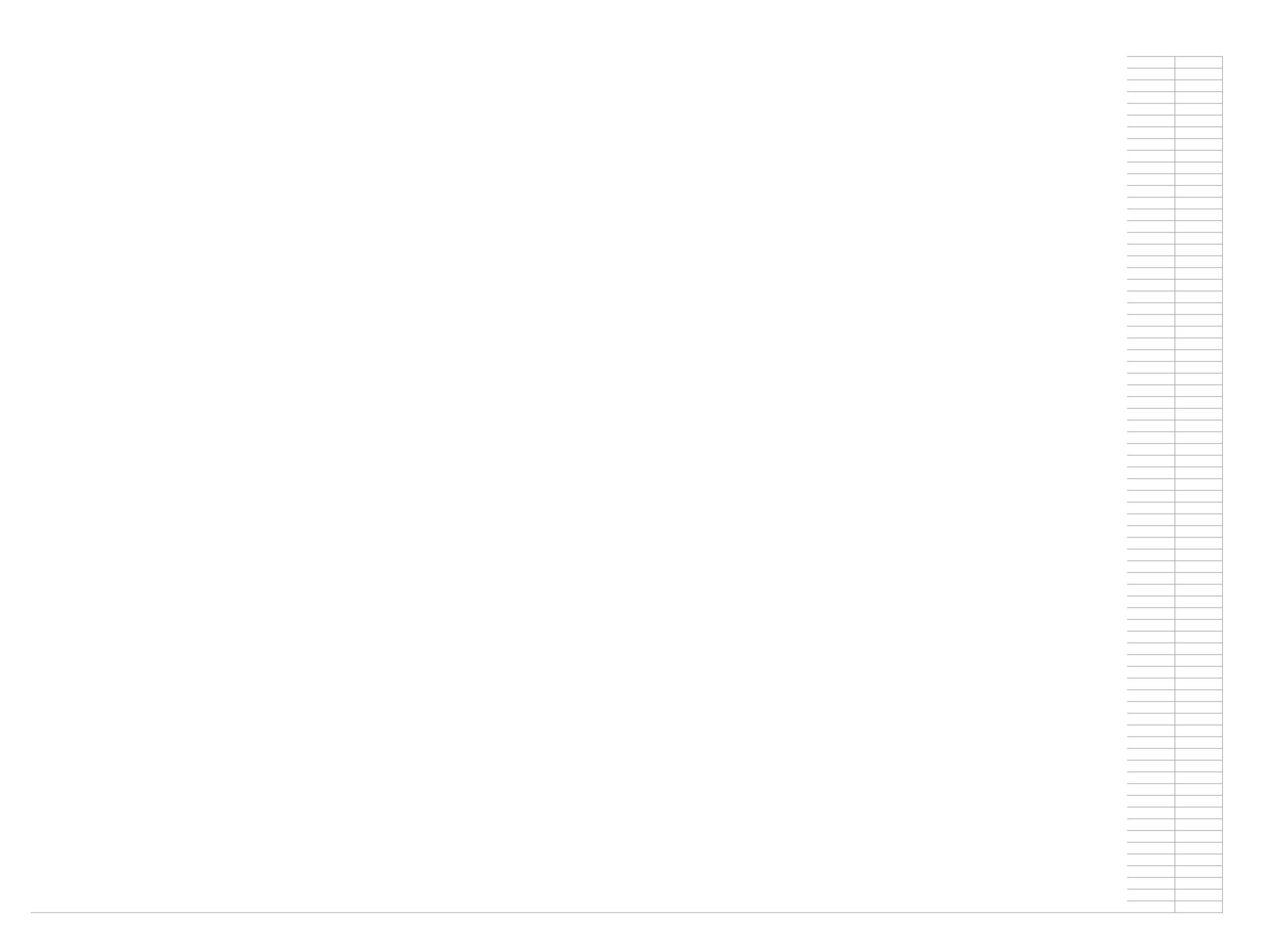
Literacy Tree    Secondary Company   Tree	4
Literacy Tree  September 1 Sep	4
Participants of the standard o	
Books         Leon and the Place Between         V <th< th=""><th>commas and other punctuation to</th></th<>	commas and other punctuation to
The Barnabus Project         V	
The Last Garden V V V V V V V V V V V V V V V V V V V	V
Small in the City V V V V V V V V V V V V V V V V V V V	V V
	V V
Cinderella of the Nile V V V V V V V V V V V V V V V V V V V	
The Story of Tutankhamun V V V V V V V V V V V V V V V V V V V	
Jim, A Cautionary Tale	
The First Drawing V V V V V V V V V V V V V V V V V V V	
The Tin Forest V V V V V V V V V V V V V V V V V V V	V V
The Iron Man V V V V V V V V V V V V V V V V V V V	V V
The Ever-Changing Earth V V V V V V V V V V V V V V V V V V V	V V
Flotsam V V V V V V V V V V V V V V V V V V V	<i>V V V V</i>



						Comp	osition				
		Plan their	writing by:		Draft and	d write by:		Evaluate a	and edit by:		
Apostrophes to mark plural possession [for example, the girl's 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	In narratives, creating settings, characters and plot	devices [for example, headings and	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
	V	<b>V</b>	V	V	V	V			V		
	<i>V</i>	<i>V</i>	<i>V</i>	<i>V</i>	<i>V</i>	· ·	V	<b>V</b>	<i>V</i>	V	V
	V	<i>V</i>	<i>V</i>	V	<i>V</i>	V	•	<i>V</i>	<i>V</i>		
V	V	<i>V</i>	<i>V</i>	V	<i>V</i>	V		<i>V</i>	<i>V</i>	V	V
			V		V				V		
	V	V	<b>V</b>		V		V		~		
		<b>V</b>	<b>V</b>			V		<b>V</b>			~
	<b>V</b>	<b>V</b>	<b>V</b>	<b>V</b>	<b>V</b>	<b>V</b>		<b>V</b>	<b>V</b>	<b>V</b>	
		<b>V</b>	<b>V</b>					<b>V</b>	<b>V</b>	✓	
<b>V</b>	<b>✓</b>	<b>V</b>	<b>V</b>		<b>V</b>	<b>V</b>		✓	<b>V</b>	<b>V</b>	V
	<b>✓</b>		<b>V</b>	<b>/</b>	<b>✓</b>	V	<b>✓</b>	<b>/</b>	<b>/</b>	<b>/</b>	~
	<b>✓</b>	<b>✓</b>	<b>/</b>		<b>✓</b>	V			<b>V</b>		



										Reading Cor	mprehension																												
	Word	Reading		evelop posi	itive attitude:	s to reading a	and understa	anding of wha	at they read	by:	Understand	d what they r	ead, in book	s they can re	ead indepen	dently, by:					Transo	cription						Gramma	ar Year 3							Gr	rammar Year	ar 4	
Literacy Tree  Curriculum 2014 Objective	root words, prefixes and suffixes (etymology and morphology) as listed in English Appendix 1, both to read aloud and to understand the meaning	Read further exception words, noting the unusual corresponden ces between spelling and sound, and where these occur in the word	Listening to and discussing a wide range of fiction, poetry, plays, non- fiction and reference books or	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	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	reader's	Recognising some different forms of poetry [for example, free verse,	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	Identifying main ideas drawn from more than one paragraph and summarising these	Identifying how language, structure, and presentation contribute to meaning		can read for themselves, taking turns and listening	Use further prefixes and suffixes and understand how to add them (English Appendix 1)	Spell further	Spell words that are often misspelt (English Appendix 1)	with irregular plurals [for example,	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	Formation of nouns using a	forms a or an according to whether the next word begins with a consonant or	Word families based on common words, showing how words are related in form and meaning [for example, solve, solution, solver,	soon, therefore], or prepositions [for example,	a way to	Headings and sub-headings to aid	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]	inverted commas to punctuate	The grammatical	Standard English forms for verb inflections instead of local spoken forms [for	Noun phrases expanded by the addition of modifying adjectives, nouns and preposition phrases (e.g. the teacher expanded to: the strict maths teacher with ourly hair)	Fronted adverbials [for example, Later that day, I heard the	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
Books																																							
Winter's Ch	ld 🗸					<b>V</b>	✓		<b>✓</b>	<b>✓</b>		✓	<b>✓</b>	<b>✓</b>	<b>✓</b>	<b>✓</b>		✓				✓						<b>V</b>	✓			<b>✓</b>			<b>✓</b>	V	<b>✓</b>	<b>V</b>	<b>V</b>
Escape from Pomp	eii 🗸		<b>V</b>	<b>V</b>		V			<b>✓</b>			✓	<b>V</b>	<b>✓</b>				<b>✓</b>	<b>V</b>					✓				<b>✓</b>	<b>✓</b>			<b>✓</b>			<b>✓</b>	V		<b>V</b>	<b>V</b>
The Lion and the Unico	rn 🗸	<b>V</b>	<b>V</b>			V	<b>V</b>	V	<b>V</b>			✓	<b>V</b>	✓		<b>✓</b>	<b>V</b>	<b>V</b>	<b>V</b>	<b>✓</b>		<b>V</b>						<b>V</b>		<b>V</b>	✓		✓	<b>V</b>	<b>V</b>	V	<b>✓</b>		<b>V</b>
How to Live Forev	er 🗸		<b>V</b>		<b>V</b>		<b>V</b>		<b>✓</b>		<b>V</b>	✓	<b>✓</b>	<b>✓</b>				<b>✓</b>					<b>V</b>		<b>✓</b>		<b>V</b>	<b>V</b>				<b>✓</b>			<b>✓</b>	V			<b>V</b>
Varmin	ts 🗸		✓		<b>✓</b>		✓		<b>✓</b>		<b>✓</b>		<b>V</b>				<b>✓</b>							✓				<b>V</b>	<b>✓</b>	<b>V</b>						~	<b>V</b>	<b>V</b>	<b>V</b>
Until I Met Dudle	ey 🗸			V					<b>✓</b>						<b>V</b>				<b>V</b>			<b>V</b>	<b>V</b>		<b>✓</b>		<b>✓</b>	<b>✓</b>		<b>V</b>			~		<b>✓</b>	~	<b>V</b>	V	
The Iron Ma	an 🗸	<b>V</b>	<b>✓</b>				<b>✓</b>		<b>V</b>				V	<b>✓</b>	V	✓		<b>V</b>			V	<b>✓</b>			<b>V</b>							<b>✓</b>			<b>V</b>	~		~	<b>V</b>
The Pied Piper of Hame	in 🗸	<b>V</b>				V	<b>✓</b>		<b>V</b>												V	<b>V</b>	<b>V</b>	<b>✓</b>		V		<b>V</b>	<b>✓</b>	<b>V</b>						~	<b>V</b>		
Black Do	og 🗸						<b>✓</b>		<b>V</b>				V	<b>✓</b>		✓		<b>V</b>				<b>V</b>						<b>V</b>				<b>✓</b>	<b>✓</b>		<b>V</b>	~		~	<b>V</b>
	ts 🗸	V				V	V		~														V	V				~							V	V		V	
Odd and the Frost Gian	lo V					_														the state of the s																			



Apostrophes to mark plural possession (for example, the girl's name, the girls' name)  Apostrophes to mark plural possession (for example, the girls' name, the							Comp	osition				
Apostrophes to mark plural possession (for example, the girls names)  V  V  V  V  V  V  V  V  V  V  V  V  V			Plan their	writing by:		Draft and	d write by:		Evaluate a	and edit by:		
	to mark plural possession [for example, the girl's name, the	commas after fronted	writing similar to that which they are planning to write in order to understand and learn from its structure, vocabulary	and recording	and rehearsing sentences orally (including dialogue), progressively building a varied and rich vocabulary and an increasing range of sentence structures (English	paragraphs around a	creating settings, characters	narrative material, using simple organisational devices [for example, headings and	effectiveness of their own and others' writing and suggesting	changes to grammar and vocabulary to improve consistency, including the accurate use of pronouns in	for spelling and punctuation	appropriate intonation and controlling the tone and volume so that the meaning is
	<b>V</b>		<b>V</b>	<b>V</b>	<b>V</b>	<b>V</b>			<b>V</b>	<b>V</b>	<b>V</b>	
	•	V			•		V					
	✓		<b>V</b>		V	V	V		<b>V</b>	<b>V</b>		
			<b>V</b>	<b>V</b>	<b>V</b>		V		<b>V</b>			<b>V</b>
V V V V V V V V V			<b>V</b>			<b>✓</b>	V	<b>V</b>		<b>V</b>		
	<b>✓</b>	V		<b>✓</b>		<b>V</b>		V	<b>V</b>	<b>V</b>	•	<b>V</b>
	<b>✓</b>		*	<b>V</b>		·	V		<b>/</b>	<b>V</b>	<b>/</b>	<b>/</b>
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	Word	_								Ī	Reading Co	mprehensior	1			7									Transcription	,						Gr	rammar Yea	r 5				
	Reading	1	Maintain pos	sitive attitudes	es to reading	and underst	anding of wha	at they read	by:		Un	nderstand wh	at they reac	l by:											Transcription	'						Oi	iaiiiiiai ica	1 3				
Literacy Tree  Curriculum 2014 Objectives	Apply their growing knowledge or root words, prefixes and suffixes (morphology and etymology), listed in English Appendix 1, both to read aloud and to understand the meaning of new words that they me	Continuing to read and discuss an increasingly wide range of fiction, poetry plays, nonfiction and	f Reading /, books that an structured in different ways and reading for a range of purposes	from our literary heritage, and	Recommending books that they have read to their peers, giving reasons for their choices	discussing themes and conventions in	nd Making comparisons within and across books	Learning a	through intonation, tone and volume so that	Checking that the book makes sense to them, discussing their understanding and exploring the meaning of words in context	Asking questions to improve their	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	Summarising the main idea: drawn from more than one paragraph, identifying key details that support the main ideas	how language	Discuss and evaluate how authors use language, including figurative language, considering the impact of the reader	Distinguish between statements of fact and opinion	Retrieve, record and present information from non- fiction	discussions about books that are read to them and those they can read for themselves, building on their own and others' ideas	s and debates, maintaining a focus on the topic and	justifications for their	Use further prefixes and suffixes and understand the guidance for adding them	Spell some words with 'silent' letters [for example, knight, psalm,	Continue to distinguish between homophones and other words which are often confused	specifically, as	Use dictionaries to check the spelling and meaning of words	Use the first three or four letters of a word to check spelling, meaning or both of these	to	Jsing Cornous adjaction phrases convey complicated information examples at exa	onverting buns or ljectives into with the susing iffixes [for cample, — me; —ise; —ify]	erb prefixes work of the control of	vho, which, vhere, when,	Indicating degrees of possibility using adverbs [for example, perhaps, surely] or modal verbs [for example, might, should, will, must]	Devices to build cohesion within a paragraph [for	example,	Brackets, dashes or commas to indicate parenthesis	Use of commas to clarify meaning or avoid ambiguity	The difference between vocabulary typical of informal speech and vocabulary appropriate for formal speech and writing [for example, find out – discover; ask for – request; go in – enter]  The difference between vocabulary typical of informal speech and vocabulary appropriate for formal speech and writing [for example, big, large, little].
Books			Pomposso																	,							,		account of the control of the contro	,,,,	,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,		,					
The Man Who Walked Between the Towe	ers 🗸									<b>✓</b>	<b>✓</b>	~	V		V				V			<b>V</b>			<b>✓</b>				<b>✓</b>			V	<b>V</b>				~	
The Promis	se 🗸					· ·			V	•	<b>V</b>	V			V	V			V	V					V		<b>✓</b>	<b>V</b>	<b>✓</b>			•	<b>V</b>				V	<b>✓</b>
Rain Play	er 🗸		V	V		V						V	V		V			V	V	V	<b>✓</b>	<b>V</b>			V								V		V			V
The Tempe	est 🗸	V		V		V		V	V	<b>V</b>		V							V		<b>✓</b>	<b>V</b>							V			<b>V</b>	<b>V</b>			V		V
Stonew	all 🗸		V			V						V		V			V	V	V	V	<b>✓</b>				<b>✓</b>	V												V V
Freedom Bi	ird 🗸	V		V		V					V	V	V	V	V	V					<b>✓</b>	<b>V</b>			<b>✓</b>				V			<b>V</b>	<b>✓</b>				V	
Beow	ulf 🗸		V	<b>✓</b>			V			<b>V</b>		V	V	~		V					<b>✓</b>				<b>✓</b>	<b>V</b>	<b>✓</b>	<b>V</b>	V			<b>V</b>	<b>✓</b>	~	V	V	V	V V
Res	ist 🗸	<b>✓</b>	V	<b>✓</b>	V	V	V			<b>V</b>	V	V	V	~	V	V			V		<b>✓</b>	<b>V</b>			<b>✓</b>	<b>V</b>	<b>✓</b>	<b>V</b>	V			<b>V</b>	V	V	V	V	V	
High Rise Myste	ery 🗸		V	<b>✓</b>			V			<b>✓</b>		V	V	~		V					<b>✓</b>	<b>✓</b>	V	V		<b>V</b>		V	~			<b>✓</b>	V	V	V	V	V	<b>✓</b>
Curios	ity 🗸									<b>✓</b>	V			V	V			V	<b>✓</b>			<b>V</b>			<b>✓</b>	<b>V</b>	<b>✓</b>	<b>V</b>	<b>✓</b>			<b>V</b>	<b>V</b>			V	V	
Robot G	Girl 🗸		~	V		V	~			<b>✓</b>		~	V	V		V				V	~	~							<b>V</b>			<b>✓</b>	<b>V</b>		<b>V</b>		~	<b>✓</b>

					osition	Comp														
		and edit by:	Evaluate a			by:	aft and write	Dr		g by:	n their writin	Plai					ır Year 6	Gramma		
Perform their own composition, using appropriate intonation, volume, and movement so that meaning is clear.	writing and choosing the appropriate	Ensuring the consistent and correct use of tense throughout a piece of writing	Proposing changes to vocabulary, grammar and punctuation to enhance effects and clarify meaning	Assessing the effectiveness of their own and others' writing	Using further organisational and presentational devices to structure text and to guide the reader [for example, headings, bullet points, underlining]	Using a wide range of devices to build cohesion within and	Précising longer passages	In narratives, describing settings, characters and atmosphere and integrating dialogue to convey character and advance the action	Selecting appropriate grammar and vocabulary, understanding how such choices can change and enhance meaning	In writing narratives, considering how authors have developed characters and settings in what pupils have read, listened to or seen performed	Noting and developing initial ideas, drawing on reading and research where necessary	Identifying the audience for and purpose of the writing, selecting the appropriate form and using other similar writing as models for their own	can be used to avoid ambiguity [for example, man eating shark versus man- eating shark, or recover versus re-	Punctuation of	Use of the colon to introduce a list and use of semi-colons within lists	Use of the semi-colon, colon and dash to mark the boundary between independent clauses [for example, It's raining; I'm fed up]	sub-headings, columns, bullets, or tables, to	range of cohesive devices: repetition of a word or phrase, grammatical connections [for example,	[for example, the use of question tags: He's your friend, isn't he?, or the use of subjunctive forms such as If Lwere or	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)]
V				<b>V</b>				V	V		~	<i>V</i>							<b>V</b>	
VV			V	<b>V</b>			<b>V</b>	V	V		•	•				<b>V</b>			•	•
	<b>V</b>		V	V	<b>V</b>	V		V	V		V					V	<b>V</b>	V		V
V			<b>V</b>	V				V	V	<b>V</b>		<b>V</b>								
V V	<b>V</b>	<b>V</b>	<b>V</b>	V	<b>V</b>	<b>V</b>	<b>V</b>		<b>V</b>		<b>V</b>	V		<b>✓</b>			<b>V</b>	<b>V</b>	<b>V</b>	<b>V</b>
V		✓		<b>V</b>		<b>V</b>		<b>V</b>	<b>V</b>		<b>V</b>	<b>V</b>							✓	✓
			<b>V</b>	<b>V</b>		<b>V</b>		<b>V</b>	<b>V</b>	<b>V</b>		<b>V</b>								
V V	<b>✓</b>	<b>✓</b>	<i>V</i>	V		<i>V</i>			V	V	~	V					<b>✓</b>	V	<i>V</i>	<i>\</i>
V			<i>V</i>	<i>V</i>	• •	<i>V</i>		<i>'</i>	<i>V</i>	<i>V</i>	<i>V</i>	<i>V</i>							<b>✓</b>	
-			<i>V</i>			<i>V</i>		1/	1/	- 1	<b>V</b>	<i>V</i>							<i>\</i>	

										R	eading Com	prehension																											
	Word Reading	N	/laintain positi	ive attitudes to	o reading and	d understan	nding of what	t they read by	y:			erstand wha	they read	by:											Transcription	ı						C	Grammar Ye	ar 5					
	Apply their growing knowledge of root words, prefixes and suffixes (morphology and etymology), as listed in English Appendix 1, both to read aloud and to understand the meaning of new words that they meet	plays, non- fiction and reference	Reading books that are structured in different ways and reading for a range of purposes	literary heritage, and books from other cultures	g books that dthey have th	and across a wide range of	Making comparisons within and across books	Learning a wider range of	showing munderstanding through intonation, tone and volume so that the meaning is clear to an	hecking that e book akes sense them, scussing eir nderstanding nd exploring e meaning f words in ontext	sking to approve their inderstanding v	and justifying hinderences	redicting hat might appen from etails stated	Summarising the main ideas drawn from more than one paragraph, identifying key details that support the main ideas	Identifying how language, structure and presentation	Discuss and evaluate how authors use language, including figurative language, considering the impact or the reader	Distinguish between statements of fact and opinion	Retrieve, record and present information from non-fiction	their own and others' ideas and	including through formal presentation s and debates,	Provide reasoned justifications for their views	Use further prefixes and suffixes and understand the guidance for adding them	words with 'silent' letters	Continue to distinguish between homophones and other words which are often confused	listed in English	Use dictionaries to check the spelling and meaning of words	Use the first three or four letters of a word to check spelling, meaning or both of these in a dictionary	Use a thesaurus	noun phrases to convey complicated	Converting nouns or adjectives into verbs using suffixes [for example, – ate; –ify]	Verb prefixes [for example, dis-, de-, mis-, over- and re-]	Relative clauses beginning with who, which, where, when, whose, that, or an omitted relative pronoun	perhaps.	within a paragraph [for example,	Linking ideas across paragraphs using adverbials of time [for example, later], place [for example, nearby] and number [for example, secondly] or tense choices [for example, he had seen her before]	Brackets, dashes or commas to indicate parenthesis	Use of commas to clarify meaning or avoid ambiguity	for – request;	How words are related by meaning as synonyms and antonyms [for example, big, large, little].
Books																																							
The Tempest	<b>V</b>	✓		<b>✓</b>		✓		<b>V</b>	<b>V</b>	V		<b>V</b>							<b>✓</b>		<b>✓</b>	✓							<b>✓</b>			V	✓			<b>✓</b>			<b>V</b>
Leila and the Blue Fox	<b>V</b>					✓	<b>✓</b>			<b>V</b>	<b>V</b>	<b>✓</b>	<b>V</b>	✓	<b>V</b>				<b>✓</b>							<b>✓</b>	<b>V</b>	<b>✓</b>	<b>V</b>			<b>V</b>	<b>V</b>	V	<b>V</b>		<b>✓</b>	V	<b>V</b>
The Arrival	<b>V</b>									<b>V</b>	✓	<b>✓</b>	<b>✓</b>	<b>✓</b>	✓											<b>✓</b>			<b>✓</b>			<b>V</b>	<b>✓</b>						
The Last Bear	<b>V</b>	✓	<b>✓</b>			✓				<b>V</b>	<b>✓</b>	✓	✓	✓		<b>V</b>		<b>✓</b>			✓				✓	✓	<b>✓</b>	✓	<b>✓</b>			<b>V</b>	✓				<b>✓</b>		
The Hidden Forest		✓	<b>V</b>									<b>✓</b>			✓			<b>✓</b>	✓						✓								✓			<b>✓</b>			
Suffragette: The Battle for Equality	<b>V</b>	<b>✓</b>		V		✓				<b>V</b>		✓							✓		✓				✓	✓						<b>V</b>	<b>✓</b>	<b>V</b>	<b>✓</b>	<b>✓</b>	<b>✓</b>	<b>✓</b>	
The Invention of Hugo Cabret	<b>V</b>	✓				✓	<b>✓</b>				<b>✓</b>	<b>✓</b>							<b>V</b>		✓	✓			<b>✓</b>	✓						<b>V</b>	<b>✓</b>						
Paradise Sands	<b>V</b>		<b>✓</b>		<b>V</b>						<b>✓</b>	<b>✓</b>			✓		<b>✓</b>				✓						<b>✓</b>					<b>V</b>		<b>V</b>		<b>✓</b>			
Boy in the Tower	<b>V</b>	<b>✓</b>				✓	<b>✓</b>				✓	<b>✓</b>							✓		✓	✓			✓	<b>✓</b>					<b>V</b>	<b>V</b>	✓			<b>V</b>			
Some Places More Than Others	<b>V</b>								V		✓	<b>V</b>	✓	<b>V</b>	<b>✓</b>	<b>V</b>			<b>✓</b>	<b>V</b>					<b>✓</b>	<b>✓</b>			<b>V</b>				<b>V</b>				<b>✓</b>		

					osition	Comp														
		and edit by:	Evaluate a			by:	aft and write	Dr		g by:	n their writin	Pla					r Year 6	Gramma		
Perform their own compositions , using appropriate intonation, volume, and movement so that meaning is clear.	writing and choosing the appropriate		grammar and punctuation to enhance	Assessing the effectiveness of their own and others' writing		Using a wide range of devices to build cohesion within and across		In narratives, describing settings, characters and atmosphere and integrating dialogue to convey character and advance the action	Selecting appropriate grammar and vocabulary, understanding how such choices can change and enhance meaning	In writing narratives, considering how authors have developed characters and settings in what pupils have read, listened to or seen performed	Noting and developing initial ideas, drawing on reading and research where necessary	selecting the appropriate form and using other similar writing				independent clauses [for example, It's raining; I'm	Layout devices [for example, headings, sub-headings, columns,	range of cohesive devices: repetition of a word or phrase, grammatical connections [for example, the use of adverbials such as on the other hand, in contrast, or as a consequence],	speech and structures appropriate for formal speech and writing [for example, the use of question tags: He's your friend, isn't he?, or the use of subjunctive forms such as If Lwere or Were they to come in some very formal writing and	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)]
V			<b>V</b>	<b>V</b>				<i>\</i>	V	<b>V</b>		<b>V</b>								
<i>V V</i>	V	V	<i>V</i>	<i>V</i>	V	V		V	V		V	V				V	<u> </u>	· ·	V	V
									V										<b>✓</b>	V
<b>✓</b>	<b>V</b>	<b>V</b>	<b>V</b>	<b>V</b>	<b>V</b>	<b>V</b>			V		V	<b>V</b>		<b>V</b>					<b>✓</b>	<b>V</b>
			<b>V</b>	<b>V</b>	<b>V</b>	<b>V</b>						<b>V</b>							<b>✓</b>	
V			<b>V</b>	<i>V</i>			<b>V</b>	V										<b>✓</b>	<b>V</b>	
	<b>/</b>			<b>✓</b>	<b>✓</b>	<b>✓</b>		<i>V</i>		<i>\</i>	<i>V</i>	<i>V</i>	<i>V</i>	<b>✓</b>					<b>V</b>	<i>V</i>
<i>V</i>	V	<i>\</i>	<i>\</i>	V		V		<i>'</i>	/		V	<i>\</i>	<i>V</i>			~		<i>V</i>	<i>V</i>	V
	<i>V</i>					<i>V</i>	4		V			<b>V</b>			<b>V</b>	<i>V</i>				