



Whole School Literacy Progression Map

Class Year 3 & 4



Literacy Area	Term 1	Term 2	Term 3
<p>Reading Skills: Throughout terms: Yr3 & 4: Develop positive attitudes to reading and understanding of what they read. Listen to and discuss a wide range of books. increase their familiarity with a wide range of books. Prepare poems and play scripts to read aloud and to perform, showing understanding through intonation, tone, volume and action</p> <p>Yr4: Participate in discussion about both books that are read to them and those they can read for themselves, take turns and listen to what others say</p>	<p>Year 3: Apply their growing knowledge of root words, prefixes and suffixes 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. Read books that are structured in different ways and show some awareness of the various purposes for reading. Identify themes and conventions in a wide range of books by making simple links to other known texts or personal experience. Recognise themes in age-appropriate texts, such as the triumph of good over evil. Recognise conventions in age-appropriate texts e.g. the use of magical devices in fairy stories and folk tales, or the use of first person in diaries. Understand what they read, in books they can read independently. Check that the text makes sense to them, discussing their understanding and explaining the meaning of words in context. Use known strategies appropriately to establish meaning, in books that can be read independently. Ask questions to improve their understanding of a text. Self-correct misread words when reading age-appropriate texts and discuss the meaning of new words in context. Use dictionaries to check the meaning of words that they have read. Show understanding of the main points drawn from more than one paragraph. Retrieve and record information from non-fiction. Uses text features to locate information e.g. contents, indices, subheadings. Begin to recognise fact and opinion. Locate information using skimming, scanning and text marking. Listen to and discuss a wide range of fiction, poetry, plays, non-fiction and reference books or textbooks, asking questions, listening and responding to others. Able to discuss words and phrases that capture the reader’s interest and imagination. Recognise some different forms of poetry [for example, free verse, narrative poetry]. Predict what might happen from details stated and implied. Make plausible predictions based on knowledge of the text. Understand what they read (in books they can read independently) by inferring feelings, thoughts and motives of main characters from their actions, and justify</p>	<p>Year 3: Continuation and deepening of term 1 skills alongside the statements below. Can explore and discuss underlying themes and ideas. Identify books set in different culture or historical setting. Begin to relate texts to human themes present in the wider world. Identify main ideas drawn from more than one paragraph and summarise these. Extract information from the text and make notes using reference to the text. Begin to use vocabulary from the text to support responses and explanations. Use specific vocabulary and ideas expressed in the text to support own views. Draw generally accurate inferences and predictions, sometimes, but not always, fully supported through reference to the text. Discuss the effect specific language has on the reader</p> <p>Yr 4: Continuation and deepening of term 1 skills alongside the statements below. Explore underlying themes and ideas. Identify similarities in themes and conventions across a range of books. Identify features that characterise books set in different cultures or historical settings. Make links between texts and to the wider world. Check that the text makes sense to them,</p>	<p>Year 3: Continuation and deepening of term 1 & 2 skills alongside the statements below. Develop positive attitudes to reading and understanding of what they read by identifying themes and conventions in a wide range of books, drawing on a growing knowledge of authors. Summarise the main details from more than one paragraph in a few sentences, using vocabulary from the text. Begin to discuss how language, structure and presentation help the reader to understand the text.</p> <p>Yr 4: Continuation and deepening of term 1 & 2 skills alongside the statements below. Develop positive attitudes to reading and understanding of what they read by identifying themes and conventions in a wide range of books, drawing on a widening knowledge of authors. Understand how paragraphs are used to</p>

	<p>inferences with evidence. Discuss the actions of characters Identify how language, structure and presentation contribute to meaning. Identify specific language which contributes to the development of meaning. Identify specific techniques, e.g. simile, metaphor, repetition, exaggeration, and say why they interest them.</p> <p>Yr 4: Develop positive attitudes to reading and understanding of what they read. Use, select and read books that are structured in different ways for the appropriate purposes. Identify themes and conventions in a wide range of books. Make RELEVANT links to other known texts or personal experience. Recognise themes in age-appropriate texts, such as bullying. Recognise conventions in age-appropriate texts, such as the use of 'the power of 3' (wishes, characters, e.g. the king's 3 sons etc.) in fairy stories and folk tales. Identify a range of presentational devices used to guide the reader in non-fiction, e.g. appropriate subheadings. Understand what they read, in books they can read independently. Use known strategies appropriately to establish meaning. Ask questions to improve their understanding of a text. Self-correct misread words when reading age-appropriate texts and suggest the meaning of new words in context. Discuss understanding as it develops and explain the meaning of words in context. Use dictionaries to check the meaning of words that they have read. Identify main ideas drawn from more than one paragraph and summarising these. Summarise main details from more than one paragraph in a few sentences, using vocabulary from the text. Retrieve and record information from non-fiction. Recognise and distinguish between fact and opinion. Use features to locate information e.g. contents, indices, subheadings. Locate information using skimming, scanning and text marking. Listen to and discuss a wide range of fiction, poetry, plays, non-fiction and reference books or textbooks, asking questions, listening and responding to others. Discuss words and phrases that capture the reader's interest and imagination. Recognise some different forms of poetry (for example, free verse, narrative poetry). Predict what might happen from details stated and implied based on references to the text. Make plausible predictions based on knowledge of the text. Infer character's feelings, thoughts and motives of main characters from their actions, and justifying inferences with sound evidence.</p>	<p>discussing their understanding and explaining the meaning of words in context. Identify main ideas drawn from more than one paragraph and summarising these accurately and succinctly using vocabulary from the text. Retrieve and record information from non-fiction, extracting information from age-appropriate texts and make notes using quotation and reference to the text. Use specific vocabulary and ideas expressed in the text to support own responses, explanations and own views. Draw predominantly, correct inferences often supported through reference to the text. Justify plausible predictions about what might happen from details stated and implied by referring to the text. Infer underlying themes and ideas. Identify how language, structure, and presentation are combined to contribute to meaning.</p>	<p>order and build up ideas and can be used by readers to monitor and summarise. Extract information from fiction texts and make notes using quotation and accurate reference to the text. Notice and discuss the author's choice and order of content linked to purpose. For example Why has the author started the story in the middle of the events? Why has the author included that the Vikings created beautiful jewellery? Give examples to illustrate how language, structure and presentation help the reader to understand the text. Begin to discuss the effect that language, structure and presentation have on the reader.</p>
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	<p>Identify how language, structure, and presentation contribute to meaning. Discuss how language used has an effect on the reader. Identify specific techniques, e.g. simile, metaphor, repetition, exaggeration and explain the effect on them as a reader.</p>		
<p>Writing Skills (Transcription, Handwriting, Composition effect, text structure organisation and sentence structure)</p>	<p>Year 3: Use further prefixes and suffixes and understand how to add them (English Appendix 1). Spell further homophones and understand their meanings. Spell words that are often misspelt (English Appendix 1). Use the first two or three letters of a word to check its spelling in a dictionary. Explore and accurately use word families for meaning, word class and spelling. Use the diagonal and horizontal strokes that are needed to join letters and understand which letters, when adjacent to one another, are best left un-joined. Increase the legibility, consistency and quality of their handwriting. Writing is clear in purpose. Plan their writing by discussing writing similar to that which they are planning to write in order to understand and learn from its structure, vocabulary and grammar. Discuss and record ideas e.g. can work with a partner or small group to plan writing, contributing their own and listen to and building on others ideas and record them in notes or pictorial form for later use. Draft and write by composing and rehearsing sentences orally (including dialogue), progressively building a varied and rich vocabulary and an increasing range of sentence structures (English Appendix 2). In narratives, creates settings, characters and plot. Events or ideas are developed using some appropriate vocabulary. Generally includes features of non-narrative writing. Evaluate and edit by assessing the effectiveness of their own and others' writing and suggesting improvements. Select appropriate tense for a task with verb forms adapted. Organise paragraphs around a theme. Organise writing into logical chunks and writes a coherent series of linked sentences for each. Use connectives and pronouns that link sentences, paragraphs or</p>	<p>Year 3: Continuation and deepening of term 1 skills alongside the statements below. Explore and accurately use word families based on common words e.g. fear, feared, fearful, fears, fearfully. Writing incorporates mostly relevant content to inform and interest the audience. A viewpoint is established but may not always be consistent or maintained. Expansion of detail / events may be supported through vocabulary (technical, vivid language). Adverbials may link sentences, paragraphs or sections. An increasing range of sentences with more than one clause using coordinating and subordinating conjunctions taught so far</p> <p>Yr 4: Continuation and deepening of term 1 skills alongside the statements below. Place the possessive apostrophe accurately in words with irregular plurals. When discussing writing similar to that which they are planning to write, selects the most relevant information, key vocabulary and most</p>	<p>Year 3: Continuation and deepening of term 1 & 2 skills alongside the statements below. Form nouns using prefixes. Use prefixes to give the antonym, e.g.'im-', 'in-', 'ir-', 'il-'. Expansion of detail / events may be supported through explanation. Some variation of modal verbs to express possibility. Confident and consistent use of inverted commas to punctuate direct speech</p> <p>Yr 4: Continuation and deepening of term 1 & 2.</p>

	<p>sections.</p> <p>Use heading and subheadings to aid presentation.</p> <p>Appropriate choice of nouns and pronouns create clarity, cohesion within writing.</p> <p>Some sentence variation through sentence type (statement, question, exclamation, command), length and structure (simple, compound).</p> <p>Yr 4:</p> <p>Use further prefixes and suffixes and understand how to add them (English Appendix 1).</p> <p>Spell further homophones.</p> <p>Spell words that are often misspelt (English Appendix 1).</p> <p>Place the possessive apostrophe accurately in words with regular plurals.</p> <p>Use the first two or three letters of a word to check its spelling in a dictionary.</p> <p>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 e.g. Can correctly join letters in accordance with the school's agreed style.</p> <p>Increase the legibility, consistency and quality of their handwriting e.g. is able to maintain fluency of writing and has sufficient stamina for typical written tasks.</p> <p>Plan their writing by discussing writing similar to that which they are planning to write in order to understand and learn from its structure, vocabulary and grammar e.g. identifies and uses key organisational features of a shared text in their own writing.</p> <p>Plan their writing by discussing and recording ideas so that writing is clear in purpose.</p> <p>Evaluate and edit by assessing the effectiveness of their own and others' writing and suggesting improvements.</p> <p>In narratives, creates settings, characters and plot e.g. narrative writing interests the reader through the development of a coherent plot, characters and settings.</p> <p>Description or detail in both narrative and non-narrative is expanded through an appropriate and precise range of vocabulary.</p> <p>A wider range of appropriate conjunctions, adverbs and prepositions are used to express time, place and cause, creating cohesion within and</p>	<p>suitable ideas to plan own narrative and non-narrative writing.</p> <p>Writing is clear in purpose with viewpoint consistently maintained (for example, word choice indicates child's viewpoint on a character or an issue).</p> <p>A range of additional detail and explanations are included.</p> <p>Narrative and non-fiction texts include an appropriately signalled opening and ending.</p> <p>Use adverbs and prepositions to express time and cause.</p> <p>Extend the range of sentences with more than one clause by using a wider range of conjunctions, including when, if, because, although at the beginning and within sentences.</p>	
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	<p>between sentences.</p> <p>Non-narrative material uses simple organisational devices - engages reader through appropriate headings and relevant sub-headings for each paragraph (if appropriate).</p> <p>Organise paragraphs around a theme so that narrative and non-narratives are paragraphed and related information is clustered logically.</p> <p>Draft and write by composing and rehearsing sentences orally (including dialogue), progressively building a varied and rich vocabulary and an increasing range of sentence structures (English Appendix 2).</p> <p>Variation in sentence structure includes simple, compound and complex structures.</p>		
<p>Vocabulary grammar and punctuation skills</p> <p>Use and understand the grammatical terminology in English Appendix 2 in discussing their writing.</p>	<p>Year 3:</p> <p>Choose nouns or pronouns appropriately for clarity and cohesion and to avoid repetition.</p> <p>Use conjunctions to express time place and cause e.g. when, before, after, while, so, because.</p> <p>Introduce inverted commas to punctuate direct speech.</p> <p>Full stops, capital letters, exclamation marks and question marks are mostly accurate.</p> <p>Use compound sentences with co-ordinating conjunctions.</p> <p>Use prepositions in writing.</p> <p>Know when to use 'a' and 'an'.</p> <p>Proof-reads for spelling and punctuation errors.</p> <p>Propose changes to grammar and vocabulary to improve consistency, including the accurate use of pronouns in sentences.</p> <p>Yr 4:</p> <p>Choose nouns or pronouns appropriately for clarity and cohesion and to avoid repetition.</p> <p>Use conjunctions to express time and cause.</p> <p>Use direct speech and punctuate correctly.</p> <p>Possessive apostrophes for regular singular and plural nouns.</p> <p>Possessive pronouns.</p> <p>Use prepositions.</p> <p>Expanded noun.</p> <p>Proof-read for spelling and punctuation errors e.g. corrects repetitious language, verb/subject disagreement or lapses in tense.</p>	<p>Year 3: Continuation and deepening of term 1 skills alongside the statements below.</p> <p>Extend the range of sentences with more than one clause by using a wider range of conjunctions.</p> <p>Use the present perfect form of verbs instead of the simple past.</p> <p>Use adverbs and prepositions to express time, place and cause.</p> <p>Indicate possession by using the possessive apostrophe with plural nouns.</p> <p>Use past perfect verb form.</p> <p>Complex sentences using subordinate conjunctions.</p> <p>Yr 4: Continuation and deepening of term 1 skills alongside the statements below.</p> <p>Using inverted commas where the speech is preceded by the speaker.</p> <p>Standard English forms for verb inflections instead of local spoken forms.</p>	<p>Year 3: Continuation and deepening of term 1 & 2 skills alongside the statements below.</p> <p>Use fronted adverbials.</p> <p>Uses commas after fronted adverbials.</p> <p>Correctly use inverted commas in writing.</p> <p>Yr 4: Continuation and deepening of term 1 & 2 skills alongside the statements below.</p> <p>Informal and formal language.</p> <p>Past perfect continuous verb form.</p>

	Propose changes to grammar and vocabulary to improve consistency, including the accurate use of pronouns in sentences.	Fronted adverbials followed by a comma. Specific determiners. Use the present perfect form of verbs in contrast to the past tense. Indicate grammatical and other features.	
Spelling	<p>Yr 3: Co-ordinating conjunctions; and, but, or, so, for, nor, yet. Word families for meaning, word class and spelling; solve, solution, solving, solved, solver, dissolved, soluble, insoluble. Prepositions; next to, by the side of, in front of, during, though, throughout, because of. Exaggerated language; unbelievable, glorious, etc. Know the difference between the subject and object with the personal pronoun. Possessive pronouns; my, your, his, hers, its, ours, theirs. Homophones and their meanings; bear - bare, pear - pair. Appropriate verb choices. Use of synonyms for verbs such as 'said' or 'go' when appropriate for effect Identify all the word classes of a simple sentence. Pattern of three for persuasion Fun. Exciting. Adventurous! Use irregular simple past-tense verbs; awake - awoke, blow - blew. Use conjunctions to express time place and cause; when, before, after, while, so, because.</p> <p>Yr 4: Capital letters for proper nouns: names, places, days of the week, months, titles and languages. Know the difference between a preposition and an adverb. A sentence that gives three actions; Tom slammed the door, threw his books on the floor and slumped to the ground. Verbs ending in 'y': change the 'y' to an 'i' and add '-es'; carry - carries. Plural for nouns ending with a 'y'; baby -babies. Compound sentences using all the co-ordinating conjunctions. Plural nouns of words ending in 'o'. Know which words to add 's' to, which to add '-es' to and which could take either 's' or '-es'.</p>	<p>Yr 3: Express time, place and cause, using prepositions before, after, during, in, because of. Express time, place and cause using adverbs, then, next, soon. Specific/technical vocabulary to add detail. Siamese cats are a variety that can live to a great age. The species has many unusual features for a feline. Past perfect verb form 'had' + past participle. Know that pronouns, nouns and proper nouns can all be the subject of a sentence. Commas used in lists. Present perfect verb form 'has/have' + past participle. Quantifiers enough, less, fewer, lots of, none of, both, each, every, a few, neither, either, several</p> <p>Yr 4: Compound nouns using hyphens. Repetition to persuade: Fun for now, fun for life. Comparative and superlative adjectives; happy - happier - happiest. Embedded clause with an '-ing' verb. Tom, smiling secretly, hid the magic</p>	<p>Yr 3: The difference between a phrase and a clause. Inverted commas. Place the spoken word between inverted commas. Start the sentence with a capital letter, place punctuation before closing the inverted commas. Say who said the words and place what the next person says on the next line. Use a comma after a fronted adverbial phrase, prepositional phrase or adverb ending in '-ly'</p> <p>Yr 4: Past perfect continuous verb form 'had' + past participle + '-ing'</p>

	<p>Powerful verbs. Find synonyms of words to improve effect within sentences. Modal verbs; could, should, would. Possessive pronouns - yours, mine, theirs, ours, hers, his, its. Use prepositions - at, underneath, since, towards, beneath, beyond. Expanded noun phrases e.g. 'The strict English teacher with the grey beard...'</p>	<p>potion book. Place a comma on either side of the subordinate clause. Fronted adverbials followed by a comma e.g. Flying through the air, Harry crashed into a hidden tree. Specific determiners e.g. their, whose, this, that, these, those, which</p>	
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Literacy Area	Term 1	Term 2	Term 3
Reading for pleasure and reading independence	Ronald Dahl 100 th Birthday (September 13 th September) Spelling Bee competition	World Book Day Read for my School - Booktrust Radio 2 writing competition	Bembridge Library Competition 500 word saga
Year A: Stimulus themes /topics	Roman Empire	All Hallows Eve Christmas	Mighty Mountains Tudors Spain
Reading range Significant authors (Text based for writing learning journeys)	Romans on the Rampage -Fiction Jeremy Strong Stories to share Romulus and Remus	The Witches - Roald Dahl T'was the night before Christmas - Poetry	Pebble in my Pocket Stories to share My Side of the Mountain - Jean George
Leon and the place between - Fantasy McAllister and Baker-Smith Stories to share Tudor Tales - Terry Deary	Mirror - Picture Book -Jeanie Baker Stories to share The Story of Ferdinand -Leaf Munro	80 Days around the World - Jules Verne	
Writing range: whole class	Fact Sheet Labels Poster Chant Newspaper Recount Letter writing Report writing (factual statements - Guide book)	(Story writing-narrative) Dilemma Dialogue between characters Descriptive writing Poetry - visual Advert	Leaflet/poster - explanation text Shape poem - Descriptive writing Instructions Materials list
Poster Persuasive writing Diagram with labels Story writing-narrative portal story Personification	Story Writing-Narrative Interview Instruction Descriptive writing Dialogue between characters Non chronological report Diagrams Email 22 nd Century version of the voyage		
Talk: skills, opportunities and outcomes	Retelling a story circle time Roman Team Chant Role play scene Story on a role Character emotional journeys Retell a picture drama Partner talk Dress up day- drama activities	Story writing on a role Partner talk Character emotional journey Role play dialogue Animation-scene setting/drama Web site - volcano breaking news story Interview a Roman from Pompeii Poetry reading to an audience	Role play a dialogue Hot seating character Drama Partner talk Debate Research and partner talk using ICT Spanish Day Itinerary

Literacy Area	Term 1		Term 2		Term 3	
Reading for pleasure and reading independence	Ronald Dahl 100 th Birthday (September 13 th September) Spelling Bee competition		World Book Day Read for my School - Booktrust Radio 2 writing competition		Bembridge Library Competition 500 word saga	
Year B: Stimulus themes /topics	India		Anglo Saxons	Stone Age	The UK	Vikings
Year B: Reading range Significant authors (Text based for writing learning journeys)	Secret Garden - Novel <u>Stories to share</u> Wake up World - Non fiction	Flotsam - David Weisner Picture Book <u>Stories to share</u> Splendours of India - Short Stories	Dangle - Video Clip The princess and the pea - Lauren Child The pea and the princess - Mini Grey <u>Stories to share</u> The Wolf's Story Paperback - Toby Forward	Stone Age Boy - Non Fiction <u>Stories to share</u>	Charlie and the Chocolate Factory - Roald Dahl <u>Stories to share</u> Beowulf - Michael Morpurgo	
Writing range: whole class	Story writing-narrative Descriptive writing Letter writing Diary Dialogue between characters	Poetry Labels Speech - city leader Instructions - Narrative - Journey of a piece of Lego	Scripts - Mystery Screen directions Story writing-plot Narrative - Fairy Tales	Descriptive writing Interview Recount Diagram with labels	Summary Email reply Non chronological report -newspaper Story Writing-Narrative Descriptive writing Dialogue between characters Instruction Adverts Packaging	
Talk: skills, opportunities and outcomes	Role play scene Story on a role / Role on the wall Animation-scene setting/drama Retell a picture drama Partner talk		Interview - The Pea Partner talk Character emotional journey Film creation from script Role play dialogue Retelling a story circle time		Role play a dialogue Hot seating character Wonka Day Character emotional journeys Research using ICT Advert	