Layer 3: Coverage Document

Year 3 2025-2026

Literacy Tree

Curriculum 2014 Objectives

### Word Reading / Reading Comprehension – Develop positive attitudes to reading and understanding of what they read by:

| Themes | Books | 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 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 poetry] |
|---|---|---|---|---|---|---|---|---|---|---|---|
| Magic & wonder | The Wilderness | ✓ | ✓ | ✓ | | | | | ✓ | ✓ | |
| Magic & wonder | The First Drawing | ✓ | | ✓ | | | ✓ | | | ✓ | |
| Dreams & curiosity | The Seed of Doubt | ✓ | ✓ | ✓ | | | | ✓ | | ✓ | ✓ |
| Dreams & curiosity | The Barnabus Project | ✓ | ✓ | ✓ | | | | ✓ | | ✓ | |
| Dreams & curiosity | The Tear Thief | ✓ | ✓ | | | | | ✓ | | ✓ | |
| Inspiration & strength | Cloud Tea Monkeys | ✓ | ✓ | | | | | ✓ | | ✓ | |
| Inspiration & strength | Cinderella of the Nile | ✓ | ✓ | | | | | ✓ | | ✓ | |
| Inspiration & strength | Small in the City | ✓ | ✓ | | | | | ✓ | | ✓ | |
| Hope & resilience | The Last Garden | ✓ | ✓ | | | | ✓ | ✓ | | ✓ | |
| Hope & resilience | The Pied Piper | ✓ | ✓ | | | | ✓ | ✓ | | ✓ | |
| From mystery to discovery | Flotsam | ✓ | | | ✓ | | | ✓ | | | |
| From mystery to discovery | Our Tower | ✓ | | ✓ | ✓ | | | ✓ | | ✓ | |

### Reading Comprehension – Understand what they read, in books they can read independently, by:

| Themes | Books | 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** |
|---|---|---|---|---|---|---|---|---|---|
| Magic & wonder | The Wilderness | ✓ | | ✓ | | | | | |
| Magic & wonder | The First Drawing | | | ✓ | ✓ | ✓ | | | |
| Dreams & curiosity | The Seed of Doubt | | | ✓ | ✓ | | | | ✓ |
| Dreams & curiosity | The Barnabus Project | | | ✓ | ✓ | | | | |
| Dreams & curiosity | The Tear Thief | | | ✓ | ✓ | | | | |
| Inspiration & strength | Cloud Tea Monkeys | | | ✓ | ✓ | | | | |
| Inspiration & strength | Cinderella of the Nile | | | ✓ | ✓ | | | | |
| Inspiration & strength | Small in the City | | | ✓ | | | | | |
| Hope & resilience | The Last Garden | | | | | | | | ✓ |
| Hope & resilience | The Pied Piper | | | | | | | | |
| From mystery to discovery | Flotsam | | ✓ | ✓ | ✓ | ✓ | ✓ | | |
| From mystery to discovery | Our Tower | | | ✓ | ✓ | | | | |

### Transcription

| Themes | Books | 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 |
|---|---|---|---|---|---|---|---|
| Magic & wonder | The Wilderness | ✓ | | | | | |
| Magic & wonder | The First Drawing | ✓ | ✓ | | | | |
| Dreams & curiosity | The Seed of Doubt | | | ✓ | ✓ | | |
| Dreams & curiosity | The Barnabus Project | ✓ | | | | ✓ | |
| Dreams & curiosity | The Tear Thief | ✓ | | | | | |
| Inspiration & strength | Cloud Tea Monkeys | ✓ | | | | | |
| Inspiration & strength | Cinderella of the Nile | ✓ | | | | | |
| Inspiration & strength | Small in the City | ✓ | | | | | |
| Hope & resilience | The Last Garden | ✓ | | ✓ | ✓ | | |
| Hope & resilience | The Pied Piper | | | ✓ | ✓ | ✓ | ✓ |
| From mystery to discovery | Flotsam | | | ✓ | | | |
| From mystery to discovery | Our Tower | ✓ | | | | | |

### Grammar Year 3

| Themes | Books | 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*, *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 |
|---|---|---|---|---|---|---|---|---|---|
| Magic & wonder | The Wilderness | | | | ✓ | | ✓ | ✓ | |
| Magic & wonder | The First Drawing | | | | ✓ | ✓ | | | |
| Dreams & curiosity | The Seed of Doubt | | | | ✓ | | | ✓ | ✓ |
| Dreams & curiosity | The Barnabus Project | | | | ✓ | ✓ | | ✓ | ✓ |
| Dreams & curiosity | The Tear Thief | | ✓ | ✓ | ✓ | | | ✓ | ✓ |
| Inspiration & strength | Cloud Tea Monkeys | | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | |
| Inspiration & strength | Cinderella of the Nile | | | | ✓ | ✓ | | ✓ | |
| Inspiration & strength | Small in the City | | | | ✓ | ✓ | | ✓ | ✓ |
| Hope & resilience | The Last Garden | | | | ✓ | | | | |
| Hope & resilience | The Pied Piper | | ✓ | | ✓ | ✓ | ✓ | | |
| From mystery to discovery | Flotsam | | | | ✓ | | | | |
| From mystery to discovery | Our Tower | | ✓ | ✓ | ✓ | ✓ | | ✓ | ✓ |

### Grammar Year 4

| Themes | Books | 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 preposition phrases (e.g. *the teacher* expanded to: *the strict maths teacher with curly hair*) | 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 | Apostrophes to mark plural possession [for example, *the girl's name*, *the girls' names*] | Use of commas after fronted adverbials |
|---|---|---|---|---|---|---|---|---|---|---|
| Magic & wonder | The Wilderness | | | ✓ | ✓ | | | | | ✓ |
| Magic & wonder | The First Drawing | | | ✓ | ✓ | | ✓ | ✓ | | ✓ |
| Dreams & curiosity | The Seed of Doubt | | | ✓ | ✓ | | | ✓ | ✓ | |
| Dreams & curiosity | The Barnabus Project | | | ✓ | ✓ | | | | | |
| Dreams & curiosity | The Tear Thief | | | | ✓ | | | ✓ | ✓ | ✓ |
| Inspiration & strength | Cloud Tea Monkeys | | | | | | | | | |
| Inspiration & strength | Cinderella of the Nile | | | | | | | | | |
| Inspiration & strength | Small in the City | | | | ✓ | | ✓ | ✓ | ✓ | ✓ |
| Hope & resilience | The Last Garden | | | ✓ | ✓ | | ✓ | ✓ | | ✓ |
| Hope & resilience | The Pied Piper | | | | ✓ | ✓ | | | | ✓ |
| From mystery to discovery | Flotsam | | | ✓ | ✓ | ✓ | ✓ | | | ✓ |
| From mystery to discovery | Our Tower | | | ✓ | ✓ | | | | | |

### Composition

| Themes | Books | 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 | Plan their writing by: Discussing and recording ideas | 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) | Draft and write by: Organising paragraphs around a theme | Draft and write by: In narratives, creating settings, characters and plot | Draft and write by: In non-narrative material, using simple organisational devices [for example, headings and sub-headings] | Evaluate and edit by: Assessing the effectiveness of their own and others' writing and suggesting improvements | Evaluate and edit by: 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** |
|---|---|---|---|---|---|---|---|---|---|---|---|
| Magic & wonder | The Wilderness | ✓ | ✓ | ✓ | | | ✓ | ✓ | ✓ | ✓ | ✓ |
| Magic & wonder | The First Drawing | ✓ | ✓ | ✓ | ✓ | ✓ | | ✓ | ✓ | ✓ | |
| Dreams & curiosity | The Seed of Doubt | | | | | | | | | | |
| Dreams & curiosity | The Barnabus Project | ✓ | ✓ | ✓ | ✓ | | ✓ | ✓ | ✓ | ✓ | ✓ |
| Dreams & curiosity | The Tear Thief | | ✓ | | ✓ | | ✓ | | ✓ | ✓ | |
| Inspiration & strength | Cloud Tea Monkeys | | ✓ | | ✓ | | ✓ | | ✓ | | |
| Inspiration & strength | Cinderella of the Nile | | ✓ | | ✓ | | | | ✓ | | |
| Inspiration & strength | Small in the City | ✓ | ✓ | ✓ | ✓ | ✓ | | ✓ | ✓ | ✓ | ✓ |
| Hope & resilience | The Last Garden | ✓ | ✓ | ✓ | ✓ | ✓ | | ✓ | ✓ | | |
| Hope & resilience | The Pied Piper | ✓ | | | ✓ | | ✓ | | | | |
| From mystery to discovery | Flotsam | ✓ | ✓ | | ✓ | ✓ | | | ✓ | | |
| From mystery to discovery | Our Tower | ✓ | ✓ | | ✓ | ✓ | | ✓ | | ✓ | ✓ |