Vocabulary

Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
		❖ Identify and discuss the meaning of words in context e.g. I think 'generous' means kind because the man gave his money away. ❖ Identify words and phrases that capture the reader's interest and contribute to the meaning of the text e.g. it says gobbled which tells you he was eating it greedily and quickly. The author's used powerful verbs like flushed, drifting, sneaked and pluck.	❖ Identify the language conventions of non-fiction in relation to the text type. ❖ Explain the meaning of words in context. ❖ Explain how words and phrases capture the reader's interest and imagination and how they contribute to meaning of the text e.g. the author used powerful verbs like twisting, tumbled, spun which give you an idea about how fast and exciting the acrobats are.	❖ Explore the meaning of words in given context within fiction and non-fiction e.g. flexible means rubber is a bendy material or someone who is able to adapt. ❖ Evaluate how author's use language to impact the reader e.g. use of repetition for effect; the author used a metaphor 'his face was a grey cloud' which helps you to imagine his mood.	❖ Explore the meaning of words in different context within fiction and non-fiction e.g. flexible means rubber is a bendy material or someone who is able to adapt. ❖ Evaluate how author's use language, shades of meaning and a range of figurative language devices to impact on the reader e.g. explain the difference between words such as miffed, irritated, furious, livid etc. and their impact on the reader.
❖ Learn how language sounds and increase their vocabulary and awareness of grammatical structures. ❖ Discuss word meanings, linking new meanings to those already known.	❖ Discuss and clarify the meanings of words, linking new meanings to known vocabulary. ❖ Discuss their favourite words and phrases.				

Infer

Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
		❖ Draw inferences about a character's thoughts and actions e.g. I think the boy really misses his dad because he cries when he sees his friends with their dads. ❖ Justify inferences with a single piece of evidence from the text to support one specific point.	❖ Draw inferences about character's thoughts and motives e.g. I think Leon volunteers because he wants to prove that magic is real. ❖ Justify inferences with several pieces of evidence from the text to support on specific point.	❖ Draw inferences from within the text about themes and character's and author's viewpoints e.g. Tom is scared to move because he doesn't pack; he leaves his favourite toy behind on purpose; and he's always nervous. ❖ Justify inferences with a variety of references from across the text.	❖ Draw inferences across texts about character's viewpoint, author's viewpoint and themes e.g. soldiers were disillusioned with the war because the reality was different from what they'd been told through propaganda. ❖ Justify their inferences and views with a variety of references from across texts by comparing sources and the reliability of information e.g. selecting points that support, discrediting points that contradict their argument.
❖ Draw inferences based on what is being said and done e.g. I think Maisie is happy because she says she is feeling better.	❖ Draw inferences based on what is being said and done e.g. I think dad is happy because he was smiling. ❖ Draw inferences based on everyday experiences and background knowledge of a simple topic e.g. I think she is cold because she is wearing a scarf.				

Predict

Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
		❖ Predict what may happen based on both what has been stated (obvious) and implied (subtle literary hints – use of inference skills) e.g. Mum will be cross because Tom knew he shouldn't have lied.	❖ Predict what may happen based on what has been implied within the text e.g. I think mum will get cross because she's worried Tom may get into trouble.	❖ Predict what may happen based on their understanding of content and the themes within the text e.g. I think Macbeth will die because he's a murderer and the witches suggested it in his prophecy.	❖ Predict what may happen based on their wider understanding of content and themes e.g. I think Macbeth will die because it's a tragedy and often the villain loses.
❖ Predict what may happen based on what has been stated (obvious, given facts) e.g. the cat will look for food as he said he was hungry.	❖ Predict what may happen based on what has been stated (obvious) and begin to use simple implied clues (subtle literary hints – use of inference skills) e.g. Dad will find food as his tummy rumbled.				

Explain

Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
❖ Discuss a range of stories and non-fiction beyond their independent reading level. ❖ Consider and compare the key characteristics of familiar stories e.g. good and evil characters, happy endings, happing in the past. ❖ Identify the significance of the title and events in stories e.g. why is the story called 'Where The Wild Things Are?' Why did they make Max kind?	❖ Make comparisons of characters and events in narratives. ❖ Discuss their understanding of stories, poems and non-fiction at a level beyond which they can read independently. ❖ Express a single point of view about a text.	❖ Make comparisons between events in narrative or information texts on the same topic or theme. ❖ Compare and contrast writing by the same author. ❖ Identify the language conventions of non-fiction in relation to the text type. ❖ Identify how the structure and presentation of texts contributes to the meaning. ❖ Discuss their understanding of both texts they have read independently and those read to them.	❖ Collect information to compare and contrast events, characters or ideas. ❖ Compare and contrast books and poems on similar themes. ❖ Identify the author's message about the theme. ❖ Identify the structural conventions of non-fiction in relation to the text type. ❖ Identify how the structure and presentation of texts contributes to the meaning e.g. the use of chapters; different fonts; artwork	❖ Make connections between the ways that different characters or events are presented. ❖ Compare the way that ideas or themes are presented in different texts or different versions (including in other media, e.g. film) of the same text. ❖ Identify an author's treatment of the same theme across one or several of their books poems e.g. Michael Morpurgo's treatment of WWII. ❖ Explain their thinking through making reference to key details e.g.	❖ Make comparisons and draw contrasts between different elements of a text and across texts. ❖ Compare and contrast the work of a single author. ❖ Investigate different versions of the same story or different books on the same topic; identifying similarities and differences. ❖ Identify how the same theme is represented across texts and how multiple themes are presented in longer narratives e.g. loss in WWI poetry and narratives e.g. 'Trash' is about courage,

		❖ Express their views and listen to the views of others. ❖ Identify the overarching theme of a text e.g. honesty, loneliness, good overcoming evil.	❖ Explain their views, listen to others' views and respond. ❖ Identify the author's message about the theme e.g. being honest is the best way to be; it's ok to lie when you need to.	quoting from the text. ❖ Identify the structural conventions of non-fiction in relation to the text type. ❖ Identify how the structure and presentation of texts contributes to the meaning e.g. graphic novels; stories told from two viewpoints; the order and presentation of points in an argument. ❖ Distinguish between fact and opinion.	poverty, perseverance. ❖ Explain their thinking through making reference to key details and comparisons. ❖ Identify the structural conventions of non-fiction in relation to a range of text types. ❖ Identify how the structure and presentation of texts contributes to the meaning e.g. moving backwards and forwards throughout the story (Holes) using a range of narrators (Trash) pathway stories. ❖ Distinguish between fact, opinion and bias.

Retrieve

Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
		❖ Use contents and subheadings to locate relevant information. ❖ Use skimming and scanning to locate information in a text where a key word is provided that matches the text from a couple of paragraphs.	❖ Use contents, indexes, glossaries and sub-headings to locate specific information. ❖ Use skimming to identify the main ideas in the text. ❖ Use scanning to locate specific information across a few paragraphs/page of text.	❖ Use skimming and scanning to locate information efficiently within a short extract of text e.g. a chapter in a book or double-spread in non-fiction. ❖ Use skimming and scanning to locate information efficiently where children need to use word meaning to find content e.g. the word provided in the question is a synonym of the word in the text.	❖ Use skimming and scanning to locate information selectively and precisely across a range of sources.
❖ Retrieve key information about a character/setting etc. from a given sentence.	❖ Use skimming and scanning to locate key information from a short extract of text.				

Rex Retriever

Summarise

Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Sequencing Suki		❖ Summarise the main idea or ideas within a paragraph or section e.g. this paragraph is about how Harry is feeling.	❖ Summarise ideas from across several paragraphs or sections.	❖ Summarise ideas, events and information from the text as a whole e.g. the author's viewpoint about a particular issue.	❖ Summarise ideas, events and information throughout a text and across texts. ❖ To be able to explain why they have disregarded information or facts as unreliable information or not suitable to be included within the summary.
❖ Sequence the key events in a story when these are provided. ❖ To explain what happened at the beginning, middle and end of a story.	❖ Sequence the key events in a story without clues. ❖ To be able to discuss what happened next from any given point in a story.				