

| Year 5 and Year 6 | Vocabulary (including meaning of words and how it is enhanced through word choice) 2a; 2g | Retrieval (including summarise) 2b; 2c | Inference (including prediction, meaning as a whole) 2d; 2e; 2f |
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| Autumn 1 | Checking that the book makes sense to them, discussing their understanding and exploring the meaning of words in context | Asking questions to improve their understanding | Asking questions to improve their understanding drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence |
| Autumn 2 | Discuss and evaluate how authors use language, including figurative language, considering the impact on the reader | Summarising main ideas drawn from more than one paragraph identifying key details to support the main ideas | Predicting what might happen from details stated and implied |
| Spring 1 | Asking questions to improve their understanding | Retrieve, record and present information from non-fiction | Distinguish between statements of fact and opinion |
| Spring 2 | Apply their growing knowledge of root words, prefixes and suffixes (morphology and etymology), to understand the meaning of new words that they meet | Asking questions to improve their understanding | Provide reasoned justifications for their views |
| Summer 1 | Identifying how language contributes to meaning | Summarising main ideas drawn from more than one paragraph identifying key | Asking questions to improve their understanding drawing inferences such as inferring characters' feelings, thoughts |

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| | | details to support the main ideas | and motives from their actions, and justifying inferences with evidence |
| Summer 2 | Discuss and evaluate how authors use language, including figurative language, considering the impact on the reader | Retrieve, record and present information from non-fiction | Predicting what might happen from details stated and implied |