



Year 3

**Egyptians**  
 Vocabulary: related to Egyptians  
 Infer: **Imply meanings from example texts**  
 Predict what might happen using stated details  
 Explanation: identify how conjunctions express time and cause  
 Retrieve information from a longer text  
 Summarise Egyptian stories

**Mayans – Special Places**  
 Vocabulary: decode ambitious vocabulary ‘Charlie and the Chocolate Factory’  
 Infer: **Consider characters’ feelings in the book**  
 Predict what might happen using implied details  
 Explanation: focus on language and structure  
 Retrieve information from a fiction text  
 Summarise extracts from ‘Charlie and the Chocolate Factory’

**Mountains**  
 Vocabulary: ambitious vocabulary for mountain settings  
 Infer from within a sentence of short paragraph  
 Predict what might happen using evidence from the text  
 Explanation: structure of a balanced argument  
 Retrieve information from a balanced argument  
 Summarise short texts, identifying main ideas

**The Americas**  
 Vocabulary: subject-specific for Amazon and Brazil  
 Infer: **Imply meanings from example texts**  
 Predict what might happen using stated details  
 Explanation: identify how conjunctions express time and cause  
 Retrieve specific information from a longer text  
 Summarise letters from Brazil, identifying main themes and ideas

**Environment**  
 Vocabulary: ambitious vocabulary in ‘The Sheep Pig’  
 Infer: **make local inferences about a character**  
 Predict what might happen using stated details  
 Explanation: identify structure of poetry and prose  
 Retrieve specific information from longer poems  
 Summarise main details from character descriptions

**Stone Age, Bronze Age, Iron Age - What I Read**  
 Vocabulary: ambitious and specific vocabulary in ‘The Iron Man’  
 Infer: **Imply meanings about the plot**  
 Predict: **Justify predictions using evidence from the text**  
 Explanation: identify how conjunctions express time and cause  
 Retrieve information from a longer text  
 Summarise main ideas from more than one paragraph

Year 4

**Volcanoes**  
 Vocabulary: subject-specific volcanoes and water cycle  
 Infer: **use evidence to understand characters in the story**  
 Predict what might happen using stated details  
 Explanation: language devices: personification, onomatopoeia, repetition  
 Retrieve information from whole texts  
 Summarise stories and explanation texts

**Africa**  
 Vocabulary: related to Ethiopia  
 Infer: **Imply meanings in poetry**  
 Predict what might happen using stated details  
 Explanation: impact of structure and presentation  
 Retrieve information from a longer text and images/maps to give context  
 Summarise dialogue

**Oceans**  
 Vocabulary: ambitious vocabulary in ‘The Wreck of Zanzibar’  
 Infer: **Imply meanings from whole texts**  
 Predict what might happen using evidence from the text  
 Explanation: presentation, structure and language in journalistic writing  
 Retrieve information from journalistic writing and leaflets where questions words and language style vary  
 Summarise key details from diary extracts and journalistic writing

**Romans**  
 Vocabulary: related to Romans and from ‘The Thieves of Ostia’; make morphological and etymological links between words  
 Infer: **Imply meanings from example texts**  
 Predict what might happen using stated details  
 Explanation: identify how conjunctions express time and cause  
 Retrieve information from a longer texts, including non-chronological reports  
 Summarise longer sections, including chapters and entire short stories/picture books

**Charlotte’s Web**  
 Vocabulary: ambitious verbs and adverbs in ‘Charlotte’s Web’  
 Infer: **Imply meanings from fiction texts and balanced arguments**  
 Predict what might happen using stated details  
 Explanation: language choices can create positive and negative moods  
 Retrieve key facts where question words and text language vary  
 Summarise from whole chapters

**Bridges**  
 Vocabulary: decode and understand ambitious vocabulary in ‘The Railway Children’  
 Infer: **Imply characters’ feelings from the text**  
 Predict: **Justify predictions using evidence from the text**  
 Explanation: identify how conjunctions express time and cause  
 Retrieve information from a playscript  
 Summarise plots in a playscript

Year 5

**Homes and Settlement**  
 Vocabulary: from ‘Arthur, High King of Britain’ and ‘The Highwayman’  
 Infer: **draw inferences from characters’ actions**  
 Predict what might happen from implied details  
 Explanation: how the mood of a character changes throughout a text  
 Retrieve key information to aid predictions  
 Summarise main ideas drawn from more than one paragraph

**Space**  
 Vocabulary: from ‘One Giant Leap’ and ‘Long walk to Freedom’  
 Infer: **draw inferences about a character’s motivation**  
 Predict the **impact on future events from details in the text**  
 Explanation: how layout and presentation of a text affects interpretation  
 Retrieve key information to support inferences  
 Summarise entire events

**China**  
 Vocabulary: from ‘Moon Bear’  
 Infer: **how descriptions of places and events affect mood**  
 Predict whether the **choice of setting will influence how a plot will develop**  
 Explanation: how vocabulary illustrates the mood of a character  
 Retrieve key information across the text to support explanations  
 Summarise key sections of plot (middle/beginning/end)

**Greeks**  
 Vocabulary: from ‘Odysseus’ and subject-specific relating to Ancient Greece  
 Infer: **Draw inferences from character’s actions**  
 Predict what will happen in the following chapter  
 Explanation: what they have read through a presentation  
 Retrieve key details from entire texts  
 Summarise entire plots

**Rivers**  
 Vocabulary: from ‘Journey to the Sea’ and subject-specific related to rivers  
 Infer: **character’s thoughts from implied information**  
 Predict next chapters  
 Explanation: how an author uses figurative language and the impact on the reader  
 Retrieve key vocabulary to support inferences  
 Summarise using key details

**Vikings**  
 Vocabulary: from ‘How to Train your Dragon’  
 Infer: **how descriptions of events affect mood**  
 Predict **decisions characters may make**  
 Explanation: how tension is created  
 Retrieve key information  
 Summarise plot

Year 6

**The UK**  
 Vocabulary: from ‘Boy’ anecdotes  
 Infer: **how descriptions of events influence the reader’s reaction**  
 Predict what might happen from implied and stated details  
 Explanation: how text structure contributes to meaning (e.g. the order of anecdotes)  
 Retrieve key information to evidence genre  
 Summarise information from a text succinctly (in one or two sentences)

**Climate Change**  
 Vocabulary: from ‘Floodlands’ and technical vocabulary  
 Infer: **character’s thoughts and emotions**  
 Predict the **impact on future events by what has been read**  
 Explanation: effectiveness of vocabulary choices  
 Retrieve key details to support inference and prediction  
 Summarise technical information from non-fiction texts

**WW2**  
 Vocabulary: from ‘Carrie’s War’ and historical terminology  
 Infer: **character’s motives from their actions**  
 Predict what a character will choose to do next/react  
 Explanation: how the mood changes throughout a chapter or longer section  
 Retrieve key information about characters to support other reading skills  
 Summarise events and chapters from the novel

**Invasion and Earthquakes**  
 Vocabulary: technical vocabulary and from ‘There’s a Boy in the Girls’ Bathroom’  
 Infer: **author’s perspective/views by language choices used**  
 Predict how does a paragraph hints at what is to follow  
 Explanation: discuss understanding of what has been read  
 Retrieve key informative points from a non-fiction text  
 Summarise information from non-fiction texts

**Endurance**  
 Vocabulary: from ‘Shackleton’s Journey’ and subject-specific vocabulary  
 Infer: **what impression does the reader gain of the situation/character**  
 Predict how a setting description implies what may happen next  
 Explanation: discuss what has been read, perhaps as a debate  
 Retrieve key information from a variety of texts  
 Summarise geographical and historical information from texts

**Hobbit**  
 Vocabulary: from ‘The Hobbit’  
 Infer: **how a character may react or feel**  
 Predict make informed predictions using evidence from the text  
 Explanation: how the author engages the reader  
 Retrieve key information to inform predictions and inference  
 Summarise chapters of text