

Reading long- term plan

Year 1	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Vocabulary	<p>Begin to discuss word meanings, linking new meanings to those already known. Use context to understand unfamiliar words in simple texts <b>I can talk about what words mean in a story.</b></p>	<p>Identify and discuss interesting or new words in familiar stories. Recognise and use common prefixes and suffixes to understand word meanings. <b>I can find new words and talk about what they might mean.</b></p>	<p>Explore word choices and their impact in familiar texts. Use a growing vocabulary to discuss texts with increasing confidence. <b>I can find words that mean the same or the opposite.</b></p>	<p>Identify words that capture the reader’s interest or imagination. Use dictionaries or word banks to find meanings of new words. <b>I can talk about why the author chose certain words.</b></p>	<p>Discuss how vocabulary contributes to meaning in a text. Begin to understand figurative language in simple texts. <b>I can find and talk about interesting words in different books.</b></p>	<p>Use knowledge of root words to understand new vocabulary. Apply vocabulary knowledge to support comprehension across subjects. <b>I can use the best words when I talk about books.</b></p>
Inference	<p>Make simple inferences about characters’ feelings using pictures and text. Begin to justify inferences with evidence from the text. <b>I can say how a character feels using pictures and words.</b></p>	<p>Use clues in the text to make predictions and inferences. Infer reasons for characters’ actions in familiar stories. <b>I can say why a character did something using clues in the pictures or words.</b></p>	<p>Make inferences about settings and events using key details. Discuss characters’ thoughts and feelings with reference to the text. <b>I can say how the place in the story makes the character feel.</b></p>	<p>Identify how characters respond to events and infer why. Use evidence from the text to support simple inferences. <b>I can say how two characters are the same or different.</b></p>	<p>Infer meaning from dialogue and actions in stories Make links between different parts of a text to support inference. <b>I can say what a character means when they speak.</b></p>	<p>Use inference to support understanding in cross-curricular reading. Begin to infer themes or messages in simple texts. <b>I can use clues to help me understand what’s happening.</b></p>
Prediction	<p>Predict what might happen next based on what has been read so far. Use title and cover to make predictions about a text. <b>I can guess what might happen next in a story.</b></p>	<p>Make predictions using key events and illustrations Justify predictions with evidence from the text. <b>I can guess what might happen next and explain why.</b></p>	<p>Predict how a character might behave in a new situation. Revise predictions as new information is introduced. <b>I can change my guess when I learn something new.</b></p>	<p>Use knowledge of story structure to support predictions. Make predictions about unfamiliar texts using known patterns. <b>I can use what I know about stories to guess what might happen.</b></p>	<p>Compare predictions with actual outcomes in the text. Use prediction to support comprehension and engagement. <b>I can guess how a story might end.</b></p>	<p>Make predictions across a range of genres. Apply prediction skills in cross-curricular reading <b>I can say how a character’s actions affect others.</b></p>

Explaining	<p>Explain what is happening in a story using own words. Begin to explain why events happen in a story. <b>I can talk about which stories I like and why.</b></p>	<p>Discuss the main message or moral of a story. Explain how a character changes in a story. <b>I can talk about how pictures help tell the story.</b></p>	<p>Explain preferences for characters or events in a story. Use evidence from the text to explain ideas. <b>I can identify what the story is trying to teach me.</b></p>	<p>Discuss how illustrations support understanding of the text. Explain how the structure of a text supports understanding. <b>I can talk about different versions of a story.</b></p>	<p>Begin to explain author's choices in vocabulary or layout. Explain how different parts of a text link together. <b>I can identify how the place in the story changes what happens.</b></p>	<p>Use explanation to support understanding in group discussions. Explain ideas clearly using evidence from the text. <b>I can identify the most important parts of a story.</b></p>
Retrieval	<p>Find the title, author, and key information in a book. Retrieve key facts from a simple text <b>I can find the title and front cover of a book.</b></p>	<p>Answer questions about who, what, where, and when. Locate specific information in a familiar text. <b>I can find names and places in a story</b></p>	<p>Retrieve information from fiction and non-fiction texts. Use contents and index pages to find information. <b>I can find facts in a book.</b></p>	<p>Answer retrieval questions using full sentences. Use skimming and scanning to locate information. <b>I can find the most important part of a page.</b></p>	<p>Retrieve information from diagrams and illustrations. Use retrieval to support comprehension in group reading. <b>I can find and talk about facts in two books.</b></p>	<p>Compare information retrieved from different texts. Apply retrieval skills across the curriculum <b>I can answer questions using full sentences.</b></p>
Sequence	<p>Retell a story in the correct order using pictures or props. Sequence events from a story using key words. <b>I can retell a story in the right order.</b></p>	<p>Sequence instructions or steps in a process. Use time connectives to describe story events. <b>I can put events in the right order.</b></p>	<p>Use sequencing to support retelling and comprehension. <b>I can use pictures and words to help me understand what happens first, next, and last.</b></p>	<p>Identify beginning, middle, and end of a story. Sequence events from different points of view. <b>I can say what happened and why.</b></p>	<p>Compare sequences in different versions of a story. <b>I can say what happens from different people's points of view.</b></p>	<p>Sequence events across a range of genres. Apply sequencing skills in cross-curricular contexts. <b>I can explain how the order of events helps me understand the story.</b></p>
Vocabulary	<p>title, cover, character, feeling, story, beginning, middle, end, guess, like</p>	<p>word, meaning, clue, picture, name, place, next, order, event</p>	<p>same, opposite, setting, change, learn, fact, first, next, last</p>	<p>author, word choice, compare, version, important, why, because</p>	<p>interesting, speak, end, change, fact, compare, point of view</p>	<p>best word, clue, action, affect, important, full sentence, explain, order</p>

Year 2	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Vocabulary	<p>Discuss word meanings, linking new meanings to those already known. Use context to understand unfamiliar words.</p> <p><b>I can talk about what words mean and link them to words I already know.</b></p>	<p>Identify interesting or unusual vocabulary in texts. Begin to use a dictionary to find meanings.</p> <p><b>I can find interesting words in a story and start using a dictionary.</b></p>	<p>Explore synonyms and antonyms in context. Use new vocabulary in oral and written responses.</p> <p><b>I can find and use words that mean the same or the opposite.</b></p>	<p>Identify how vocabulary choice affects meaning. Recognise and explain simple figurative language.</p> <p><b>I can explain how word choices change the meaning of a sentence.</b></p>	<p>Compare vocabulary across texts. Use vocabulary knowledge to infer meaning.</p> <p><b>I can compare words used in different texts and use them to help me understand.</b></p>	<p>Use precise vocabulary in discussion. Reflect on how vocabulary contributes to meaning.</p> <p><b>I can use precise words when I talk about books and stories.</b></p>
Inference	<p>Make inferences about characters' feelings. Use clues in the text to explain thoughts.</p> <p><b>I can make simple predictions about how characters feel using clues in the text</b></p>	<p>Justify inferences with evidence from the text. Infer reasons for characters' actions.</p> <p><b>I can explain why I think a character did something using clues from the story.</b></p>	<p>Identify how setting affects characters. Make inferences about events and outcomes.</p> <p><b>I can explain how the setting affects the characters.</b></p>	<p>Compare characters using inference. Use illustrations and text to support inferences.</p> <p><b>I can compare characters using clues from the story and pictures.</b></p>	<p>Make inferences about theme. Infer meaning from dialogue.</p> <p><b>I can begin to identify the theme of a story and what characters mean when they speak.</b></p>	<p>Use prediction to support comprehension. Reflect on accuracy of predictions.</p> <p><b>I can use clues to predict what might happen and explain why.</b></p>
Prediction	<p>Predict what might happen based on title and cover. Use illustrations to support predictions.</p> <p><b>I can predict what might happen by looking at the title and pictures.</b></p>	<p>Predict what might happen next in a story. Justify predictions using evidence from the text.</p> <p><b>I can predict what might happen next and explain why.</b></p>	<p>Revise predictions as new information is revealed. Predict character actions and consequences.</p> <p><b>I can change my predictions as I read more.</b></p>	<p>Compare predictions with actual outcomes. Use knowledge of story structure to predict.</p> <p><b>I can use what I know about stories to predict what might happen.</b></p>	<p>Predict endings using clues from the text. Make predictions based on character traits.</p> <p><b>I can predict how a story might end using clues.</b></p>	<p>Use prediction to support comprehension. Reflect on accuracy of predictions.</p> <p><b>I can explain how a character's actions affect others.</b></p>
Explaining	<p>Explain preferences for texts or characters. Discuss how texts make the reader feel.</p> <p><b>I can explain which characters or books I like and why.</b></p>	<p>Explain how illustrations support the text. Describe how a character changes in a story.</p> <p><b>I can describe how pictures help tell the story.</b></p>	<p>Explain the purpose of a text. Discuss the author's message or theme.</p> <p><b>I can explain what the author wants us to learn.</b></p>	<p>Compare different versions of a story. Explain how structure supports understanding.</p> <p><b>I can compare different versions of the same story.</b></p>	<p>Discuss how setting influences events. Explain how language creates mood.</p> <p><b>I can explain how the setting changes what happens.</b></p>	<p>Explain how a character's actions affect others. Summarise key points and explain their importance.</p>

						<b>I can summarise the most important parts of a story.</b>
Retrieval	<p>Answer questions about who, what, where, when. Find key information in a text. <b>I can answer questions about who, what, where, and when.</b></p>	<p>Locate specific facts or details. Use headings and subheadings to find information. <b>I can find facts in a text using headings.</b></p>	<p>Retrieve information from fiction and non-fiction. Use skimming and scanning to locate answers. <b>I can find information in both fiction and non-fiction texts.</b></p>	<p>Use text features to support retrieval Identify key points in a paragraph. <b>I can find the main points in a paragraph.</b></p>	<p>Compare information from two texts. Answer retrieval questions in full sentences. <b>I can compare information from two texts.</b></p>	<p>Summarise retrieved information. Retrieve information to support opinions. <b>I can answer questions in full sentences using the text.</b></p>
Sequence	<p>Retell stories in the correct order. Sequence events using time connectives. <b>I can retell a story in the right order.</b></p>	<p>Identify beginning, middle, and end of a story. Order instructions or events from a text. <b>I can order events or instructions from a text.</b></p>	<p>Use sequencing to support comprehension. Sequence events using illustrations and text. <b>I can use pictures and words to help me understand the order of events.</b></p>	<p>Use sequencing to explain cause and effect. Compare sequences in different texts. <b>I can explain how one event causes another.</b></p>	<p>Sequence events from multiple perspectives. Create timelines from texts. <b>I can put events in order from different points of view.</b></p>	<p>Use sequencing to summarise a text. Reflect on how sequencing affects meaning. <b>I can explain how the order of events helps me understand the story.</b></p>
Vocabulary to be covered.	<p>meaning, context, feeling, character, title, cover, prediction, favourite, who, what, where, when, beginning, middle, end</p>	<p>dictionary, evidence, justify, illustration, heading, subheading, sequence, order, detail, fact</p>	<p>synonym, antonym, setting, revise, theme, fiction, non-fiction, skimming, scanning, event</p>	<p>figurative, compare, structure, cause, effect, paragraph, version, mood, clue</p>	<p>infer, dialogue, theme, perspective, compare, clue, outcome, influence, viewpoint</p>	<p>precise, summarise, reflect, consequence, full sentence, timeline, importance, sequencing</p>

Year 3	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Vocabulary	Discuss word meanings, linking new meanings to those already known. Use context to understand unfamiliar words. <b>I can use clues in the text to work out the meaning of new words.</b>	Identify interesting or unusual vocabulary in texts. Use a dictionary to find meanings. <b>I can find and explain interesting vocabulary in a text.</b>	Explore synonyms and antonyms in context. Use new vocabulary in oral and written responses. <b>I can explore synonyms and antonyms to improve my understanding.</b>	Identify how vocabulary choice affects meaning. Recognise and explain simple figurative language. <b>I can explain how word choices change the meaning of a sentence.</b>	Compare vocabulary across texts. Use vocabulary knowledge to infer meaning. <b>I can compare vocabulary across different texts.</b>	Use precise vocabulary in discussion. Reflect on how vocabulary contributes to meaning. <b>I can use precise words when discussing texts.</b>
Inference	Make inferences about characters' feelings. Use clues in the text to explain thoughts. <b>I can explain how a character feels using evidence from the text.</b>	Justify inferences with evidence from the text. Infer reasons for characters' actions. <b>I can explain why a character behaves in a certain way.</b>	Identify how setting affects characters. Make inferences about events and outcomes. <b>I can explain how the setting influences the characters and events.</b>	Compare characters using inference. Use illustrations and text to support inferences. <b>I can compare characters using evidence from the text.</b>	Make inferences about theme. Infer meaning from dialogue. <b>I can infer meaning from what characters say and do.</b>	Summarise inferences across a text. Use inference to predict outcomes. <b>I can use inferences to support my predictions.</b>
Prediction	Predict what might happen based on title and cover. Use illustrations to support predictions. <b>I can make predictions using the title, cover, and blurb.</b>	Predict what might happen next in a story. Justify predictions using evidence from the text. <b>I can predict what might happen next and explain why.</b>	Revise predictions as new information is revealed. Predict character actions and consequences. <b>I can revise my predictions as I read more.</b>	Compare predictions with actual outcomes. Use knowledge of story structure to predict. <b>I can use story structure to help me to predict what might happen.</b>	Predict endings using clues from the text. Make predictions based on character traits. <b>I can predict how a story might end using clues from the text.</b>	Use prediction to support comprehension. Reflect on accuracy of predictions. <b>I can explain how a character's actions affect others.</b>
Explaining	Explain preferences for texts or characters. Discuss how texts make the reader feel. <b>I can explain why I like or dislike a character or story.</b>	Explain how illustrations support the text. Describe how a character changes in a story. <b>I can describe how illustrations and layout help me understand the text.</b>	Explain the purpose of a text. Discuss the author's message or theme. <b>I can explain the author's purpose and message</b>	Compare different versions of a story. Explain how structure supports understanding. <b>I can compare different versions of the same story.</b>	Discuss how setting influences events. Explain how language creates mood. <b>I can explain how the setting affects the plot.</b>	Explain how a character's actions affect others. Summarise key points and explain their importance. <b>I can summarise the main ideas in a text.</b>

Retrieval	<p>Answer questions about who, what, where, when. Find key information in a text. <b>I can find key facts in a text to answer questions.</b></p>	<p>Locate specific facts or details. Use headings and subheadings to find information. <b>I can locate specific information using headings and subheadings.</b></p>	<p>Retrieve information from fiction and non-fiction. Use skimming and scanning to locate answers. <b>I can retrieve information from both fiction and non-fiction texts.</b></p>	<p>Use text features to support retrieval. Identify key points in a paragraph. <b>I can identify the key points in a paragraph.</b></p>	<p>Compare information from two texts. Answer retrieval questions in full sentences. <b>I can compare information from two texts.</b></p>	<p>Summarise retrieved information. Retrieve information to support opinions. <b>I can answer retrieval questions in full sentences using the text.</b></p>
Sequence	<p>Retell stories in the correct order. Sequence events using time connectives. <b>I can retell a story in the correct order using time connectives.</b></p>	<p>Identify beginning, middle, and end of a story. Order instructions or events from a text. <b>I can order events and instructions clearly.</b></p>	<p>Use sequencing to support comprehension. Sequence events using illustrations and text. <b>I can use sequencing to help me understand what I read.</b></p>	<p>Use sequencing to explain cause and effect. Compare sequences in different texts. <b>I can explain how one event causes another.</b></p>	<p>Sequence events from multiple perspectives. Create timelines from texts. <b>I can sequence events from different points of view.</b></p>	<p>Use sequencing to summarise a text. Reflect on how sequencing affects meaning. <b>I can explain how the order of events helps me understand the story.</b></p>
Vocabulary to be covered.	<p>context, evidence, character, blurb, prediction, opinion, fact, retell, sequence, time connectives</p>	<p>vocabulary, behaviour, justify, illustration, layout, heading, subheading, instruction, order</p>	<p>synonym, antonym, setting, revise, purpose, message, fiction, non-fiction, sequencing</p>	<p>word choice, compare, structure, version, paragraph, cause, effect, character traits</p>	<p>infer, dialogue, plot, viewpoint, compare, clue, outcome, influence</p>	<p>precise, inference, consequence, summarise, full sentence, timeline, main idea, sequencing</p>

Year 4	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Vocabulary	Discuss word meanings, linking new meanings to those already known. Use context to understand unfamiliar words. <b>I can use context clues to understand unfamiliar vocabulary.</b>	Identify interesting or unusual vocabulary in texts. Use a dictionary to find meanings. <b>I can identify and explain interesting vocabulary choices.</b>	Explore synonyms and antonyms in context. Use new vocabulary in oral and written responses. <b>I can explore synonyms and antonyms to deepen understanding.</b>	Identify how vocabulary choice affects meaning. Recognise and explain simple figurative language. <b>I can explain how vocabulary choices affect meaning and tone.</b>	Compare vocabulary across texts. Use vocabulary knowledge to infer meaning. <b>I can compare vocabulary across different texts and explain its impact.</b>	Use precise vocabulary in discussion. Reflect on how vocabulary contributes to meaning. <b>I can use precise vocabulary when discussing texts and ideas.</b>
Inference	Make inferences about characters' feelings. Use clues in the text to explain thoughts. <b>I can make inferences about characters' feelings and actions using evidence.</b>	Justify inferences with evidence from the text. Infer reasons for characters' actions. <b>I can infer reasons for a character's behaviour using clues in the text.</b>	Identify how setting affects characters. Make inferences about events and outcomes. <b>I can explain how the setting influences the characters and events.</b>	Compare characters using inference. Use illustrations and text to support inferences. <b>I can compare characters using evidence from the text.</b>	Make inferences about theme. Infer meaning from dialogue. <b>I can infer meaning from dialogue and actions.</b>	Summarise inferences across a text. Use inference to predict outcomes. <b>I can use inferences to support my understanding and predictions.</b>
Prediction	Predict what might happen based on title and cover. Use illustrations to support predictions. <b>I can make predictions using the title, cover, and blurb.</b>	Predict what might happen next in a story. Justify predictions using evidence from the text. <b>I can justify my predictions with evidence from the text.</b>	Revise predictions as new information is revealed. Predict character actions and consequences. <b>I can revise my predictions as I gather more information.</b>	Compare predictions with actual outcomes. Use knowledge of story structure to predict. <b>I can use story structure to support predictions.</b>	Predict endings using clues from the text. Make predictions based on character traits. <b>I can predict outcomes based on character traits and events.</b>	Use prediction to support comprehension. Reflect on accuracy of predictions. <b>I can explain how a character's actions affect others and the plot.</b>
Explaining	Explain preferences for texts or characters. Discuss how texts make the reader feel. <b>I can explain my preferences for books and characters.</b>	Explain how illustrations support the text. Describe how a character changes in a story. <b>I can explain how illustrations and layout support understanding.</b>	Explain the purpose of a text. Discuss the author's message or theme. <b>I can explain the author's purpose and message in a text.</b>	Compare different versions of a story. Explain how structure supports understanding. <b>I can compare different versions of the same story.</b>	Discuss how setting influences events. Explain how language creates mood. <b>I can explain how setting and plot are connected.</b>	Explain how a character's actions affect others. Summarise key points and explain their importance.

						<b>I can summarise key ideas and explain their importance.</b>
Retrieval	<p>Answer questions about who, what, where, when. Find key information in a text. <b>I can retrieve key information using skimming and scanning.</b></p>	<p>Locate specific facts or details. Use headings and subheadings to find information. <b>I can locate specific facts using text features like headings and subheadings.</b></p>	<p>Retrieve information from fiction and non-fiction. Use skimming and scanning to locate answers. <b>I can retrieve information from a range of texts including non-fiction.</b></p>	<p>Use text features to support retrieval. Identify key points in a paragraph. <b>I can identify the key points in a paragraph and summarise them.</b></p>	<p>Compare information from two texts. Answer retrieval questions in full sentences. <b>I can compare and contrast information from two texts.</b></p>	<p>Summarise retrieved information. Retrieve information to support opinions. <b>I can answer retrieval questions using full sentences and evidence.</b></p>
Sequence	<p>Retell stories in the correct order. Sequence events using time connectives. <b>I can sequence events using time connectives and story structure.</b></p>	<p>Identify beginning, middle, and end of a story. Order instructions or events from a text. <b>I can order events and instructions accurately.</b></p>	<p>Use sequencing to support comprehension. Sequence events using illustrations and text. <b>I can use sequencing to support comprehension.</b></p>	<p>Use sequencing to explain cause and effect. Compare sequences in different texts. <b>I can explain cause and effect relationships in a text. .</b></p>	<p>Sequence events from multiple perspectives. Create timelines from texts. <b>I can sequence events from different points of view.</b></p>	<p>Use sequencing to summarise a text. Reflect on how sequencing affects meaning. <b>I can explain how sequencing helps me to understand the text.</b></p>
Vocabulary to be covered.	<p>context, inference, evidence, prediction, preference, skimming, scanning, sequence, time connectives</p>	<p>vocabulary, behaviour, justify, illustration, layout, heading, subheading, instruction, order</p>	<p>synonym, antonym, setting, revise, purpose, message, fiction, non-fiction, sequencing, influence.</p>	<p>tone, compare, structure, version, paragraph, cause, effect, summary</p>	<p>dialogue, trait, outcome, viewpoint, contrast, plot, setting, inference</p>	<p>precise, inference, consequence, summarise, importance, full sentence, sequencing, impact</p>

Year 5	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Vocabulary	Discuss word meanings, linking new meanings to those already known. Use context to understand unfamiliar words. <b>I can use context and morphology to understand unfamiliar vocabulary.</b>	Identify interesting or unusual vocabulary in texts. Use a dictionary to find meanings. <b>I can identify and explain ambitious vocabulary choices and their effects.</b>	Explore synonyms and antonyms in context. Use new vocabulary in oral and written responses. <b>I can explore nuanced synonyms and antonyms in context.</b>	Identify how vocabulary choice affects meaning. Recognise and explain simple figurative language. <b>I can explain how vocabulary choices create tone and mood.</b>	Compare vocabulary across texts. Use vocabulary knowledge to infer meaning. <b>I can compare and evaluate vocabulary across a range of texts.</b>	Use precise vocabulary in discussion. Reflect on how vocabulary contributes to meaning. <b>I can use precise and subject –specific vocabulary when discussing texts.</b>
Inference	Make inferences about characters’ feelings. Use clues in the text to explain thoughts. <b>I can make inferences about characters’ motives and feelings using evidence.</b>	Justify inferences with evidence from the text. Infer reasons for characters’ actions. <b>I can infer reasons for complex character using evidence.</b>	Identify how setting affects characters. Make inferences about events and outcomes. <b>I can explain how setting and atmosphere influences characters and events.</b>	Compare characters using inference. Use illustrations and text to support inferences. <b>I can compare characters and their development across a text. .</b>	Make inferences about theme. Infer meaning from dialogue. <b>I can infer meaning from subtle dialogue and description.</b>	Summarise inferences across a text. Use inference to predict outcomes. <b>I can use inferences to support critical thinking and interpretation.</b>
Prediction	Predict what might happen based on title and cover. Use illustrations to support predictions. <b>I can make predictions based on the opening of a text and genre conventions.</b>	Predict what might happen next in a story. Justify predictions using evidence from the text. <b>I can justify predictions using multiple pieces of evidence.</b>	Revise predictions as new information is revealed. Predict character actions and consequences. <b>I can revise and refine my predictions as I read.</b>	Compare predictions with actual outcomes. Use knowledge of story structure to predict. <b>I can use structural features to support predictions.</b>	Predict endings using clues from the text. Make predictions based on character traits. <b>I can predict outcomes based on character development and plot.</b>	Use prediction to support comprehension. Reflect on accuracy of predictions. <b>I can explain how a character’s actions influence the plot and other characters.</b>
Explaining	Explain preferences for texts or characters.	Explain how illustrations support the text.	Explain the purpose of a text.	Compare different versions of a story	Discuss how setting influences events.	Explain how a character’s actions affect others.

	Discuss how texts make the reader feel. <b>I can explain my preferences using examples from the text.</b>	Describe how a character changes in a story. <b>I can explain how visual elements support meaning in texts..</b>	Discuss the author's message or theme. <b>I can explain the author's intent and viewpoint.</b>	Explain how structure supports understanding. <b>I can compare different versions or adaptations of a text.</b>	Explain how language creates mood. <b>I can explain how setting, plot and character interact.</b>	Summarise key points and explain their importance. <b>I can summarise key themes and explain their importance.</b>
Retrieval	Answer questions about who, what, where, when. Find key information in a text. <b>I can retrieve and summarise key information using skimming and scanning.</b>	Locate specific facts or details. Use headings and subheadings to find information. <b>I can retrieve specific information using a range of text features.</b>	Retrieve information from fiction and non-fiction. Use skimming and scanning to locate answers. <b>I can retrieve and organize information from a range of sources.</b>	Use text features to support retrieval. Identify key points in a paragraph. <b>I can identify and summarise key ideas across paragraphs.</b>	Compare information from two texts. Answer retrieval questions in full sentences. <b>I can compare and contrast information cross texts.</b>	Summarise retrieved information. Retrieve information to support opinions. <b>I can answer retrieval questions using full sentences and evidence.</b>
Sequence	Retell stories in the correct order. Sequence events using time connectives. <b>I can sequence events and explain how they relate to each other.</b>	Identify beginning, middle, and end of a story. Order instructions or events from a text. <b>I can order and explain steps in a process or narrative.</b>	Use sequencing to support comprehension. Sequence events using illustrations and text. <b>I can use sequencing to support understanding of complex texts.</b>	Use sequencing to explain cause and effect. Compare sequences in different texts. <b>I can explain cause and effect in more complex texts.</b>	Sequence events from multiple perspectives. Create timelines from texts. <b>I can sequence events from multiple perspectives.</b>	Use sequencing to summarise a text. Reflect on how sequencing affects meaning. <b>I can explain how sequencing supports meaning and structure.</b>
Vocabulary to be covered.	morphology, context, inference, motive, genre, preference, skimming, scanning, sequence, summary	ambitious, behaviour, justify, visual, feature, retrieve, process, narrative, evidence	nuance, synonym, antonym, atmosphere, intent, viewpoint, organise, source, sequencing	one, mood, development, structure, adaptation, summary, cause, effect, paragraph	evaluate, subtle, development, interaction, contrast, perspective, dialogue, plot	precise, subject-specific, interpretation, influence, theme, relevance, explanation, structure

Year 6	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Vocabulary	Discuss word meanings, linking new meanings to those already known. Use context to understand unfamiliar words. <b>I can use context, morphology and etymology to understand unfamiliar vocabulary.</b>	Identify interesting or unusual vocabulary in texts. Use a dictionary to find meanings. <b>I can identify and explain the effect ambitious and figurative vocabulary</b>	Explore synonyms and antonyms in context. Use new vocabulary in oral and written responses. <b>I can explore and evaluate nuanced vocabulary in context.</b>	Identify how vocabulary choice affects meaning. Recognise and explain simple figurative language. <b>I can explain how vocabulary choices shape meaning and reader response.</b>	Compare vocabulary across texts. Use vocabulary knowledge to infer meaning. <b>I can evaluate vocabulary choices across a range of genres and authors.</b>	Use precise vocabulary in discussion. Reflect on how vocabulary contributes to meaning. <b>I can use precise and subject –specific vocabulary in discussion and writing.</b>
Inference	Make inferences about characters’ feelings. Use clues in the text to explain thoughts. <b>I can make inferences about characters’ motivations and relationships using evidence.</b>	Justify inferences with evidence from the text. Infer reasons for characters’ actions. <b>I can infer complex character traits and changes over time.</b>	Identify how setting affects characters. Make inferences about events and outcomes. <b>I can explain how setting, atmosphere and tone influence characters and events.</b>	Compare characters using inference. Use illustrations and text to support inferences. <b>I can compare characters development across a text or series.</b>	Make inferences about theme. Infer meaning from dialogue. <b>I can infer meaning from subtle language and implied ideas.</b>	Summarise inferences across a text. Use inference to predict outcomes. <b>I can use inferences to support critical analysis and interpretation.</b>
Prediction	Predict what might happen based on title and cover. Use illustrations to support predictions. <b>I can make predictions based on genre, structure and authorial style.</b>	Predict what might happen next in a story. Justify predictions using evidence from the text. <b>I can justify predictions using a range of textual evidence.</b>	Revise predictions as new information is revealed. Predict character actions and consequences. <b>I can revise and refine predictions based on new evidence.</b>	Compare predictions with actual outcomes. Use knowledge of story structure to predict. <b>I can use structural and language features to support predictions.</b>	Predict endings using clues from the text. Make predictions based on character traits. <b>I can predict outcomes based on character’s and themes.</b>	Use prediction to support comprehension. Reflect on accuracy of predictions. <b>I can explain how a character’s actions influence plot and theme.</b>
Explaining	Explain preferences for texts or characters. Discuss how texts make the reader feel. <b>I can explain my reading preferences using</b>	Explain how illustrations support the text. Describe how a character changes in a story.	Explain the purpose of a text. Discuss the author’s message or theme. <b>I can explain the author’s intent and viewpoint and bias.</b>	Compare different versions of a story. Explain how structure supports understanding. <b>I can compare adaptations and interpretations of texts.</b>	Discuss how setting influences events. Explain how language creates mood. <b>I can explain how setting, plot and</b>	Explain how a character’s actions affect others. Summarise key points and explain their importance.

	<b>detailed examples from the text.</b>	<b>I can explain how visual and structural features support meaning.</b>			<b>character interact to shape meaning.</b>	<b>I can summarise and evaluate key themes and messages.</b>
Retrieval	Answer questions about who, what, where, when. Find key information in a text. <b>I can retrieve and summarise key information efficiently.</b>	Locate specific facts or details. Use headings and subheadings to find information. <b>I can retrieve and compare information across sections of text.</b>	Retrieve information from fiction and non-fiction. Use skimming and scanning to locate answers. <b>I can retrieve and organize information from multiple sources.</b>	Use text features to support retrieval. Identify key points in a paragraph. <b>I can summarise key ideas across paragraphs and chapters..</b>	Compare information from two texts. Answer retrieval questions in full sentences. <b>I can compare and contrast information across a range of texts.</b>	Summarise retrieved information. Retrieve information to support opinions. <b>I can answer retrieval questions using evidence and structured responses.</b>
Sequence	Retell stories in the correct order. Sequence events using time connectives. <b>I can sequence events and explain how they contribute to overall structure.</b>	Identify beginning, middle, and end of a story. Order instructions or events from a text. <b>I can order and explain events in narratives and non-fiction.</b>	Use sequencing to support comprehension. Sequence events using illustrations and text. <b>I can use sequencing to support understanding of complex texts.</b>	Use sequencing to explain cause and effect. Compare sequences in different texts. <b>I can explain cause and effect in detailed and extended texts.</b>	Sequence events from multiple perspectives. Create timelines from texts. <b>I can sequence events from multiple viewpoints and timelines.</b>	Use sequencing to summarise a text. Reflect on how sequencing affects meaning. <b>I can explain how sequencing supports meaning and cohesion. .</b>
Vocabulary to be covered.	morphology, etymology, motivation, relationship, genre, structure, preference, summary, sequence	figurative, ambitious, trait, transformation, visual, structural, compare, narrative	nuance, atmosphere, tone, bias, intent, viewpoint, organise, source, sequencing	reader response, development, adaptation, interpretation, chapter, cause, effect, summary	evaluate, implied, arc, theme, interaction, contrast, viewpoint, timeline	precise, subject-specific, analysis, interpretation, influence, cohesion, message, theme