LOWER KEY STAGE 2

Inference	Fluency	Prediction	Retrieval	Vocabulary	Summarising
NC Link: **Year 3 & 4** Pupils should be taught to: - draw inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence.	**NC Link:** **Year 3 & 4** Pupils should be taught to: - apply their growing knowledge of root words, prefixes and suffixes to read aloud. -read aloud and to perform, showing understanding through intonation, tone, volume and action - understand what they read in books they can read independently, by checking that the text makes sense to them.	**NC Link:** **Year 3 & 4** Pupils should be taught to: -predict what might happen from details stated and implied.	**NC Link:** **Year 3 & 4** Pupils should be taught to: -ask questions to improve their understanding of a text. - retrieve and record information from non-fiction.	**NC Link:** **Year 3 & 4** Pupils should be taught to: - apply their growing knowledge of root words, prefixes and suffixes both to read aloud and to understand the meaning of new words they meet. - use dictionaries to check the meaning of words that they have read. - discuss words and phrases that capture the reader's interest and imagination. - explain the meaning of words in context.	**NC Link:** **Year 3 & 4** Pupils should be taught to: -identify main ideas drawn from more than one paragraph and summarise these. -identify themes in a wide range of books.
Builds On: KS1 : Children make inferences about a characters' feelings using what they say or do to infer more obvious points and begin to pick up on some more subtle references.	**Builds On: KS1:** Children apply phonic knowledge and skills until they can read most common or familiar words quickly and accurately and automatic decoding is embedded, meaning reading is fluent. Children read aloud books closely matched to their improving phonic knowledge, sounding out unfamiliar words accurately, automatically and without undue hesitation. Children re-read books to build up their fluency and confidence.	**Builds On: KS1 :** Children use own knowledge, as well as what has happened so far in a story, to make sensible predictions about what could happen next and give explanations of them verbally and in writing.	**Builds On: KS1:** Children explain their understanding of what is being read to them and what they have read themselves by answering simple questions about what has just happened verbally, visually and in writing.	**Builds On: KS1:** Children discuss new word meanings and link them to words that they already know, including root words.	**Builds On: KS1:** Children retell and sequence main events from texts and discuss how the events are related.

Intent (overarching success criteria) -Children will infer characters' feelings, thoughts and motives from their stated actions. -Children will justify their inferences with reference to a specific point in the text.	**Intent (overarching success criteria)** -Children read increasingly complex texts and sections of novels aloud ensuring accurate tone, volume and intonation. -Children will perform texts, reading them aloud with accurate tone, volume and expression. -They self-correct to ensure their reading makes sense. -They re-read sections for sense and fluency if necessary.	**Intent (overarching success criteria)** -Children use relevant prior knowledge to form predictions. -Children use one relevant detail from the text to help them form and explain each prediction.	**Intent (overarching success criteria)** -Children use skimming and scanning to retrieve and record details from fiction and non-fiction. -Children recognise key vocabulary to help them retrieve relevant information. -Children find and copy a relevant quotation to support each response where necessary. -Children will ask relevant questions to support and develop their understanding of both fiction and non-fiction texts.	**Intent (overarching success criteria)** -Children find the meaning of new words by using the context of the sentence it is in to help them. -They will link new words to other words that they already know. -Children will use their knowledge of prefixes and suffixes to explore the meaning of new words. -They use dictionaries to check meanings of unknown words. -Children will discuss words and phrases that capture their interest and imagination.	**Intent (overarching success criteria)** -Children begin to distinguish between important and unimportant information. -Child draw this information from more than one paragraph. -Children will synthesise the key points to give a brief verbal and written summary. -Children will discuss key themes in texts they read.
Vocabulary: infer why feelings thoughts motives justify explain This suggests..because.. This tells me that. ..because... This means that… because.. In the text it says…	**Vocabulary:** fluent/cy flow re-read tone volume intonation expression accurate/cy	**Vocabulary:** predict prediction explain I predict…because… The text says…	**Vocabulary:** find copy explain skim scan record retrieve	**Vocabulary:** word meaning root prefix suffix definition dictionary context	**Vocabulary:** re-tell key events summarise/ summary important unimportant themes