

Rainforest Diary – Teaching Information

About this Resource:

- The text is for the children to read. Give each pair a copy of the text (without questions) to read individually or as a whole class.
- The teacher should use the teacher version. It shows you where to pause after each section and provides questions for you to ask. The colours refer to our levels so that you can direct specific questions at specific students (their version does not have these colours or show them which is emerging, etc.). The questions are also numbered in the order they appear on the comprehension sheet.
 - Beginner – Year 5 Emerging (Red)
 - Easy – Year 5 Developing (Blue)
 - Tricky – Year 5 Expected (Orange)
 - Expert – Year 5 Greater Depth (Green)
- The children can record their answers to the questions at the end of the shared read/discussion or in a different session by using the comprehension sheet. The questions have been re-grouped into abilities so that you can assign sections to specific children.
 - Section A – Year 5 Emerging
 - Section B – Year 5 Developing
 - Section C – Year 5 Expected
 - Section D – Year 5 Greater Depth
- The codes at the end of each question refer to the interim statements and the reading objectives from the New National Curriculum for England (a guide to the codes can be found at the end of this document).
- You can find further information specific to this whole class guided reading pack on the next page.

Rainforest Diary – Teaching Information

National Curriculum Objectives:

English Year 5 & Year 6: (P2/2e) [Understand what they read by predicting what might happen from details stated and implied](#)

Level of this Pack:

Age: 9-10

England: Year 5

Scotland: Primary 6

Wales: Year 5

Australia: Year 4/Grade 4

Differentiation for Challenge Activity:

Section A Use the text to answer multiple choice retrieval questions.

Section B Use the text to decide whether statements are true or false.

Section C Complete the chart using information from the text about date, temperature and summary of events.

Section D Find and copy words from the text which match the given definition.

More [Geography](#) Resources.

Did you like this resource? Don't forget to review it [here](#).

Monday 1st August

(temperature 27°C; humidity 55%; precipitation 0mm)

Well – that was a long journey! 8266km to be precise! The flight from London to Manaus (Brazil) took 17 long, dreary hours. We arrived at the hotel about an hour ago and Dad has allowed me to do this quick update before bed. I'm pretty exhausted after all that travelling, so I'm more than ready to go to sleep now. I wish I had more energy though, as Manaus looks like a pretty cool city to explore. Dad calls it 'the gateway to the Amazon rainforest' as it's the perfect place to begin our expedition. He is hoping to organise some transport tomorrow to take us into the heart of the rainforest. At 10 years old, dad was worried that I might be too young for a journey like this, so I'm really glad he changed his mind and let me tag along. I hope I don't get in his way too much.

Em: (Q1) How do we know that this is a diary? (T4) It includes dates/times, personal pronouns, informal tone, contracted words, mostly past tense, personal details and opinions, chronological order, emotive language.

De: (Q6) How much rain has there been today and how do you know this? (C1/2a) There has been no rain today as the word precipitation refers to rain, sleet, snow or hail.

Ex: (Q11) Why isn't the diarist at school? (C6/2b) The diary entry was made in August, when school children are on holiday.

GD: (Q16) Why do you think they are going into the rainforest? (P2/2e) Various responses linked to evidence in the text. Dad obviously has a job to do and the word 'expedition' usually refers to a journey with a particular purpose, such as exploration or scientific research.

Tuesday 2nd August

(temperature 29°C; humidity 70%; precipitation 0mm)

Did you know that the Amazon rainforest is the largest rainforest in the world? It's so big that the UK and Ireland can fit into it 17 times! After spending the day travelling through it, I can truly appreciate this fact.

We began the day sailing by ferry along the Rio Tapajós (a major tributary of the Amazon). The frequent roar of the howler monkeys was a constant reminder of how wild and potentially dangerous this place can be. We also spotted plenty of caiman (a member of the alligator family) sunning themselves on the banks of the river. I prayed that our boat wouldn't sink! Many, many kilometres later, we disembarked at the small town of Alter do Chão. This was where Dad had arranged to meet our guide, called Matheus. We spent a few hours collecting the supplies we needed for our journey before jumping into a muddy but sturdy looking off-roader, to be driven deeper into the rainforest.

Sadly, the lovely air-conditioned 4x4 has taken us as far as it can; the last leg of our journey needs to be done on foot. We have set up camp for the night and Dad is attempting to heat up some black bean and sausage stew on the camp fire. Currently, I'm lying unsteadily in a hammock, attempting to write this entry. The hammock will hopefully help me avoid the many snakes, spiders and insects that wander around the forest floor at night. I don't think I'm going to get much sleep tonight!

Ex: (Q12) What does the word 'tributary' mean? (C1/2a) A tributary is a river or stream that flows into a larger river or lake.

De: (Q7) Why is the diarist worried about the boat sinking? (P5/2d) The noise of the howler monkeys and the sight of the caiman reminded the diarist of how dangerous the rainforest can be. The diarist must have felt safer in the boat.

GD: (Q17) Why is there a change of tense within the entry for Tuesday 2nd August? (C8/2h)

The first two paragraphs of this section have been written in the past tense because the diarist is recalling events from earlier in the day. The last paragraph of this section refers to events that are happening at the time of writing and also mentions future events.

Em: (Q2) Why did the diarist need to sleep in a hammock? (C6/2b) The hammock will keep the diarist off the rainforest floor, where the snakes, spiders and insects crawl around at night.

Wednesday 3rd August

(temperature 29°C; humidity 82%; precipitation 10mm)

Today has been tough! The humidity has been unbearable and we've been hit by two torrential rainstorms. Despite this, we've managed to walk over 15km through some pretty tough terrain. The heat and humidity have sapped my energy though; I'm tired, grubby and very sweaty. Nevertheless, the rainforest is a truly magnificent place. The trees are absolutely massive. They have smooth, straight trunks that shoot up for 100 feet or more, before branching out to create a thick canopy, high above the forest floor. Light levels in the forest can be very low at times, due to the thickness of the canopy. Matheus told me that in the places where the canopy is really thick, it can take ten minutes for the rain to reach the ground. However, it's thanks to these conditions that so many species thrive here. Apparently, there are over 2.5 million types of insect living here – I think I've been bitten by half of them!

I have no idea how Matheus did it but he managed to deliver us safely to our intended destination: the village of the Wajapi tribe. It was late when we arrived so we have been shown to a hut where

we are to stay the night. I can't wait to explore the village in the morning and Dad is so excited about finally being able to unlock some of the secrets of this magical place.

Em: (Q3) What different modes of transport has the diarist used to get to the village? (C6/2b)

The diarist has used a plane, boat, 4x4 vehicle and their own legs to reach the village.

GD: (Q18) What does the phrase 'pretty tough terrain' suggest about the walking conditions? (L5/2g)

It means that the walking conditions were difficult due to the physical features of the land.

De: (Q8) In what ways has the day been tough for the diarist? (C6/2b)

The diarist has had to cope with high humidity, torrential rainstorms and a 15km walk over tough terrain.

Ex: (Q13) 'Nevertheless, the rainforest is a truly magnificent place.' Is this sentence a fact or opinion? (C9) An opinion

Thursday 4th August

(temperature 28°C; humidity 72%; precipitation 5mm)

Today, I have discovered such a lot about the Wajapi people. They have lived in the Amazon rainforest for thousands of years and have developed a deep understanding of their environment. These people are completely self-sufficient. They grow their own crops and eat the edible plants that grow naturally around them. The river also acts as an important lifeline. They use it for drinking water, as a means of transport and as a place to hunt fish, turtles, capybara and caiman. I admit to being a little disappointed by the lack of poisoned darts being used for hunting. Guns now appear to be the weapon of choice. This remote village must have some links with the outside world.

Unfortunately, we have been told that loggers and developers are wanting to cut down vast numbers of trees in the area. They want to clear the forest so they can make way for grazing animals and crops. The tribe are concerned about the affect this will have on the indigenous plants and animals. Dad has promised to do all he can to help protect this area.

Dad spent many hours talking to a very important person: the shaman. The shaman has great knowledge of the local plants and animals and it's believed that he can even communicate with them. Dad is primarily here to discuss the shaman's knowledge of medicinal plants. Over time, this tribe have learnt how to utilise the healing properties of the plants growing naturally around them. Dad has always believed that the cure to many diseases and ailments can be found in the plants of the rainforest. Luckily, the shaman has allowed him to take some samples of the plants they use. I have my fingers crossed that these samples will help Dad find the answers he has been looking for.

GD: (Q19) The tribe are described as being 'self-sufficient'. What does this mean? (C1/2a)

This means that you need no outside help in satisfying your basic needs e.g. the river provides water, they hunt for their own food, they grow their own crops.

Ex: (Q14) Why do you think the river is a good place to hunt for food? (P5/2d) There will be fish, turtles and caiman living in the river, whilst other animals like capybara come to the river to drink.

Em: (Q4) If large numbers of trees get cut down, how do you think this will affect the plants and animals? (P2/2e) This will mean a loss of habitat for thousands of species who live in the trees and undergrowth. Plants will also be cleared to make way for grazing.

De: (Q9) The tribe have had to learn how to use the plants as medicine. Why is this? (P2/2e)

The tribe are a very long way from a doctors surgery, chemist or hospital so they need to be able to heal themselves.

Friday 5th August

(temperature 30°C; humidity 79%; precipitation 0mm)

Today has been hot and humid (as usual) but at least it hasn't rained! I spent a fun morning playing with some children who were a similar age to me. We had great fun trying to understand each other with the help of a bit of sign language and mime. Sadly, it was also time to go.

The trek back to the 4x4 didn't seem as bad this time. I must be getting used to these humid conditions. Although when Matheus turned on the air-conditioning, I thought I'd died and gone to heaven. Bliss! We've a long drive ahead of us now before reaching the town of Alter do Chão. Dad wants to spend the night there before sailing back to Manaus, ready to catch the flight home.

Even though I've found the rainforest incredibly tough at times, I'll never forget this once in a lifetime experience. I intend to keep this diary in a very safe place, so when I'm old and forgetful, I'll still be able to recall my days of adventure.

Em: (Q5) Why did the children need to use sign language and mime? (P5/2d) They spoke different languages so the sign language allowed them to understand one another.

De: (Q10) What is the purpose of the brackets? (T4) To insert additional information.

GD: (Q20) Why do you think the diarist wrote the word 'Bliss!' as a one word sentence? (L5/2g)

To emphasise just how lovely the air-conditioning felt after days in a hot and humid climate.

Ex: (Q15) Do you think the diarist plans to go back to the Amazon rainforest again? (P2/2e)

The phrase 'once in a lifetime' implies that they will not be doing it again..

Rainforest Diary

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Sadly, the lovely air-conditioned 4x4 has taken us as far as it can; the last leg of our journey needs to be done on foot. We have set up camp for the night and Dad is attempting to heat up some black bean and sausage stew on the camp fire. Currently, I'm lying unsteadily in a hammock, attempting to write this entry. The hammock will hopefully help me avoid the many snakes, spiders and insects that wander around the forest floor at night. I don't think I'm going to get much sleep tonight!

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I have no idea how Matheus did it but he managed to deliver us safely to our intended destination: the village of the Wajapi tribe. It was late when we arrived so we have been shown to a hut where we are to stay the night. I can't wait to explore the village in the morning and Dad is so excited about finally being able to unlock some of the secrets of this magical place.

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Unfortunately, we have been told that loggers and developers are wanting to cut down vast numbers of trees in the area. They want to clear the forest so they can make way for grazing animals and crops. The tribe are concerned about the affect this will have on the indigenous plants and animals. Dad has promised to do all he can to help protect this area.

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Section A

1. How do we know that this is a diary? (T4)
2. Why did the diarist need to sleep in a hammock? (C6/2b)
3. What different modes of transport has the diarist used to get to the village? (C6/2b)
4. If large numbers of trees get cut down, how do you think this will affect the plants and animals? (P2/2e)
5. Why did the children need to use sign language and mime? (P5/2d)

Section B

6. How much rain has there been today and how do you know this? (C1/2a)
7. Why is the diarist worried about the boat sinking? (P5/2d)
8. In what ways has the day been tough for the diarist? (C6/2b)
9. The tribe have had to learn how to use plants as medicine. Why is this? (P2/2e)
10. What is the purpose of the brackets? (T4)

Section C

11. Why isn't the diarist at school? (C6/2b)
12. What does the word 'tributary' mean? (C1/2a)
13. 'Nevertheless, the rainforest is a truly magnificent place.' Is this sentence a fact or opinion? (C9)
14. Why do you think the river is a good place to hunt for food? (P5/2d)
15. Do you think the diarist plans to go back to the Amazon rainforest again? (P2/2e)

Section D

16. Why do you think they are going into the rainforest? (P2/2e)
17. Why is there a change of tense within the entry for Tuesday 2nd August? (C8/2h)
18. What does the phrase 'pretty tough terrain' suggest about the walking conditions? (L5/2g)
19. The tribe are described as being 'self-sufficient'. What does this mean? (C1/2a)
20. Why do you think the diarist wrote the word 'Bliss!' as a one word sentence? (L5/2g)

Rainforest Diary – Challenge Activity

Section A

Circle the correct answer.

The distance from London to Manaus is...

6822km

8266km

8262km

8622km

Their guide was called...

Martin

Mattie

Matthew

Matheus

On Wednesday 3rd August, the humidity was...

84%

88%

82%

28%

Dad spent a lot of time talking to the...

shaman

healer

witchdoctor

elder

Dad thought the cure for many diseases and ailments could be found in the...

animals

water

air

plants

Section B

Use the information in the text to decide whether these statements are true or false.

	True	False
Dad calls Manaus 'the gateway to the Amazon rainforest' as it's the perfect place to begin our expedition.		
The Amazon rainforest is so big that the UK and Ireland can fit into it 71 times!		
They spotted plenty of caiman (a member of the monkey family) sunning themselves on the banks of the river.		
The hammock will hopefully help the diarist avoid the many snakes, spiders and insects that wander around the forest floor.		
Loggers and developers are wanting to cut down vast numbers of trees in the area.		

Section C

Complete the chart using information from the text.

Date	Temperature	Summary of main events
Wednesday 3 rd August		
	27°C	
		Spent the morning playing with the children.
		Travelled by 4 x4 back to Alter do Chão.
Tuesday 2 nd August		
		The diarist learnt lots about the Wajapi people.
		Dad was given some plant samples to take home.

Section D

These people are completely self-sufficient. They grow their own crops and eat the edible plants that grow naturally around them. The river also acts as an important lifeline. They use it for drinking water, as a means of transport and as a place to hunt fish, turtles, capybara and caiman. I admit to being a little disappointed by the lack of poisoned darts being used for hunting. Guns now appear to be the weapon of choice. This remote village must have some links with the outside world.

FIND and COPY a word in the text that means:

- to carry people from one place to another _____
- a mammal that looks like a giant guinea pig _____
- needing no outside help to satisfy needs _____
- a place located far from main centres of population _____
- pursue and kill for sport or food _____
- fit to be eaten _____

Section A

1. How do we know that this is a diary? (T4) **It includes dates/times, personal pronouns, informal tone, contracted words, mostly past tense, personal details and opinions, chronological order, emotive language.**
2. Why did the diarist need to sleep in a hammock? (C6/2b) **The hammock will keep the diarist off the rainforest floor, where the snakes, spiders and insects crawl around at night.**
3. What different modes of transport has the diarist used to get to the village? (C6/2b) **The diarist has used a plane, boat, 4x4 vehicle and their own legs to reach the village.**
4. If large numbers of trees get cut down, how do you think this will affect the plants and animals? (P2/2e) **This will mean a loss of habitat for thousands of species who live in the trees and undergrowth. Plants will also be cleared to make way for grazing.**
5. Why did the children need to use sign language and mime? (P5/2d) **They spoke different languages so the sign language allowed them to understand one another.**

Section B

6. How much rain has there been today and how do you know this? (C1/2a) **There has been no rain today as the word precipitation refers to rain, sleet, snow or hail.**
7. Why is the diarist worried about the boat sinking? (P5/2d) **The noise of the howler monkeys and the sight of the caiman reminded the diarist of how dangerous the rainforest can be. The diarist must have felt safer in the boat.**
8. In what ways has the day been tough for the diarist? (C6/2b) **The diarist has had to cope with high humidity, torrential rainstorms and a 15km walk over tough terrain.**
9. The tribe have had to learn how to use the plants as medicine. Why is this? (P2/2e) **The tribe are a very long way from a doctors surgery, chemist or hospital so they need to be able to heal themselves.**
10. What is the purpose of the brackets? (T4) **To insert additional information.**

Section C

11. Why isn't the diarist at school? (C6/2b) **The diary entry was made in August, when school children are on holiday.**
12. What does the word 'tributary' mean? (C1/2a) **A tributary is a river or stream that flows into a larger river or lake.**
13. 'Nevertheless, the rainforest is a truly magnificent place.' Is this sentence a fact or opinion? (C9) **An opinion**
14. Why do you think the river is a good place to hunt for food? (P5/2d) **There will be fish, turtles and caiman living in the river, whilst other animals like capybara come to the river to drink.**
15. Do you think the diarist plans to go back to the Amazon rainforest again? (P2/2e) **The phrase 'once in a lifetime' implies that they will not be doing it again..**

Section D

16. Why do you think they are going into the rainforest? (P2/2e) **Various responses linked to evidence in the text. Dad obviously has a job to do and the word 'expedition' usually refers to a journey with a particular purpose, such as exploration or scientific research.**
17. Why is there a change of tense within the entry for Tuesday 2nd August? (C8/2h) **The first two paragraphs of this section have been written in the past tense because the diarist is recalling events from earlier in the day. The last paragraph of this section refers to events that are happening at the time of writing and also mentions future events.**
18. What does the phrase 'pretty tough terrain' suggest about the walking conditions? (L5/2g) **It means that the walking conditions were difficult due to the physical features of the land.**
19. The tribe are described as being 'self-sufficient'. What does this mean? (C1/2a) **This means that you need no outside help in satisfying your basic needs e.g. the river provides water, they hunt for their own food, they grow their own crops.**
20. Why do you think the diarist wrote the word 'Bliss!' as a one word sentence? (L5/2g) **To emphasise just how lovely the air-conditioning felt after days in a hot and humid climate.**

Rainforest Diary – Challenge Activity

Section A

Circle the correct answer.

The distance from London to Manaus is...

6822km

8266km

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Section B

Use the information in the text to decide whether these statements are true or false.

	True	False
Dad calls Manaus 'the gateway to the Amazon rainforest' as it's the perfect place to begin our expedition.	✓	
The Amazon rainforest is so big that the UK and Ireland can fit into it 71 times!		✓
They spotted plenty of caiman (a member of the monkey family) sunning themselves on the banks of the river.		✓
The hammock will hopefully help the diarist avoid the many snakes, spiders and insects that wander around the forest floor.	✓	
Loggers and developers are wanting to cut down vast numbers of trees in the area.	✓	

Section C

Complete the chart using information from the text.

Date	Temperature	Summary of main events
Wednesday 3 rd August	29°C	Walked over 15km through rough terrain to reach
		the village of the Wajapi tribe.
Monday 1 st August	27°C	Flew from London to Manaus. Stayed in a hotel
		overnight.
Friday 5 th August	30°C	Spent the morning playing with the children.
		Travelled by 4 x4 back to Alter do Chão.
Tuesday 2 nd August	29°C	Travelled by boat to Alter do Chão to meet guide.
		Took 4x4 into rainforest where they set up camp.
Thursday 4 th August	28°C	The diarist learnt lots about the Wajapi people.
		Dad was given some plant samples to take home.

Section D

These people are completely **self-sufficient**. They grow their own crops and eat the **edible** plants that grow naturally around them. The river also acts as an important lifeline. They use it for drinking water; as a means of **transport** and as a place to **hunt** fish, turtles, **capibara** and caiman. I admit to being a little disappointed by the lack of poisoned darts being used for hunting. Guns now appear to be the weapon of choice. This **remote** village must have some links with the outside world.

FIND and COPY a word in the text that means:

- to carry people from one place to another transport
- a mammal that looks like a giant guinea pig capibara
- needing no outside help to satisfy needs self-sufficient
- a place located far from main centres of population remote
- pursue and kill for sport or food hunt
- fit to be eaten edible

Comprehension

- Year 1/2 C1/1a Discussing word meanings, linking new meanings to known vocabulary
C2 Answer simple, information retrieval questions about texts*
C3 Drawing on what they already know from background information and vocabulary provided by the teacher
C4 Discussing and expressing views about a wide range of texts
C5/1c Discussing the sequence of events in texts and how items of information are related
- Year 3/4 C1/2a Explaining the meaning of words in context
C4 Discussing and expressing views about a wide range of texts
C6/2b Retrieve and record information from fiction and non-fiction
C7 Identifying how language, structure and presentation contribute to meaning
- Year 5/6 C1/2a Exploring the meaning of words in context
C4 Discussing and expressing views about a wide range of texts
C6/2b Retrieve, record and present information from fiction and non-fiction
C7 Identifying how language, structure and presentation contribute to meaning
C8/2h Making comparisons within and across texts
C9 Distinguish between statements of fact and opinion

Predictions and Making Inferences

- Year 1/2 P1 Link the text to their own experiences
P2/1e Predicting what might happen on the basis of what has been read so far
P3/1d Making inferences on the basis of what is being said and done
P4 Answering and asking questions
- Year 3/4 P2/2e Predicting what might happen from details stated and implied
P4 Asking questions to improve their understanding
P5/2d Drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence
- Year 5/6 P2/2e Predicting what might happen from details stated and implied
P4 Asking questions to improve their understanding
P5/2d Drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence

Language for Effect

- Year 1/2 L1 Recognising and joining in with predictable phrases
L2 Learning to appreciate rhymes and poems, and to recite some by heart with appropriate intonation to make the meaning clear
- Year 3/4 L3 Using dictionaries to check the meaning of words they have read
L4 Preparing poems and play scripts to read aloud and to perform, showing understanding through intonation, tone, volume and action
- Year 5/6 L2 Learning a wider range of poetry by heart
L4 Preparing poems and play scripts to read aloud and to perform, showing understanding through intonation, tone, volume and action so that the meaning is clear to an audience
L5/2g Discuss and evaluate the authors' use of language, including figurative language, including the impact on the reader and how meaning is enhanced through the author's choice of words and phrases
L6/2f Identify and explain how content is related and contributes to meaning as a whole

*not currently a curriculum objective

Summarising

Year 1/2	S1	Discussing the significance of the title and events
Year 3/4	S2/2c	Identifying main ideas drawn from more than one paragraph and summarising these
Year 5/6	S2/2c	Summarising from more than one paragraph, identifying key details which support the main ideas

Themes and Conventions

Year 1/2	T1/1b	Becoming very familiar with non-fiction and fiction, such as key stories, fairy stories and traditional tales, and retelling them
	T2/1b	Considering the particular characteristics of the above texts
Year 3/4	T3	Reading texts that are structured in different ways and reading for a range of purposes
	T4	Identifying themes and conventions in a wide range of texts
	T5	Recognising some different forms of poetry
Year 5/6	T2	Increasing their familiarity with a wide range of books, including myths, legends and traditional stories, modern fiction, fiction from our literary heritage, and texts from other cultures and traditions
	T4	Identifying and discussing themes and conventions in and across a wide range of writing

Reading for Pleasure

Year 1/2	R1	Listening to and discussing a wide range of fiction and non-fiction texts
	R2	Participate in discussion about texts, poems and other works that are read to them and those that they can read for themselves, taking turns and listening to what others say
	R3	Discussing their favourite words and phrases
Year 3/4	R1	Listening to and discussing a wide range of fiction and non-fiction texts
	R2	Participate in discussion about both texts that are read to them and those they can read for themselves, taking turns and listening to what others say
	R3	Discussing words and phrases that capture the reader's interest and imagination
Year 5/6	R2	Participate in discussions about books that are read to them and those they can read for themselves, building on their own and others' ideas and challenging views courteously
	R3	Discussing words and phrases that capture the reader's interest and imagination
	R4	Recommending texts that they have read to their peers, giving reasons for their choices