



<ul style="list-style-type: none"> <li>• asking and answering questions appropriately, including some simple inference questions based on characters' feelings, thoughts and motives;</li> <li>• checking that the text makes sense to them, discussing their understanding and explaining the meaning of words in context.</li> </ul>								
to retrieve and record information from non-fiction.								

\* These are detailed in the word lists within the spelling appendix to the national curriculum (English Appendix 1). Teachers should refer to these to exemplify the words that pupils should be able to read as well as spell.



setting).								
to understand what they read, in books they can read independently, by: <ul style="list-style-type: none"> <li>• predicting what might happen from details stated and implied.</li> <li>• drawing simple inferences with evidence such as inferring characters' feelings.</li> </ul>								
to retrieve and record information from non-fiction using conventions such as indexes, contents pages and glossaries.								

\* These are detailed in the word lists within the spelling appendix to the national curriculum (English Appendix 1). Teachers should refer to these to exemplify the words that pupils should be able to read as well as spell.