

## Reading Foci Progression 26/27



Use this matrix when planning a reading unit. If you are teaching Inference to a Year 4 class, check the Year 3 descriptor to see what they should already be secure in, and look at Year 5 to see where you need to stretch your highest-achieving readers.

| Year 2                                                                                                           | Progression Skill                                                                                                        | Core Reading Skill              | Curriculum Objective                                                                                                              | Question Stems<br><i>Focus: Concrete understanding, simple vocabulary links, and basic retrieval/sequencing.</i>                                                                   |
|------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------|---------------------------------|-----------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>Vocabulary</b><br><i>Discussing, understanding, and exploring words.</i>                                      | Discuss and clarify the meanings of words, linking new meanings to known vocabulary. Discuss favorite words and phrases. | Identification & Clarification. | Can identify words they do not understand and use basic context to guess meanings.<br>Can pick out words that stand out or rhyme. | What does this word mean?<br>Which word makes you feel [happy/scared/excited]?<br>Can you find a word that means the same as _____?<br>Why did the author use the word _____ here? |
| <b>Inference</b><br><i>Reading between the lines; using clues to understand characters' feelings or motives.</i> | Make simple inferences on the basis of what is being said and done. Explain why a character                              | Direct Action-to-Feeling.       | Infers how a character feels based on a single, clear action or spoken line (e.g., "He                                            | How do you know that _____ is feeling sad?<br>Why did _____ do that?                                                                                                               |

|                                                                                                              |                                                                                                                                             |                         |                                                                                                                   |                                                                                                                                                                                                                                                |
|--------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------|-------------------------|-------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
|                                                                                                              | might feel a certain way based on a single action.                                                                                          |                         | slammed the door, so he is angry").                                                                               | What tells you that the character is good/bad?<br>How can you tell it is night time/winter/raining?                                                                                                                                            |
| <b>Prediction</b><br><i>Using clues from the text to anticipate what might happen next.</i>                  | Predict what might happen on the basis of what has been read so far. (Usually short-term, immediate plot predictions).                      | Immediate Next Steps.   | Predicts what will happen on the very next page based on the illustrations, title, or immediate narrative action. | Look at the cover/title. What do you think this book is about?<br>What do you think _____ will do next?<br>How do you think the story will end?<br>Will they find the missing object? Why do you think that?                                   |
| <b>Explanation</b><br><i>Explaining how the text works, authorial choices, and the impact on the reader.</i> | Explain their understanding of what is read. Recognise simple recurring literary language in stories and poetry (e.g., "Once upon a time"). | Basic Form Recognition. | Distinguishes between fiction, non-fiction, and poetry.<br>Explains their personal preferences about a text.      | Is this text a story, a poem, or a non-fiction book? How do you know?<br>What is your favorite part of the story and why?<br>Why does the writer use an exclamation mark here?<br>What kind of book would you look in to find out about _____? |
| <b>Retrieval</b><br><i>Finding and flagging facts directly stated in the text.</i>                           | Answer questions and find specific information in non-fiction texts. (Usually requires scanning for a single, obvious keyword).             | Keyword Matching.       | Locates specific, literal facts by scanning for a distinct, matching keyword provided directly in the question.   | Where does the story take place?<br>What did _____ do when _____ happened?<br>Who is the main character?<br>Find the page that tells you about _____.                                                                                          |

|                                                                 |                                                                                                                  |                    |                                                                                                           |                                                                                                                                                                                               |
|-----------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------|--------------------|-----------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>Summarise</b><br><i>Condensing the main ideas of a text.</i> | Express views about a book and recount the main elements of a story, sequence events in the order they happened. | Linear Sequencing. | Correctly orders the main events of a story (Beginning, Middle, End) and verbally recounts the core plot. | What happened first in the story? What happened last?<br>Can you number these three events [1, 2, 3] to show the order they happened?<br>What is the main thing that happens in this chapter? |
|-----------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------|--------------------|-----------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|

| Year 3                                                                                                           | Progression Skill                                                                                                                                    | Core Reading Skill          | Curriculum Objective                                                                                                                                       | Question Stems<br><i>Focus: Finding clues, using dictionaries, tracking structures, and justifying answers with text evidence.</i>                                                                                                                                                  |
|------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>Vocabulary</b><br><i>Discussing, understanding, and exploring words.</i>                                      | Apply growing knowledge of root words, prefixes, and suffixes to understand meanings. Use dictionaries to check the meaning of words they have read. | Morphology & Tools.         | Uses root words, prefixes (e.g., <i>un-</i> , <i>dis-</i> , <i>mis-</i> ), and suffixes to decode meaning. Learn how to navigate a dictionary efficiently. | What does the word ----- suggest about the character/setting?<br>Find and copy one word that means -----.<br>Can you think of another word the author could have used instead of -----?<br>Use a dictionary to find the definition of ----- . How does that fit into this sentence? |
| <b>Inference</b><br><i>Reading between the lines; using clues to understand characters' feelings or motives.</i> | Draw inferences such as inferring characters' feelings, thoughts, and motives from their actions, and <b>justify</b>                                 | Single-Point Justification. | Makes inferences about thoughts and motives, and can point to the exact word or phrase in the text that gave                                               | Why did ----- say ----- in that way?<br>What does this sentence tell us about how the character's                                                                                                                                                                                   |

|                                                                                                              |                                                                                                                                                      |                             |                                                                                                                                    |                                                                                                                                                                                                                                                                                         |
|--------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------|------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
|                                                                                                              | inferences with explicit evidence from the text.                                                                                                     |                             | them that clue.                                                                                                                    | attitude has changed?<br>Find and copy a group of words that show _____ is nervous.<br>How do you know that _____ didn't want to go to _____?                                                                                                                                           |
| <b>Prediction</b><br><i>Using clues from the text to anticipate what might happen next.</i>                  | Predict what might happen from details stated and implied. (Longer-term predictions, considering character personality traits).                      | Stated Clues.               | Predicts future plot developments by tracking explicitly stated details about a character's behavior or upcoming events.           | Based on what you know about _____'s personality, what will they do now?<br>What clues in this paragraph suggest that something bad is about to happen?<br>Do you think _____ will succeed in their mission? Why/why not?                                                               |
| <b>Explanation</b><br><i>Explaining how the text works, authorial choices, and the impact on the reader.</i> | Identify how language, structure, and presentation contribute to meaning. Explain how a writer uses specific adjectives or adverbs to create a mood. | Text Features.              | Explains how non-fiction features (subheadings, glossaries, diagrams) assist the reader in locating and understanding information. | Why has the author structured the text with these subheadings?<br>How does the author make you feel sympathy for _____ in this chapter?<br>Why are some words written in <b>bold</b> or <i>italics</i> ?<br>How does the author create a sense of mystery/excitement in this paragraph? |
| <b>Retrieval</b><br><i>Finding and flagging facts directly stated in the text.</i>                           | Retrieve and record information from non-fiction. Use organisational features (subheadings, indexes) efficiently to locate clues.                    | Feature-Assisted Retrieval. | Navigates indexes, contents pages, and clear subheadings to independently find the correct paragraph to scan for answers.          | According to the text, what are the three main reasons that _____?<br>Using the index/contents page, where would you find                                                                                                                                                               |

|                                                                 |                                                                                                                                             |                       |                                                                                                         |                                                                                                                                                                           |
|-----------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------|-----------------------|---------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
|                                                                 |                                                                                                                                             |                       |                                                                                                         | information on ____?<br>How many times did ____ try to ____?<br>True or False: [Statement from text]. Find evidence to prove it.                                          |
| <b>Summarise</b><br><i>Condensing the main ideas of a text.</i> | Identify main ideas drawn from more than one paragraph and summarise these (e.g., writing a headline or a 3-sentence summary of a chapter). | Paragraph Extraction. | Identifies the single most important sentence or event within an individual paragraph or short section. | What is the main idea of paragraph 3?<br>If you had to give this chapter a new headline/title, what would it be?<br>Can you summarise this page in three short sentences? |

| Year 4                                                                      | Progression Skill                                                                                                                                    | Core Reading Skill | Curriculum Objective                                                                                                                                 | <b>Question Stems</b><br><i>Focus: Finding clues, using dictionaries, tracking structures, and justifying answers with text evidence.</i>                                                                                                          |
|-----------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------|------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>Vocabulary</b><br><i>Discussing, understanding, and exploring words.</i> | Apply growing knowledge of root words, prefixes, and suffixes to understand meanings. Use dictionaries to check the meaning of words they have read. | Shades of Meaning. | Explains why an author chose a specific adjective or verb instead of a common one (e.g., <i>trudged</i> vs. <i>walked</i> ). Explains simple idioms. | What does the word ____ suggest about the character/setting?<br>Find and copy one word that means ____.<br>Can you think of another word the author could have used instead of ____?<br>Use a dictionary to find the definition of _____. How does |

|                                                                                                                  |                                                                                                                                                                       |                      |                                                                                                                                          |                                                                                                                                                                                                                                                                                         |
|------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------|------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
|                                                                                                                  |                                                                                                                                                                       |                      |                                                                                                                                          | that fit into this sentence?                                                                                                                                                                                                                                                            |
| <b>Inference</b><br><i>Reading between the lines; using clues to understand characters' feelings or motives.</i> | Draw inferences such as inferring characters' feelings, thoughts, and motives from their actions, and <b>justify inferences with explicit evidence</b> from the text. | Textual Evidence.    | Frequently justifies multiple inferences using explicit evidence ("I know it's a spooky place because the author says 'shadows crept'"). | Why did _____ say _____ in that way?<br>What does this sentence tell us about how the character's attitude has changed?<br>Find and copy a group of words that show _____ is nervous.<br>How do you know that _____ didn't want to go to _____?                                         |
| <b>Prediction</b><br><i>Using clues from the text to anticipate what might happen next.</i>                      | Predict what might happen from details stated and implied. (Longer-term predictions, considering character personality traits).                                       | Implied Clues.       | Uses implied clues and early foreshadowing to make realistic predictions about how a problem or conflict might be resolved.              | Based on what you know about _____'s personality, what will they do now?<br>What clues in this paragraph suggest that something bad is about to happen?<br>Do you think _____ will succeed in their mission? Why/why not?                                                               |
| <b>Explanation</b><br><i>Explaining how the text works, authorial choices, and the impact on the reader.</i>     | Identify how language, structure, and presentation contribute to meaning. Explain how a writer uses specific adjectives or adverbs to create a mood.                  | Basic Author Intent. | Explains how formatting choices (bold text, bullet points) or language choices contribute to the overall clarity and meaning of a text.  | Why has the author structured the text with these subheadings?<br>How does the author make you feel sympathy for _____ in this chapter?<br>Why are some words written in <b>bold</b> or <i>italics</i> ?<br>How does the author create a sense of mystery/excitement in this paragraph? |

|                                                                                    |                                                                                                                                             |                             |                                                                                                                |                                                                                                                                                                                                                                                               |
|------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------|----------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>Retrieval</b><br><i>Finding and flagging facts directly stated in the text.</i> | Retrieve and record information from non-fiction. Use organisational features (subheadings, indexes) efficiently to locate clues.           | Synonymous Retrieval.       | Locates information even when the question uses synonyms instead of the exact words found on the page.         | According to the text, what are the three main reasons that _____?<br>Using the index/contents page, where would you find information on _____?<br>How many times did _____ try to _____?<br>True or False: [Statement from text]. Find evidence to prove it. |
| <b>Summarise</b><br><i>Condensing the main ideas of a text.</i>                    | Identify main ideas drawn from more than one paragraph and summarise these (e.g., writing a headline or a 3-sentence summary of a chapter). | Multi-Paragraph Condensing. | Identifies the main ideas drawn from more than one paragraph and condenses them into a short summary or title. | What is the main idea of paragraph 3?<br>If you had to give this chapter a new headline/title, what would it be?<br>Can you summarise this page in three short sentences?                                                                                     |

| Year 5                                                                      | Progression Skill                                                                                                     | Core Reading Skill | Curriculum Objective                                                                                                           | <b>Question Stems</b><br><i>Focus: Nuance, synthesis across a whole text, identifying figurative language, and comparing viewpoints.</i> |
|-----------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------|--------------------|--------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------|
| <b>Vocabulary</b><br><i>Discussing, understanding, and exploring words.</i> | Explore the meaning of words in context. Understand how words change meaning over time or across genres. Identify how | Contextual Nuance. | Explains the meaning of words in highly unfamiliar or historical contexts. Explains how technical or archaic language alters a | How does the author's choice of vocabulary create a sense of [tension/atmosphere/urgency]?<br>Find a metaphor/simile in the              |

|                                                                                                                  |                                                                                                                                                                   |                            |                                                                                                                                 |                                                                                                                                                                                                                                                                                                                           |
|------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------|---------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
|                                                                                                                  | language, structure, and presentation contribute to meaning.                                                                                                      |                            | text's tone.                                                                                                                    | text and explain what it means. The author uses the phrase _____. What does this tell us about _____? Which word is closest in meaning to _____ as it is used in this context?                                                                                                                                            |
| <b>Inference</b><br><i>Reading between the lines; using clues to understand characters' feelings or motives.</i> | Provide developed explanations for inferences, integrating evidence from <i>different parts</i> of the text. Distinguish between statements of fact and opinion.  | Subtext & Nuance.          | Infers underlying themes and reads between the lines when characters are lying, hiding their feelings, or being sarcastic.      | What impression do you get of _____ from their conversation with _____?<br>Explain how the character's behavior contradicts what they are saying.<br>What does this paragraph imply about the relationship between _____ and _____?<br>Using evidence from across the text, explain why _____ made the decision to _____. |
| <b>Prediction</b><br><i>Using clues from the text to anticipate what might happen next.</i>                      | Predict what might happen from details stated and implied, evaluating the probability of different outcomes based on structural conventions (e.g., genre tropes). | Character-Driven Outcomes. | Predicts long-term outcomes based on a deep understanding of a character's flaws, historical actions, and psychological traits. | Based on the structural conventions of this genre, what is the most likely outcome?<br>How does the author prepare the reader for the twist at the end of the chapter?<br>Do you think _____ will learn from their mistakes by the end of the book? Explain your reasoning.                                               |

|                                                                                                              |                                                                                                                                                                                                       |                                           |                                                                                                                                            |                                                                                                                                                                                                                                                                                                                                                                                       |
|--------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>Explanation</b><br><i>Explaining how the text works, authorial choices, and the impact on the reader.</i> | <p>Evaluate how authors use language, including figurative language (metaphors, similes, personification), considering the impact on the reader. Provide reasoned justifications for their views.</p> | <p>Distinguishing Fact &amp; Opinion.</p> | <p>Explains how an author builds a viewpoint. Successfully differentiates between objective fact and subjective opinion within a text.</p> | <p>How does the author use personification/imagery to affect the reader's view of the setting? Compare the viewpoint of [Character A] with [Character B]. How does the author show their differences? Is this statement a fact or an opinion? Explain how you know. Explain how the narrative perspective (e.g., first-person vs. third-person) influences how we see the events.</p> |
| <b>Retrieval</b><br><i>Finding and flagging facts directly stated in the text.</i>                           | <p>Retrieve, record, and distil information from a wide range of texts. Track down multiple pieces of evidence across dense paragraphs to answer complex questions.</p>                               | <p>Multi-Fact Extraction.</p>             | <p>Skims and scans longer, denser texts to locate and extract multiple independent facts scattered across paragraphs.</p>                  | <p>Give two pieces of evidence from the text that support the idea that _____.<br/> According to the text, what was the chronological sequence of events leading up to _____?<br/> Identify the paragraph where the author outlines the objections to _____.<br/> Find and copy the phrase that indicates _____.</p>                                                                  |
| <b>Summarise</b><br><i>Condensing the main ideas of a text.</i>                                              | <p>Summarise the main ideas drawn from more than one paragraph, identifying key themes across a whole text (e.g., loss, heroism, friendship) and</p>                                                  | <p>Chapter Synthesis.</p>                 | <p>Summarises entire chapters or lengthy articles accurately, focusing strictly on core points while stripping away minor details.</p>     | <p>What are the overarching themes of this text? How do they develop?<br/> Summarise the argument presented in the text, ensuring</p>                                                                                                                                                                                                                                                 |

|  |                             |  |  |                                                                                                                     |
|--|-----------------------------|--|--|---------------------------------------------------------------------------------------------------------------------|
|  | tracking their development. |  |  | you include both perspectives.<br>Which of the following sentences best encapsulates the main message of the story? |
|--|-----------------------------|--|--|---------------------------------------------------------------------------------------------------------------------|

| Year 6                                                                                                           | Progression Skill                                                                                                                                                                  | Core Reading Skill               | Curriculum Objective                                                                                                                                               | Question Stems<br><i>Focus: Nuance, synthesis across a whole text, identifying figurative language, and comparing viewpoints.</i>                                                                                                                                                                             |
|------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>Vocabulary</b><br><i>Discussing, understanding, and exploring words.</i>                                      | Explore the meaning of words in context. Understand how words change meaning over time or across genres. Identify how language, structure, and presentation contribute to meaning. | Strategic Impact.                | Evaluates how vocabulary choices create deliberate atmosphere, tone, or bias. Identifies and deconstructs complex figurative language (metaphor, personification). | How does the author's choice of vocabulary create a sense of [tension/atmosphere/urgency]?<br>Find a metaphor/simile in the text and explain what it means. The author uses the phrase _____. What does this tell us about _____?<br>Which word is closest in meaning to _____ as it is used in this context? |
| <b>Inference</b><br><i>Reading between the lines; using clues to understand characters' feelings or motives.</i> | Provide developed explanations for inferences, integrating evidence from <i>different parts</i> of the text. Distinguish between statements of fact and opinion.                   | Synthesis & Cross-Text Evidence. | Provides fully developed, multi-point written explanations for inferences, weaving together clues from <i>different chapters</i> to support a single point.        | What impression do you get of _____ from their conversation with _____?<br>Explain how the character's behavior contradicts what they are saying.                                                                                                                                                             |

|                                                                                                              |                                                                                                                                                                                                       |                                          |                                                                                                                                                      |                                                                                                                                                                                                                                                                                                                                                                                              |
|--------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
|                                                                                                              |                                                                                                                                                                                                       |                                          |                                                                                                                                                      | <p>What does this paragraph imply about the relationship between _____ and _____?</p> <p>Using evidence from across the text, explain why _____ made the decision to _____.</p>                                                                                                                                                                                                              |
| <b>Prediction</b><br><i>Using clues from the text to anticipate what might happen next.</i>                  | <p>Predict what might happen from details stated and implied, evaluating the probability of different outcomes based on structural conventions (e.g., genre tropes).</p>                              | <p>Genre &amp; Structural Rules.</p>     | <p>Evaluates the probability of various outcomes, explicitly referencing structural conventions, narrative tropes, and genre expectations.</p>       | <p>Based on the structural conventions of this genre, what is the most likely outcome?</p> <p>How does the author prepare the reader for the twist at the end of the chapter?</p> <p>Do you think _____ will learn from their mistakes by the end of the book? Explain your reasoning.</p>                                                                                                   |
| <b>Explanation</b><br><i>Explaining how the text works, authorial choices, and the impact on the reader.</i> | <p>Evaluate how authors use language, including figurative language (metaphors, similes, personification), considering the impact on the reader. Provide reasoned justifications for their views.</p> | <p>Narrative Mechanics &amp; Impact.</p> | <p>Evaluates how perspective (first vs. third person), structural pacing (flashbacks, parallel plots), and style impact the reader's experience.</p> | <p>How does the author use personification/imagery to affect the reader's view of the setting? Compare the viewpoint of [Character A] with [Character B]. How does the author show their differences?</p> <p>Is this statement a fact or an opinion? Explain how you know. Explain how the narrative perspective (e.g., first-person vs. third-person) influences how we see the events.</p> |

|                                                                                    |                                                                                                                                                                           |                                |                                                                                                                                            |                                                                                                                                                                                                                                                                                                         |
|------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>Retrieval</b><br><i>Finding and flagging facts directly stated in the text.</i> | Retrieve, record, and distil information from a wide range of texts. Track down multiple pieces of evidence across dense paragraphs to answer complex questions.          | Evidence Mapping & Distilling. | Swiftly extracts complex, minute details from dense academic or historical texts, filtering out distracting information or "red herrings." | Give two pieces of evidence from the text that support the idea that _____.<br>According to the text, what was the chronological sequence of events leading up to _____?<br>Identify the paragraph where the author outlines the objections to _____.<br>Find and copy the phrase that indicates _____. |
| <b>Summarise</b><br><i>Condensing the main ideas of a text.</i>                    | Summarise the main ideas drawn from more than one paragraph, identifying key themes across a whole text (e.g., loss, heroism, friendship) and tracking their development. | Global Thematic Overview.      | Summarises the overall message, moral, or overarching themes (e.g., <i>betrayal, isolation</i> ) across an entire whole text.              | What are the overarching themes of this text? How do they develop?<br>Summarise the argument presented in the text, ensuring you include both perspectives.<br>Which of the following sentences best encapsulates the main message of the story?                                                        |