

Ross Welford

The 1,000 year old Boy

1,000 Years Ago Fact File (a)

“Above the people cowering on the bank, the men who had come in boats appeared. They paused – arrogantly, fearlessly – then walked over to their prey, swords and axes at the ready. I saw some people entering the water to try to escape. They would not get far: a smaller boat waited mid-river to intercept them.

I lowered my head and buried it in Mam’s shawl, but she pulled it away and wiped her eyes. Her voice trembled with rage.

‘Sey, Alve. Sey!’ That is how we spoke then. ‘Old Norse’ it is called now, or a dialect of it. We didn’t call it anything. She meant, ‘Look! Look at what they are doing to us, those men who have come from the north in their boats.’” (page 5 – 6)

Task:

Research and create a fact file about what life was like 1000 years ago.

You can use information from the story as well as research from the internet to find out about what life was like 1000 years ago. Use the information you discover to create a fact file that could teach others about that period of time.

Ideas to include:

- What did people do for work?
- What did people wear?
- What did people eat?
- What language did people speak?
- What were people worried about?
- What was daily life like?
- How was life then different or the same as life now?

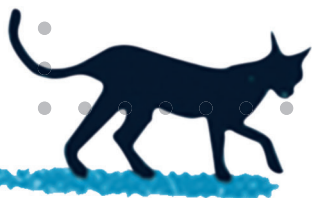
Write your fact file on the next page.

CURRICULUM LINKS: (KS2)

Understand what they read, in books they can read independently, by:

- *checking that the text makes sense to them*
- *discussing their understanding and explaining the meaning of words in context*
- *asking questions to improve their understanding*

CROSS-CURRICULAR LINKS: History



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The Saxon Experience Leaflet (a)

“I’ll say this for The Saxon Experience: they tried their hardest to make things interesting.

The problem was the kind of thing they thought a bunch of kids from Percy Ack would *find* interesting. Everything was aimed at six-year-olds, with signs in bright colours featuring cartoon figures and speech balloons saying things like:

Can you spot the biggest house?

How many animals are in this picture?

That sort of thing.

Alfie, Roxy and I ended up together in one group. There was a visitor centre, a café and the education room, where a man dressed in Saxon clothes gave us a welcome talk.” (page 246)

Task:

Create a leaflet to promote The Saxon Experience that would appeal to children like Aidan, Alfie and Roxy. Think about what might make the visit more fun and engaging for them. Use information from the story as well as your imagination. You may also like to research similar places to get ideas.

Ideas to include:

- A catchy title and headings
- Clear, easy to read information
- Images with captions
- Information about what people can do at the experience
- Information about what facilities are available
- Information about opening times, parking and the café

Create your leaflet on the next page.

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CROSS-CURRICULAR LINKS: History



The **1,000** ~~year~~ old **Boy**

The Saxon Experience Leaflet (b)



Fold

Fold

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The 1,000 year old Boy

Timeline Challenge (a)

“Einar had bought passage on a cargo ship that would sail straight across the North Sea, stopping first north of the old Roman Wall to offload cargo and take on another shipment, and then carrying on down the coast to the mouth of the Tyne.

The captain had said four days, maybe five, depending on the wind – and the wind was not cooperating. Cargo ships relied on sail, rather than the oars that the longships used, so if the wind was coming from the west – as it usually did – a journey to the new lands was hard sailing.” (page 43 – 44)

Task:

Research and create a timeline that shows historic periods of time in British history.

Saxons, Vikings, Romans, Victorians! Do you know which period of time was first and which was the most recent? Carry out research to create a timeline of British history.

Use the cards and create your own. Decorate them with illustrations showing artefacts typical of that period. Cut out the cards and stick them in the correct order on a long strip of card or paper.

Ideas to include:

- Romans
- Saxons
- Vikings
- Georgians
- Tudors
- Victorians
- Celts
- Normans
- Stuarts

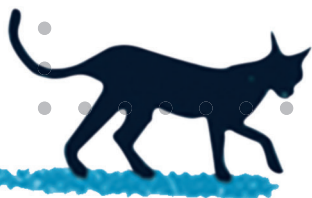
Use the cards on the next page.

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CROSS-CURRICULAR LINKS: History

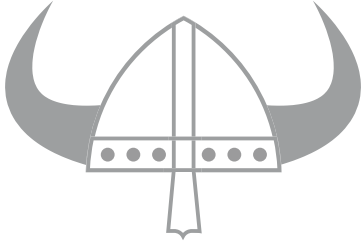


The 1,000 year old Boy



Timeline Challenge (b)

EXAMPLE CARD



Period: Vikings

Date: 750

Interesting fact:
They came from Norway,
Denmark and Sweden



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The 1,000 year old Boy

Storyboard (a)

“My little sister had – I found out later – done a thing at Brownie camp called ‘Explore Your World’, which involved going to places near your home that you’d never been to before. I think you were meant to go to a new park, or new shop, or something.

Not go over the back fence and discover a boy hiding in a sleeping bag in an old workman’s hut with a broken neon GARAGE sign over it.

But that was what Libby had done.

Now, for the second time in three days, the street was alive with people in uniforms – mainly police, but there was an ambulance with paramedics as well. The ambulance doors were open, and two paramedics were sitting on the back ledge, looking unconcerned.”
(Page 176)

Task:

Use the storyboard sheet to show the story of *The 1,000-year-old Boy*. Either draw or make notes in each section. Imagine you are planning on turning the written story into a film and you need to plan the scenes.

Ideas to include:

- Think about how many boxes there are on the storyboard – this is how many scenes you need to show.
- Make notes on the key events from the story. You can always add parts you have forgotten to the beginning or ending later.

Show the story of *The 1,000-year-old Boy* using the storyboard on the next page.

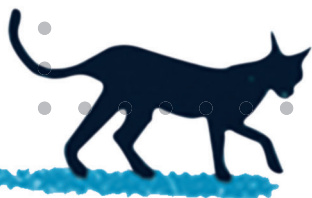
CURRICULUM LINKS: (KS2)

Maintain positive attitudes to reading and understanding of what they read by:

- *Increasing their familiarity with a wide range of books, including myths, legends and traditional stories, modern fiction, fiction from our literary heritage, and books from other cultures and traditions*

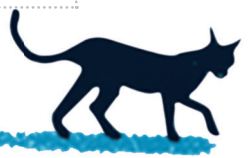
Understand what they read by:

- *Identifying how language, structure and presentation contribute to meaning*



The 1,000 year old Boy

Storyboard (b)



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The 1,000 year old Boy

Archaeology (a)

“Who can tell me vot an archaeologist is?’ she asked.

‘A boring old fart,’ said Inigo Delombra, not quite quietly enough. I swear Dr Heinz heard, and I felt awful for her. No hands went up.

‘Vell, er... erm... archaeology is... is the study of human history through the excavation of the sings ve have left behind. These can be sings zat are dug up, or sometimes ruined buildings and monuments. In fact I often say to my friend Prudence that I’ll never be rich because my career is in ruins!’” (page 262 – 263)

Task:

- Create a presentation about archaeology.
You can use information from the story as well as research from the Internet to find out about archaeology. Create a presentation – it could be a poster, a power point or a talk to teach other about what archaeology is.

Ideas to include:

- What is archaeology?
- What is an archaeologist?
- What type of skills do you need to be an archaeologist?
- What examples are there of archaeology in your local area?
- Where do you think archaeological finds are located?
- What is daily life like as an archaeologist?
- How what is the best and worst thing about being an archaeologist?

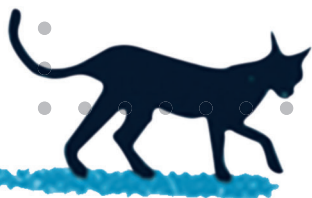
Plan your presentation on the next page.

CURRICULUM LINKS: (KS2)

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- *asking questions to improve their understanding*

CROSS-CURRICULAR LINKS: History



The 1,000 year old Boy

Archaeology (b)

Notes about archaeology

Notes about being an archaeologist

Notes about your chosen style of presentation

Notes about archaeology in your local area



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The 1,000 year old Boy

Word Search (a)

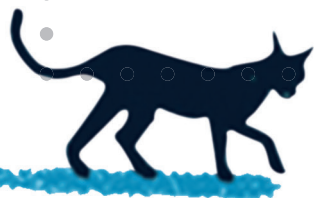
Task: Can you find all of the words below from the book in the word search? The words can go up, down, left, right or diagonal.

A	E	R	M	Z	N	A	U	K	E	G	A	R	A	G
J	L	I	V	P	E	R	L	E	R	Z	R	L	U	C
T	S	G	N	I	V	H	S	F	H	Q	O	T	A	D
X	H	L	N	A	E	W	J	K	I	Y	X	Z	M	A
Q	W	O	F	E	R	A	F	E	L	E	Y	C	P	Y
G	P	Y	U	B	D	H	I	L	D	A	M	O	N	K
E	T	V	R	S	E	V	A	I	O	X	I	O	X	V
D	R	E	P	S	A	J	F	B	E	B	N	E	N	I
O	B	F	V	C	D	N	U	B	I	N	T	J	E	K
U	O	D	P	L	S	Q	D	Y	G	M	O	N	V	I
B	K	A	U	N	T	Y	A	L	I	C	E	W	E	N
I	N	I	G	O	D	E	L	O	M	B	R	A	L	G
F	P	E	R	C	Y	A	C	A	D	E	M	Y	E	S
F	C	H	A	R	L	E	S	D	I	C	K	E	N	S
A	I	D	A	N	L	I	N	K	L	A	T	E	R	B

ALFIE MONK
JASPER
ROXY MINTO
GARAGE
AIDAN LINKLATER
PERCY ACADEMY
BIFFA

EINAR
LIVPERLER
RAFEL
NEVERDEADS
HILDA MONK
THOUSAND
LIBBY

CHARLES DICKENS
ELEVEN
VIKINGS
AUNTY ALICE
INIGO DELOMBRA



The 1,000 year old Boy

Word Search ANSWERS

A	E	R	M	Z	N	A	U	K	E	G	A	R	A	G
J	L	I	V	P	E	R	L	E	R	Z	R	L	U	C
T	S	G	N	I	V	H	S	F	H	Q	O	T	A	D
X	H	L	N	A	E	W	J	K	I	Y	X	Z	M	A
Q	W	O	F	E	R	A	F	E	L	E	Y	C	P	Y
G	P	Y	U	B	D	H	I	L	D	A	M	O	N	K
E	T	V	R	S	E	V	A	I	O	X	I	O	X	V
D	R	E	P	S	A	J	F	B	E	B	N	E	N	I
O	B	F	V	C	D	N	U	B	I	N	T	J	E	K
U	O	D	P	L	S	Q	D	Y	G	M	O	N	V	I
B	K	A	U	N	T	Y	A	L	I	C	E	W	E	N
I	N	I	G	O	D	E	L	O	M	B	R	A	L	G
F	P	E	R	C	Y	A	C	A	D	E	M	Y	E	S
F	C	H	A	R	L	E	S	D	I	C	K	E	N	S
A	I	D	A	N	L	I	N	K	L	A	T	E	R	B

ALFIE MONK
JASPER
ROXY MINTO
GARAGE
AIDAN LINKLATER
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BIFFA

EINAR
LIVPERLER
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INIGO DELOMBRA



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Sangeeta Debate (a)

“Sangeeta looked up at the cloudless sky and tutted. ‘We need rain,’ she murmured. I knew a tricky question was to follow. I had noticed this in Sangeeta: she preceded difficult discussions with a remark on the weather, like she was warming up.

Sure enough: ‘Alfie?’

‘Mmm?’ I said, through a mouthful of cod.

‘You know that I’ve tried to be straight with you, ever since I met you, don’t you?’

I did not like the sound of where this was going.

She continued: ‘Only, I don’t think you’re telling me everything you know.’

I looked at her, furrowing my brow to express puzzlement, or interest, while secretly thinking, *Sangeeta, if I did tell you everything I know, you would not believe me, anyway.*”
(page 305)

Task:

- Hold a class debate to discuss whether Alfie should have told Sangeeta the truth about how old he was. Use the cards to develop your arguments for or against Alfie telling Sangeeta the truth. Try to reach a class consensus.
- Add further arguments to the blank cards
- Think about how Sangeeta knowing Alfie’s secret could affect the rest of the story, including all the events right up until the end
- Cut up the cards and distribute them amongst learners in the group
- Ask each learner to expand upon and justify their card
- Hold a hands up class vote to conclude whether Alfie should have told Sangeeta the truth or not

CURRICULUM LINKS: (KS2)

Maintain positive attitudes to reading and understanding of what they read by:

- *Increasing their familiarity with a wide range of books, including myths, legends and traditional stories, modern fiction, fiction from our literary heritage, and books from other cultures and traditions*

Understand what they read by:

- *Drawing inferences such as inferring characters’ feelings, thoughts and motives from their actions, and justifying inferences with evidence*



The 1,000 year old Boy



Sangeeta Debate (b)

If she knows the truth,
Sangeeta might help Alfie get
to the last life-pearl

If she knows the truth,
Sangeeta might tell
other adults

If she knows the truth,
Sangeeta might protect Alfie

If she knows the truth,
Sangeeta might try to find
and use the last life-pearl
herself

If she knows the truth,
Sangeeta might make Alfie do
the DNA test to prove his age

If she knows the truth,
Sangeeta might protect Alfie
from doing the DNA test
so others don't discover his
secret

If she knows the truth, ...

If she knows the truth, ...

If she knows the truth, ...



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The 1,000 year old Boy

Roxy's Diary (a)

“‘She had a cauldron, a black cat and a broomstick,’ said Roxy, counting them off on her fingers, and nodding her head as if that proved everything.

‘No, Roxy. she had a cooking pot, a black-and-white cat and a... I dunno... a *brush*, like we’ve all got at home.’

‘But you didn’t see inside the house.’

‘Well, no. But I was hoping you were going to tell me. By the way – how’s your head?’

Roxy touched the back of her ear gently and frowned.

‘OK, really. Doesn’t hurt any more. She put some lotion on it.’” (Pages 53 – 54)

Task:

Imagine you are Roxy. You are writing in your diary. Write about what happened when you fell down the bank and landed on the floor at Oak Cottage.

Use information from the chapter and your own imagination.

Ideas to include:

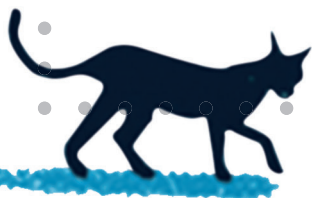
- Why were you watching the cottage?
- How did you end up on the ground in front of the cottage?
- What did the boy and his mum do?
- How did you feel about the event?

Write your diary on the next page.

CURRICULUM LINKS: (KS2)

Understand what they read, in books they can read independently, by:

- *drawing inferences such as inferring characters’ feelings, thoughts and motives from their actions, and justifying inferences with evidence*
- *identifying how language, structure and presentation contribute to meaning*



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The 1,000 year old Boy

Newspaper Article (a)

“‘Was anyone hurt?’ said Dad, as if he could read my mind. The fireman took another sip and looked thoughtful.

‘I’m not really supposed to say until it’s official, but, well...’ He paused, and Dad didn’t prompt him. ‘It’s not gonna help him now, is it?’

Him? Did he just say ‘him’? My heart plummeted.

‘Or her, I suppose,’ he continued. ‘Anyways... one body that we know of. We don’t even know who lived there yet. We couldn’t get the trucks down the lane, and the hoses weren’t long enough. They never stood a chance.’

They? Was that ‘they’ as in ‘he or she’ or ‘they’ as in... I was confused and tired and didn’t know what to think.” (Page 77)

Task:

Write a newspaper article about the fire that burned down Oak Cottage.

You can use ideas from the story and your own imagination to write your newspaper article.

Ideas to include:

- A catchy article heading
- Who was involved in the event?
- What happened that was interesting?
- Why did it happen?
- Where did it all start?
- When did it happen?
- Quotes from witnesses
- Picture with a caption

Write your newspaper article on the next page.

ENGLISH CURRICULUM LINKS: (KS2)

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The 1,000 year old Boy

Newspaper

Write your newspaper article here.

The Daily News

Handwriting practice area with two columns of dotted lines for writing. The right column is partially obscured by a large empty rectangular box, likely intended for an illustration.



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The 1,000 year old Boy

Vocabulary Challenge (a)

“Mam said he had **obtained** the life-pearls when he had **heroically** fought some **vagabonds** who were **raiding** a tiny village. I loved this story.

‘Like a true and noble warrior,’ said Mam, ‘he spared the life of one of the **bandits** in exchange for the life-pearls.

Straight away he used one of them himself. He made two cuts in his arm and poured in the liquid from one of the glass balls. Four life-pearls **remained**. The **valiant** Einar knew, though, that they were so **valuable** that anyone who owned them was at risk: people would kill to have **eternal** life...” (Page 40-41)

Task:

Can you explain what the words highlighted in this extract mean? Did you know that reading *The 1,000-year-old Boy* will help you to improve your knowledge of, and ability to use, new and interesting vocabulary? Challenge yourself to find out what all of the words on the next pages mean.

Ideas:

- First, talk to a partner or small group about what you think each word means
- Next, look up each word in the book to read it in context
- Then, look up each word in a dictionary and note its meaning

Explore the vocabulary on the next page.

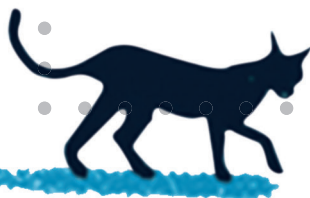
ENGLISH CURRICULUM LINKS: (KS2)

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The 1,000 year old Boy

Vocabulary Challenge (b)

WORD	DEFINITION
obtained	
heroically	
vagabonds	
raiding	
bandits	
remained	
valiant	
valuable	
eternal	



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The 1,000 year old Boy

Letter to Jack (a)

"I knew then, just as you know now, that they were laughing at me. That Jack was there with Jean, and I understood.

He did not want to hang around with a boy who looked like he was eleven. A boy who would not be allowed into dances, a boy who did not smoke, a boy who was not interested in girls, a boy who was just, well... a boy. A strange boy: that was me. Is me.

I swallowed hard and took a deep breath. It had happened before, but I was still angry."
(Page 93)

Task:

Imagine you are Alfie. Write a letter to Jack McGonagal to express your feelings about the demise of your friendship. The letter could be from immediately after you ceased being friends, or from when Jack returned to take chickens, or from the time that you met his son at the beach.

Use information from the story and your own imagination.

Ideas to include:

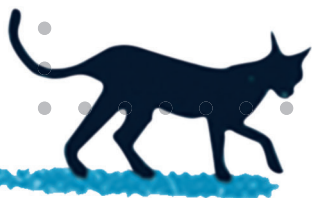
- What are you writing to say?
- Why do you need to say that?
- How might things have ended differently?
- How much detail will you include in explaining yourself?

Write your letter on the next page.

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The 1,000 year old Boy

Letter to Jack (b)

Write your letter here.

A large, empty rectangular box with a thin grey border, intended for writing a letter. The box is surrounded by a decorative border of small grey dots.



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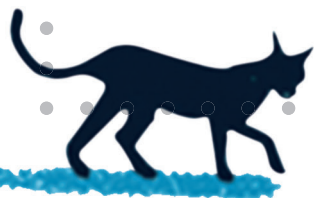
The 1,000 year old Boy

Quiz (a)

Test your knowledge of the story.

See how many quiz questions you can answer correctly. Use the book to help you find the answers.

QUESTIONS	YOUR ANSWERS
1. What is the name of Alfie's cat?	
2. What did the pink neon sign on Roxy's garage say?	
3. What is Alfie's real surname?	
4. Where and when is Chapter One set?	
5. How many liverlars did Alfie's dad own?	
6. What was Alfie's dad called?	
7. How old was Jack in 1939?	
8. What was the title of the Charles Dicken's book Jack took?	
9. Who was Rafael?	
10. Why did Roxy's mum live in the front room?	
11. What was Alfie's mum's occupation in the censuses?	



The 1,000 year old Boy

Quiz (b)

QUESTIONS	YOUR ANSWERS
12. What possessions did Alfie salvage from the burnt out cottage?	
13. What was the name of Aiden's little sister?	
14. How did Alfie know that Jasper was like him?	
15. What languages does Alfie know?	
16. What did Alfie use to shoot rabbits?	
17. Who is the school bully at Percy Academy?	
18. What was the final life-pearl hidden inside?	
19. What did Inigo Delombra show at the school history month exhibition?	
20. Who is Sangeeta Prasad?	
21. What were the two reasons that Roxy's 'faint' wasn't believable?	
22. Why did Sangeeta arrange for Alfie to have a DNA test?	
23. Whose boat did the children use to get over to Coquet island?	
24. Who is Wayland G.?	

CURRICULUM OBJECTIVES:

Understand what they read by:

- *Checking that the book makes sense to them, discussing their understanding and exploring the meaning of words in context*
- *Asking questions to improve their understanding*
- *Summarizing the main ideas drawn from more than one paragraph, identifying key details that support the main ideas*



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The 1,000 year old Boy

The legend of the Neverdeads (a)

“Your teachers told me about you, and the dreadful sing zat happened to you. And so... I do a little research, yes? The fire, you know? I am so, so sorry. I looked in vebsites, official records, yes? I discovered you and your mother, God rest her soul, are living in zat house for many, many years, yes?”

I nod, and sink into a nylon camping chair next to the table. I am exhausted. I cannot lie anymore.

“The legend of ze Neverdeads: it has almost been forgotten, no? But there was zat clue, hidden in ze writings of an old Durham Bishop.” (Page 375)

Task:

Discuss with a partner how legends were known and shared in the days before books. If you aren't sure, research it. Write your own version of the legend of the Neverdeads using information from the story as well your own imagination.

Ideas to include:

- Think about what happened to Alfie's dad at the beginning of the story
- Include information about the livperler (life-pearls) such as what they are, how many there were and how they work
- Think about how versions of the story may have been different depending on who was telling the story
- Think about the information Dr Heinz heard or discovered about the legend

Write your Neverdeads legend on the next page.

ENGLISH CURRICULUM LINKS: (KS2)

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The 1,000 year old Boy

••• The legend of the Neverdeads (b) •••



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The 1,000 year old Boy

Play script (a)

“As Wayland G. staggers to his feet, I’m still trying to pull on a life jacket. Jasper has unhooked the rope securing the rescue boat to the yacht.

Unencumbered by life jackets and oilskins, Jasper is much more agile than the two crewmen in the inflatable. With his back to the yacht, he hooks his arms over the rail and lifts up both feet to deliver a huge double kick into the chest of the first man. All he says is, ‘Whoa!’ and then falls backward into the water

By now, Wayland G. is back up the steps. He pushes me roughly aside and is one stride away from grabbing Jasper, just as he lets go with his arms and lands in the rescue boat.”
(Page 364)

Task:

- Choose an exciting scene from The 1,000-year-old Boy and rewrite it into a play script. Then act it out (sensibly!) with your friends.
- Ideas to include:
 - Who are the characters in this scene?
 - What is the setting for this scene?
 - What happens in this scene? Will you include all the details in your script or just the main action?
 - Will you use a narrator?
 - What actions might you like the characters to perform? Remember to give them stage directions.

Write your play script on the next page.

ENGLISH CURRICULUM LINKS: (KS2)

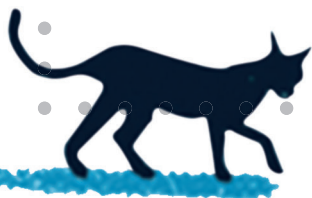
Maintain positive attitudes to reading and understanding of what they read by:

- *Preparing poems and plays to read aloud and to perform, showing understanding through intonation, tone and volume so that the meaning is clear to an audience*

Understand what they read by:

- *Drawing inferences such as inferring characters’ feelings, thoughts and motives from their actions, and justifying inferences with evidence*

CROSS-CURRICULAR LINKS: Drama



The 1,000 year old Boy

Play script (b)

Write your play script here.

CHARACTERS

SCENE

Setting:

Speaker1:

Stage Directions:



The 1,000 year old Boy

Play script (c)

Write your play script here.



Ross Welford

The 1,000 year old Boy

Character Profile (a)

“He talks like that a lot, does Jasper. So far as I can tell, he has no regional accent, and no foreign accent, either. At times, he sounds slightly American, and at others more Australian, when his voice goes up at the end of a sentence as if he’s asking a question? It’s hard to work out. He was born in Romania and has narrow dark eyes – almost black – behind tinted glasses, and he’s lived in lots of countries.

I asked him once where he was from. ‘Just call me a nomad,’ he said, baring his teeth. Between you and me, I’m terrified of him. ” (Page 22)

Task:

Choose one of the characters from the story and create a character profile for them. Use information from the text and your own imagination to create the profile.

Ideas to think about:

- What does he/she look like?
- What does he/she do?
- What is his/her personality like?
- What are his/her favourite foods or hobbies?
- What are the things that he/she doesn’t like?
- What family does he/she have?

ENGLISH CURRICULUM LINKS: (KS2)

Maintain positive attitudes to reading and understanding of what they read by:

- *Increasing their familiarity with a wide range of books, including myths, legends and traditional stories, modern fiction, fiction from our literary heritage, and books from other cultures and traditions*

Understand what they read by:

- *Drawing inferences such as inferring characters’ feelings, thoughts and motives from their actions, and justifying inferences with evidence*

