

Reading Progression Document - Infer


KS1 NC Reading content domain - 1d make inferences from the text

KS2 NC Reading content domain - 2d Make inferences from text/Explain and justify inferences with evidence from text

Infer

Making inferences is fundamental to successful functioning in society but more particularly to our ability to read with understanding and enjoyment.
There are different elements to inference:

- Infer from what characters say and do
- Predict what might happen (**see predict**)
- Identify how language ... contribute(s) to meaning: How meaning is conveyed through the writer's language choices
- Ask inferential questions
- Adapt reading strategies in order to make inferences

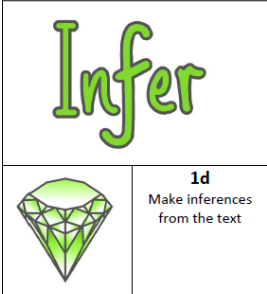
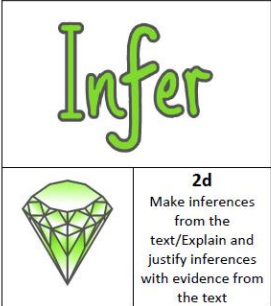
	Early Learning Goals	Year 1 Expected	Year 2 Expected	Year 3 Expected	Year 4 Expected	Year 5 Expected	Year 6 Expected
Infer from what characters say and do	<i>Speaking - Children express themselves effectively, showing awareness of listeners' needs. They use past, present and future forms accurately when talking about events that have happened or are to happen in the future.</i>	<i>Pupils will be able to speculate about characters from what they say and do, e.g. when role playing parts or reading aloud. Discuss what is suggested about a character from the way or how he/ she speaks.</i>	<i>Pupils will be able to make Simple, plausible inferences about characters from what they say and do, focusing on important moments in a text.</i>	<i>Pupils will be able to understand how what a character says or does impacts on other characters, or on the events described in the narrative. Infer characters' feelings in fiction.</i>	<i>Pupils will be able to deduce the reasons for the way that characters behave from scenes across a short story.</i>	<i>Pupils will be able to understand what is implied about characters and make judgements about their motivations and attitudes from the dialogue and descriptions.</i>	<i>Pupils will be able to understand what is implied about characters through the way they are presented, including through the use of a narrator or narrative voice, explaining how this influences the readers' view of characters.</i>
Ask inferential questions	<i>Understanding – pupils will answer 'how' and 'why' questions about</i>	<i>Pupils will be able to ask questions to explore what</i>	<i>Pupils will be able to ask questions to understand more about characters</i>	<i>Pupils will be able to ask questions to develop understanding of</i>	<i>Pupils will be able to ask questions to clarify their understanding of</i>	<i>Pupils will be able to recognise where they don't understand why</i>	<i>Pupils will be able to ask questions to clarify and explore their</i>

	<i>their experiences and in response to stories or events.</i>	<i>characters say and do.</i>	<i>and events in narrative or the topic in non-fiction.</i>	<i>characters' feelings and actions, or to understand significant details about a topic.</i>	<i>what is implied about main ideas, themes and events in texts they have read.</i>	<i>something happens in a text and ask questions to clarify their understanding.</i>	<i>understanding of what is implied in the text .</i>
Adapt reading strategies in order to make inferences	<i>Speaking – pupils will develop their own narratives and explanations by connecting ideas or events.</i>	<i>Pupils will be able to link what they are reading to their own experience.</i>	<i>Pupils will be able to talk around a topic prior to reading. Re-read sections of texts carefully to find answers to questions about characters and events.</i>	<i>Pupils will be able to link what they read to their knowledge and experience of a topic and to their knowledge of similar texts. Pupils will be able to make regular predictions and brief summaries as they read, thinking about the clues and hints they've picked up, as well as what is directly stated. Pupils will be able to re-read sections of texts carefully to check their ideas about the text.</i>	<i>Pupils will be able to link what they are reading to prior knowledge and experience and to their knowledge of similar texts. Pupils will be able to make predictions and brief summaries at regular intervals when reading Think about what they've read, re-read sections of texts carefully to find 'evidence' to support their speculations and interpretation of characters and events.</i>	<i>Pupils will be able to link what they read to what they know (prior knowledge and experience), their knowledge of texts, and to what they have read in previous sections, to make inferences and deductions. Pupils will be able to know how to gain a rapid overview of a text, e.g. by skimming and scanning, and how and when to read slowly and carefully. Build 'thinking time' into their reading, identifying questions that they want answered. Pupils will be able to summarise their current</i>	<i>Pupils will be able to link what they have just read to what they know (prior knowledge and experience), their knowledge of texts, and what they have read in previous sections, to make inferences and deductions. Pupils will be able to know how to gain a rapid overview of a text, e.g. by skimming and scanning and how and when to read slowly and carefully. Build 'thinking time' into their reading, identifying questions that they want answered. Pupils will be able to summarise their</i>

						<i>understanding at regular intervals when reading an extended text.</i>	<i>current understanding at regular intervals when reading an extended text.</i>
Identify how language ... contribute(s) to meaning: How meaning is conveyed through the writer's language choices		<i>Pupils will be able to explore the effect of patterned language or repeated words and phrases in familiar stories.</i>	<i>Pupils will be able to investigate traditional story language, e.g. story openers and endings, scene openers, language which signals a time shift or magical event.</i>	<i>Pupils will be able to discuss the language used to create significant aspects of a text, e.g. opening, build up, atmosphere, and how a writer implies as well as tells.</i>	<i>Pupils will be able to understand how writers use figurative and expressive language to hint at and suggest ideas and information in order to capture interest, e.g. how they use language to set scenes, or create moods, arouse expectations, build tension, describe attitudes or emotions.</i> <i>Pupils will be able to discuss the meaning of similes and other comparisons that they read.</i>	<i>Pupils will be able to identify and discuss idiomatic phrases, expressions and comparisons (metaphors, similes and embedded metaphors) met in texts, considering why authors might have used them.</i> <i>Pupils will be able to consider the language used in a text and pick up the implications and associations being made by the writer.</i>	<i>Pupils will be able to identify the hints and suggestions that writers make through their choices of words and phrases and the associations these evoke, e.g. about characters, events or ideas.</i>
Justify their inference ideas about a text		<i>Pupils will be able to answer simple questions where they recall information from a text.</i>	<i>Pupils will be able to answer simple inference questions by making a point and supporting it with 'evidence' from a text.</i>	<i>Pupils will be able to re-read sections of texts carefully to find 'evidence' to support their ideas about a text.</i>	<i>Pupils will be able to support their ideas about a text by quoting or by paraphrasing from it.</i>	<i>Pupils will be able to evaluate a book or section of it, referring to details and examples in a text to back up their judgement</i>	<i>Pupils will be able to identify material from texts to support an argument, know when it is useful to quote directly,</i>

				<i>Pupils will be able to answer simple inference questions by making a point and supporting it with 'evidence' from a text.</i>	<i>Pupils will be able to answer inferential questions both orally and in writing, by making a point, and explaining it.</i>	<i>and support their reasoning. Identify and summarise evidence from a text to support a hypothesis.</i>	<i>paraphrase or adapt. Identify and summarise evidence from a text to support a hypothesis.</i>
--	--	--	--	--	--	--	--

EYFS & KS1	KS2
-----------------------	------------

<div style="display: flex; align-items: center;"> <div style="border: 1px solid black; background-color: #00b050; color: white; padding: 2px; margin-bottom: 2px;">Read Question.</div> <div style="border: 1px solid black; background-color: #00b050; color: white; padding: 2px; margin-bottom: 2px;">Identify the question type (when, why etc.)</div> <div style="border: 1px solid black; background-color: #00b050; color: white; padding: 2px; margin-bottom: 2px;">Find the part of the text that the question refers to.</div> <div style="border: 1px solid black; background-color: #00b050; color: white; padding: 2px; margin-bottom: 2px;">Think about what this means (work out the answer).</div> <div style="border: 1px solid black; background-color: #00b050; color: white; padding: 2px; margin-bottom: 2px;">Find part of the text to explain why you think this.</div> <div style="border: 1px solid black; background-color: #00b050; color: white; padding: 2px; margin-bottom: 2px;">Answer the question.</div> <div style="border: 1px solid black; background-color: #00b050; color: white; padding: 2px;">Check you have answered question.</div> </div> <div style="text-align: center; margin: 10px 0;">  </div>	<div style="display: flex; align-items: center;"> <div style="border: 1px solid black; background-color: #00b050; color: white; padding: 2px; margin-bottom: 2px;">Read Question</div> <div style="border: 1px solid black; background-color: #00b050; color: white; padding: 2px; margin-bottom: 2px;">Identify the question type (when, where, why etc)</div> <div style="border: 1px solid black; background-color: #00b050; color: white; padding: 2px; margin-bottom: 2px;">Identify main words in question.</div> <div style="border: 1px solid black; background-color: #00b050; color: white; padding: 2px; margin-bottom: 2px;">Identify how the question relates to the text.</div> <div style="border: 1px solid black; background-color: #00b050; color: white; padding: 2px; margin-bottom: 2px;">Read between the lines (work out the answer)</div> <div style="border: 1px solid black; background-color: #00b050; color: white; padding: 2px; margin-bottom: 2px;">Find part of the text to explain why you think this. (Quote)</div> <div style="border: 1px solid black; background-color: #00b050; color: white; padding: 2px; margin-bottom: 2px;">Answer question.</div> <div style="border: 1px solid black; background-color: #00b050; color: white; padding: 2px;">Check you have answered question</div> </div> <div style="text-align: center; margin: 10px 0;">  </div>
---	--

- | | |
|---|---|
| <p>Possible KS1 reading questions stems:</p> <ul style="list-style-type: none"> Why do you think _____? How do you know that _____? When do you think _____? How can you tell that _____? True or False Why did _____? How do you feel about _____? Can you explain why _____? | <p>Possible KS2 reading questions stems:</p> <ul style="list-style-type: none"> Explain how _____? Explain why _____? Why did _____? Why is _____? How does _____? Why do you think _____? Explain using the text. How do you know _____? Explain using the text. When do you think _____? Explain using the text. |
|---|---|

- How does _____ feel?

-

- How can you tell that _____? Explain using the text.

- True/False

- What makes you think that?

- Which words give you the impression that _____?

- How do you feel about _____? Why?

- Can you explain why _____?

- Which word tells you that _____?