

## Reading Progression Document - Prediction

**KS1 NC Reading content domain - 1e** Predict what might happen on the basis of what has been read so far


**KS2 NC Reading content domain - 2e** Predict what might happen from details stated and implied

### Prediction

Teaching children to make predictions makes them more involved and engaged readers. Predictions set up a purpose for the reading and build interest and engagement. It is an important element of what good readers do to help them make sense of a text.

A prediction is always a form of inference - it is making an informed guess about what you are going to read about next, based upon what has been read already, what is known about the topic and the text type, and the immediate hints and clues the reader picks up.

It is important that teaching makes this process explicit to young readers. We must also encourage children to understand the importance of *plausible* predictions, based on these sources of information, rather than over emphasising correct predictions, because writers will always introduce new and unexpected ideas which we cannot foresee.

	Early Learning Goals	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Make predictions	<p><i>Demonstrate an understanding when talking with others about what they've read.</i></p>	<p><i>Predict what might happen on the basis of what has been read so far</i></p> <p><i>Pupils will be able to make predictions based on clues such as pictures, illustrations, titles</i></p>	<p><i>Predict what might happen on the basis of what has been read so far</i></p> <p><i>Pupils will be able to use immediate clues and what they have read already to make predictions about what is going to happen or what they will find out</i></p>	<p><i>Predict what might happen from details stated and implied</i></p> <p><i>Pupils will be able to update and modify predictions about the events, characters or ideas in a text on a regular basis throughout their reading.</i></p>	<p><i>Predict what might happen from details stated and implied</i></p> <p><i>Pupils will be able to make predictions about a text based on prior knowledge of the topic, event or type of text. Modify predictions as they read on.</i></p>	<p><i>Predict what might happen from details stated and implied</i></p> <p><i>Pupils will be able to make regular and increasingly plausible predictions as they read, modifying their ideas as they read the next part of the text.</i></p> <p><i>Pupils predictions will generally</i></p>	<p><i>Predict what might happen from details stated and implied</i></p> <p><i>Pupils will be able to make plausible predictions and explain what they are basing them on. Discuss how and why they need to modify their predictions as they read on.</i></p>

				<i>Pupils predictions may include quotations from/ references to text (although may not always relevant)</i>	<i>Pupils predictions will be supported by some <b><u>generally relevant</u></b> textual reference/ quotation.</i>	<i>supported by <b><u>relevant</u></b> textual reference/quotations.</i>	<i>Pupils predictions will be detailed and incorporate <b><u>appropriate</u></b> textual reference and quotations.</i>
<b>Predict what might happen</b>		<i>Pupils will be able to use titles, cover pages, pictures and opening sections of texts to predict the content of unfamiliar stories and non-fiction texts.</i>	<i>Pupils will be able to make plausible predictions showing an understanding of the ideas, events or characters they are reading about.</i>	<i>Pupils will be able to predict from what they have read or had read to them how incidents, events, ideas or topics will develop or be concluded</i>	<i>Pupils will be able to use information about characters to make plausible predictions about their actions.</i>	<i>Pupils will be able to Learn to anticipate events based on their own experience, what has been read so far and knowledge of other similar texts. Discuss the plausibility of their predictions and the reason for them.</i>	<i>Pupils will be able to make predictions, discussing the reasoning behind them, drawing on their knowledge of the world, from reading other similar texts and what they read earlier in the text.  Pupils will be able to compare their predictions with the events that occurred and consider why their predictions were accurate, plausible, or off the mark.</i>

## EYFS & KS1

Think about what you know already.

Think about what will happen next.

Explain (or think about) why you predict this.

Answer the question

Check answer relates to question

# Predict



**1e**

Predict what might happen on the basis of what has been read so far

## KS2

Think about what you know already.

Think about what will happen next.

Link back to what you already know.

Explain (or think about) why you predict this.

Answer question

Check answer relates to question

# Predict



**2e**

Predict what might happen from details stated and implied

### Possible KS1 reading questions stems:

- What do you think might happen next? How do you know?
- What is happening? What do you think might have happened before? What do you think might happen next? How do you know?
- What do you think this story is going to be about? Were you right?
- If \_\_\_\_\_ happened, what might the ending have been?
- What do you see as possible other outcomes? Why?
- Can you explain what must have happened when....? How do you know?
- What would this character think about ...? (possibly a present day issue)
- What else might make ... the character sad/angry/frustrated etc?

### Possible KS2 reading questions stems:

- What do you think will happen next?
- What do you think would happen if \_\_\_\_\_?
- Based on what you have read, what does the last paragraph suggest might happen next?
- Can you think of another story, which has a similar theme, e.g. good vs evil? Do you think this story will end in a similar way? Why?
- Why did the author choose this setting? Will that influence how the story develops?
- How is \_\_\_\_\_ like someone you know? Do you think they will react in the same way?
- What might happen next? Why?
- Choose one character from the book and predict how you think they will behave/react?
- Can you predict several possible outcomes and explain your answer?
- What if...?

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|  | <ul style="list-style-type: none"><li>• If there was a sequel, what might happen? Why do you think this?</li></ul> |
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