Reading Progression - Inference

(Bold objectives/grey boxes = key indicators for National Curriculum for year group)

Skills for inference	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
National curriculum statements	**Explain clearly their understanding of what is read to them** **Predicting what might happen on the basis of what has been read so far** **Discussing the significance of the title and events, making inferences on the basis of what is being said and done**	**Making inferences on the basis of what is being said and done** **Answering and asking questions** **Predicting what might happen on the basis of what has been read so far**	**Checking that the text makes sense to them, discussing their understanding and explaining the meaning of words in context** **Predicting what might happen from details stated and implied** **Drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence** **Asking questions to improve their understanding of a text**		**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** **drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence** **Predicting what might happen from details stated and implied** **Distinguish between statements of fact and opinion** **Provide reasoned justifications for their views**	
Range of texts/genres	***Age appropriate texts:*** ***Reading for themselves key stories, fairy stories and traditional tales*** ***Listening to a wide range of poems, stories and non-fiction at a level beyond that at which they can read independently***	***Age appropriate texts:*** ***Reading for themselves a wider range of stories, fairy stories and traditional tales*** ***Listening to a wide range of contemporary and classic poetry stories and non-fiction at a level beyond that at which they can read independently***	***Age appropriate texts:*** ***Reading for themselves a wide range of books, including fairy stories, myths and legends*** ***listening to a wide range of fiction, poetry, plays, non-fiction and reference books or textbooks*** ***Reading books that are structured in different ways and reading for a range of purposes***		***Age appropriate texts:*** ***Reading for themselves an increasingly wide range of fiction, poetry, plays, non-fiction and reference books or textbooks*** ***reading books that are structured in different ways and reading for a range of purposes*** ***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***	
Predicting	• Predict whether a book will be story or non-fiction based upon the cover and title • **Predict what might happen based on what has been read so far**	• **Make predictions prior to reading based upon the title, cover and skim reading of illustrations** • **Make predictions based upon events in the text so far** • **Make predictions using experience of reading books based on other familiar texts**	• **Make predictions prior to reading based upon the title, cover and skim reading of illustrations, contents page and headings** • **Make predictions based upon events and actions of characters so far in a story** • **Make predictions drawing upon knowledge from other texts** • **Make predictions based upon background knowledge of the topic**	• **Make predictions prior to reading about the likely type of characters or events in a story based upon the front cover, title, knowledge of the author and different genres of writing** • **Make plausible predictions based upon events and actions of characters so far in a story – identifying evidence in the text** • **Make predictions drawing upon knowledge from other texts**	• **Make predictions about characters based upon reading so far – identifying a range of evidence within and beyond the text to support opinion** • **Categorise predictions as likely/unlikely based upon what has been read so far**	• **Make predictions about characters, plots and themes of stories based upon knowledge of fiction genres and other books by the same author** • **Make predictions using evidence stated and implied**
Cause and effect		• Begin to describe (in book talk) cause and effect e.g. the effect a character's actions have on other characters.	• Identify the cause of an event • Infer an effect of a specific event or action	• Identify the multiple causes of an event • Infer and comment on a range of possible effects of a specific event or	• **Infer and comment on the possible causes of events and actions** • Identify which causes are most/least likely based	• **Infer, comment on and make links between the cause and effects of events and actions** • Evaluate the impact of

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				action	upon evidence in the text and beyond	different causes and effects on people and places
Identifying evidence to support and justify opinion	• **Make links to personal experiences** • **Make inferences about character types based on actions E.g. infer stock character types (good/bad/evil /hero etc.) based upon their actions** • **Explain clearly what is read to them**	• Draw upon personal experiences when commenting on a text • **Draw upon knowledge of the topic outside of the book including other similar books** • **Make simple inferences about character feelings based upon their actions and speech**	• **Justify inferences with evidence** • **Infer characters' feelings, thoughts and motives**	• **Justify inferences with evidence from within the text and experiences and/or reading beyond the text** • **Infer characters' feelings, thoughts and motives from their actions at different points in a story**	• **Justify inferences backed by one type of textual evidence from across the text** • **Infer and explain how a character's thoughts, feelings or motives have changed over the course of the text** • **Identify statements of fact and opinion.**	• **Justify inferences backed by a range of types of evidence from across the text** • **Infer and compare different characters' thoughts, feelings and motives at the same points in a story** • **Distinguish between statements of fact and opinion using evidence to justify.**
Drama/ writing in role	• Explore characters through roleplay and drama	• Take on the role of a character e.g. speech bubbles, notes from one character to another or other drama techniques	• Explore characters' actions and feelings through role play such as hot seating • Create short improvisations in role	• Explore characters' actions, feelings and motives through role play such as hot seating • Demonstrate appropriate empathy through expression	• Explore contrasting characters' feelings, thoughts, actions and motives through role play such as hot seating • Create improvisations in role e.g. creating a new or alternative scenes	• Create improvisations in role e.g. for a different point in time to that in the text • Present ideas in role as an expert authority e.g. debate
Asking and answering inference questions		• **Ask and answer simple relevant inference/ detective questions about a story or simple non-fiction text (no evidence needed)**	• **Ask and answer inference/ detective relevant questions about a story or non-fiction text which begins to develop character's feelings and actions**	• **Ask and answer inference/ detective relevant questions about a story or non-fiction text which begins to develop character's feelings, actions and motives**	• **Ask and answer relevant inference/ detective questions for a range of fiction and non-fiction texts** • **In discussion and role ask/answer relevant inferences/ detective questions about characters' feelings, actions, thoughts and motives**	• **Ask find it inference/ detective questions which explore the detail of a text or which require comparison across the text**