

Progression of Inferential Reading Skills

Skill	Reception	Year 1	Year 2
Inferential Reading Skills	<p>Children begin to - understand the feelings of characters in texts they listen to e.g. why Little Bear might want his mummy at bedtime, or that the Gingerbread man might be brave – when the text does not explicitly say so;</p> <p>use pictures in texts which give clues;</p> <p>feel the mood of a setting, such as a scary forest or a funny event e.g. The Enormous Turnip;</p> <p>guess what could happen next.</p>	<p>Children learn to - discuss the significance of the title and events; make simple inferences when a book is read to them e.g. how each of the bears feel when they discover Goldilocks, or why Jack is called 'lazy'; why the title 'Upside Down' might be suitable for an information text about bats; why the ugly sisters might feel jealous;</p> <p>predict what might happen next in a sequenced story, based on what has been read so far;</p> <p>begin to explain their understanding of what is read to them, beyond that which is explicitly stated.</p> <p>In support of inference skills, pupils discuss word meanings, linking new meanings to those already known; they draw on what they already know or on background information and vocabulary provided by the teacher.</p>	<p>Children learn to - make some inferences, answering 'how' and 'why' questions which may reach beyond the text; guess feelings of characters and the reasons for these feelings, particularly when based on the child's personal experiences e.g. why Owl might be afraid of the dark;</p> <p>predict what might happen next, on the basis of what has been read so far;</p> <p>explain their understanding of what is read to them, beyond that which is explicitly stated e.g. make a sequence of events, or explain a moral or message;</p> <p>learn about cause and effect e.g. what has prompted a character's behaviour.</p> <p>In support of inference skills, children discuss and clarify the meanings of words, linking new meanings to known vocabulary provided by the teacher.</p>

Skill	Year 3	Year 4	Year 5	Year 6
Inferential Reading Skills	<p>Children learn to - with support, identify themes across the text e.g. loyalty and treachery in Lion, Witch, Wardrobe;</p> <p>draw inferences such as characters' feelings, thoughts and motives for their actions e.g. why Edmund lied;</p> <p>begin to justify their inferences by locating textual evidence;</p> <p>predict what might happen from implied details or from other stories they know.</p> <p>In support of inference skills, children use dictionaries to check meanings of new vocabulary; with support they talk about what words mean in context.</p>	<p>With growing confidence, gathering experience from texts, children learn to - identify themes across the text;</p> <p>draw inferences such as inferring characters' feelings, thoughts and motives for their actions;</p> <p>justify their inferences with textual evidence, as a familiar exercise;</p> <p>predict what might happen from implied details.</p> <p>In support of inference skills, children use dictionaries with growing independence, to define new vocabulary; they discuss and explain words and phrases to explore meanings in context.</p>	<p>Children learn to - draw inferences independently, often justifying with textual evidence;</p> <p>make predictions from implied details, both before and after events;</p> <p>identify and discuss themes across a wide range of texts, both fiction, non-narrative and poetry;</p> <p>summarise main ideas;</p> <p>make comparisons within and across texts, referring to both reference points;</p> <p>discuss and explore the precise meaning of words and phrases in context.</p>	<p>With confidence, fluency and independence, children - draw hidden inferences, justifying with textual evidence, including quotations which illustrate;</p> <p>make reasoned predictions from implied details;</p> <p>identify and discuss themes across a wide range of texts;</p> <p>summarise main ideas across whole text, note developments e.g. of a character or relationship;</p> <p>make comparisons within and across texts, using evaluative skills;</p> <p>work out the nuanced meanings of words and phrases in context.</p>