

| Skill | Reception | Year 1 | Year 2 |
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| 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 |
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| 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</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</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>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> |

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| | support they talk about what words mean in context. | new vocabulary; they discuss and explain words and phrases to explore meanings in context. | discuss and explore the precise meaning of words and phrases in context. | work out the nuanced meanings of words and phrases in context. |
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Progression of **Inferential Reading Skills** through the Primary School

Local inference: Pupils make inferences to help them understand a sentence or paragraph within a text.

Local inferences take many forms, including those listed below. These are the inferences that help pupils make sense of information in short sections of text.

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Knowledge-based inferences: Pupils use stated information to make inferences that are evidence based.

These inferences can usually be evidenced or explained with direct reference to information stated within a text. Pupils rely on what they have read to support their inference.

Elaborative inferences: Pupils 'fill in the gaps' to create a rich mental representation of a text.

These inferences often involve embellishment of stated information using pupils' prior knowledge and life experiences to help understand a text more fully.

Pixl Primary:

'Inference is a notoriously difficult skill for many pupils to master. There are a number of component skills that make up the overarching umbrella of 'inference' and some of these key skills are more easily embedded than others. For example, pupils usually find it easier to make local inferences than global inferences and often, pupils will make knowledge-based inferences using explicitly stated information before beginning to make elaborative inferences, drawing on their own experiences and empathising with characters.

A good reader will be able to make conscious inferences through interrogation of a text but also make unconscious inferences, automatically, as they read. These may be made both online (at the time of reading) and off-line (after completion of a text or section of text). These types of inference rely on an increasingly good knowledge of vocabulary, sound comprehension and a broad grasp of vocabulary and grammatical structure. Discussing different types of inference skills will make pupils more aware of their own thinking processes as they read and thus improve their ability to select the right skill according to the question they need to answer.'