



Progression in Inference

INFERENCE			
<p>Inference is a key reading comprehension skill. It requires children to be detectives and read between the lines in the text, as sometimes, an author will not tell us directly that a character is feeling sad, but they will give us clues in the way they write about how a character looks, moves, speaks, etc. Children use these clues as evidence to explain their ideas about a text.</p>			
Elements	Year 1 and Year 2	Year 3 and Year 4	Year 5 and Year 6
Exploring characters	<ul style="list-style-type: none"> Use what a character says and does to work out how the character is feeling. 	<ul style="list-style-type: none"> Use a character's actions to help identify their motives or intentions. 	<ul style="list-style-type: none"> Discuss and describe the character's feelings, thoughts, motives and how they change and develop by using subtle clues, giving more than one piece of evidence to support each point made.
Exploring the text	<ul style="list-style-type: none"> Use pictures and speech as clues. Use words from the text as clues to work out the basic meaning. With support, they can begin to pick up on more subtle references. Check their own understanding by asking questions. 	<ul style="list-style-type: none"> Use what they have read to help them understand why certain actions and events have occurred (e.g. I know that George tricked his friends because they were being unkind to him and leaving him out of games). 	<ul style="list-style-type: none"> Explain actions, moods and events that have occurred using clues from the text (e.g. a fight has broken out because of hostility that characters have shown towards each other). Recognise figurative language as evidence to further support ideas about the text.
Using evidence from the text	<ul style="list-style-type: none"> Talk about why a story title might have been chosen. 	<ul style="list-style-type: none"> Back up ideas by using specific evidence from the text and know that more than one piece of evidence can be used to support ideas. 	<ul style="list-style-type: none"> Explain how evidence from the text clearly supports these ideas. Support an opinion by drawing on more than one piece of evidence from across a longer text.
To do this, I must already know and understand	<ul style="list-style-type: none"> That words can hint at meaning e.g 'cried' means they were upset. That pictures can show me how a character feels or what a setting is like. That words, phrases or images can provide clues to answer questions (e.g. how a character is feeling). That behaviours can hint at how a character is feeling e.g. 'he panted heavily' means a character is tired. 	<ul style="list-style-type: none"> That words and phrases convey meaning and these provide hints or clues about actions or events. That authors often show us through behaviours and actions, rather than explicitly tell us, how a character is feeling. 	<ul style="list-style-type: none"> That words provide hints or clues about actions or events, including figurative language. That authors carefully use powerful words to create a different atmosphere or mood.
VIPERS Question Stems	<ul style="list-style-type: none"> Why was feeling ? Why did happen? Why did say ? Can you explain why ? What do you think the author intended when they said How does make you feel? 	<ul style="list-style-type: none"> Find and copy a group of words which show that How do these words make the reader feel? How does this paragraph suggest this? How do the descriptions of show that they are ? How can you tell that ? What impression of do you get from these paragraphs? What voice might these characters use? What was thinking when? Who is telling the story? 	