

Progression in AF3: deduce, infer or interpret information, ideas or events from text & make predictions (Content Domain: 1d & 1e / 2d & 2e)

	Beginning to develop expectations	Embedding understanding of expectations	Securely demonstrates application of expectations
EYFS	Suggest how the story might end.		Beginning to show an understanding of the elements of stories such as main character, sequence of events and openings.
Year 1	With support, will make predictions based on title, cover and blurb	With support, make predictions based on title, cover and blurb and begins to explain reasons for their choices	When making predictions discuss the significance of the title and give simple reasons for their choices Predict what might happen on the basis of what has been read so far
	Can use picture cues to make simple inferences about a text	With support, can make a simple inference about a text	Makes inferences on the basis of what is being said and done
Year 2	With support, can make predictions based on own experiences about what might happen next in unfamiliar texts	Can make predictions about what might happen next in unfamiliar texts giving an example from the text to support their thinking	Predicts what might happen on the basis of what has been read so far with reference to the text to support their choice
	Shows increased confidence when making simple, plausible inferences about characters and events and will give evidence from the text, e.g. What has prompted a character's behaviour in a story?	With confidence will make simple, plausible inferences about characters and events using evidence from a text	Makes inferences on the basis of what is being said and done (and begin to justify their opinion)
Year 3	With prompts, asks questions to improve their understanding of a text	Usually asks questions to improve their understanding of a text	Asks questions to improve their understanding of a text
	Can infer a character's thoughts and feelings in fiction	Can infer a character's thoughts and feelings and justify their views <i>e.g. I think he was really angry but he clenched his fists to stop the feelings flooding out</i>	Beginning to justify inferences made about a character's thoughts and feelings by making reference to and explaining both implicit and explicit information
Year 4	With support, can predict what might happen next by inferring characters' feelings and motives and justify what they say with implicit and explicit points from the text	Predicts what might happen from details stated and implied	Can draw inferences such as inferring character's feelings, thoughts and motives for their actions, and justifying inferences with evidence
Year 5	Deduces characters thoughts, feelings and motives for their actions	Deduces characters, thoughts, feelings and motives for their actions and, with support, can explain the deduction process	Deduces characters thoughts, feelings and motives for their actions and can explain the deduction process
Year 6	In guided sessions, comments develop explanation of inferred meanings on characters' thoughts, feelings and motives for their actions, drawing on evidence across the text	Comments develop explanation of inferred meanings on characters' thoughts, feelings and motives for their actions, drawing on evidence across the text	With increasingly complex texts draws inferences such as inferring characters' feelings, thoughts and motives for their actions, and justifying inferences with evidence
	Considers how implied and multi-layered meanings are created	Evaluates the effect of implied and multi layered meanings	Using implied and multi-layered meanings will predict what might happen from details stated and implied