

Progression in inference

EYFS	Children in Reception will: <ul style="list-style-type: none"> • Suggest how the story might end • Join in with repeated refrains and anticipate key events and phrases in rhymes and stories. 			
Year	Step 1	Step 2	Step 3	Key learning
1	Answer simple 'why' questions about pictures, e.g. <i>Why is the girl putting on sun cream?</i>	Answer 'why' questions requiring basic inference, e.g. <i>Why do you think he said...? Why do you think he did that?</i>	Answer 'why' questions requiring basic inference, e.g. <i>Why do you think he said...? Why do you think he did that?</i>	Make basic inferences about what is being said and done.
2	Make inferences about characters from the text, e.g. <i>What is Jack thinking? How do you think the giant feels?</i>	Make inferences about characters and events from the text, e.g. <i>Why do you think that has happened? How do you think the problem will be resolved?</i>	Make inferences about characters and events referring to specific evidence from the text, e.g. <i>What do you think Cinderella is feeling when...? What makes you think this?</i>	Make inferences about characters and events using evidence from the text e.g. <i>what is the character thinking, saying and feeling?</i>
3	Make inferences around characters actions, e.g. <i>Why did the Pied Piper take revenge? Why did the hare challenge the tortoise to a race?</i>	Make inferences around characters thoughts, feelings and actions	Make inferences around characters' thoughts, feelings and actions. Justify with evidence from the text – using the PE prompt (Point + Evidence)	Make inferences around characters thoughts, feelings and actions, and justify with evidence from the text.
4	Make inferences not immediately obvious from the text, e.g. <i>characters' feelings, thoughts or motives from their actions or words.</i>	Make inferences and justify with evidence, e.g. <i>use knowledge of what characters have done so far to infer what they might be thinking about an event.</i>	Independently make inferences and justify with evidence e.g. <i>compare how the opinions of characters might differ when considering the same event.</i>	Make inferences around characters' thoughts, feelings, actions and motives, and justify from the text using Point + Evidence.
	Justify responses to the text using the PE prompt. Using a Point provided by the teacher, children find supporting Evidence (Point + Evidence)	Justify responses to the text using the PE prompt. Teacher provides a piece of Evidence from the text for exploration and asks what Point is made (Point + Evidence)	Justify responses to the text using the PE prompt. (Point + Evidence) Consider a range of Evidence statements, provided by the teacher, and summarise the Point.	Justify responses to the text using the PE prompt Point + Evidence

5	Using a piece of evidence selected by the teacher, (<i>e.g. a section of speech, or description of a character's behaviour</i>), make inferences around the character's thoughts and feelings.	Make inferences around characters' thoughts and feelings from their actions and justify inferences with evidence, <i>e.g. What might Alice's thoughts have been immediately before drinking the potion? What evidence do you have?</i>	Make inferences about characters' motives and justify inferences with references to characters' thoughts and feelings, <i>e.g. Why did Bess pull the trigger in the poem 'The Highwayman'?</i>	Infer characters' feelings, thoughts and motives from their actions and justify inferences with evidence
	Answer questions and justify responses to the text using the PE prompt (Point + Evidence), <i>e.g. I think...I know this because the author says...</i>	Create responses to the text using the PEE prompt (Point + Evidence + Explanation), <i>e.g. children are given the point and evidence and they are required to provide the explanation</i>	Justify opinions and elaborate by referring to the text using the PEE prompt (Point + Evidence + Explanation), <i>e.g. I think...(point). I know this because the author says...(evidence). This evidence shows that...(explanation)</i>	Justify opinions and elaborate by referring to the text, using the PEE prompt Point + Evidence + Explanation
6	Using evidence selected by the teacher, (<i>e.g. the author's description, and from characters' actions and dialogue</i>), infer characters' thoughts and feelings.	Make inferences around characters' thoughts and feelings, <i>e.g. How might Tom be feeling? What evidence supports this?</i>	Infer characters' motives from their actions, <i>e.g. Why did Fagin look after the boys? What evidence do you have to support this?</i>	Infer characters' feelings, thoughts and motives from their actions and justify inferences with evidence e.g. Point + Evidence + Explanation
	Justify responses to the text using the PEE prompt (Point + Evidence + Explanation). Using a Point provided by the teacher, children find supporting Evidence (Point + Evidence) and explain using their own words.	Justify responses to the text using the PEE prompt (Point + Evidence + Explanation). Using some Evidence provided by the teacher, children identify/summarise a plausible Point and provide further explanation using their own words.	Justify opinions and elaborate by referring to the text <i>e.g. using the PEE prompt</i> Point + Evidence + Explanation	Justify opinions and elaborate by referring to the text, using the PEE prompt Point + Evidence + Explanation