

Knowledge and skills Overview for: Inference

Year Group	Knowledge to learn	Skills to gain using knowledge
EYFS		I can introduce a storyline or narrative into my play.
Year 1	I know a writer can leave gaps for a reader to fill.	I can use picture clues to support my understanding. I can use picture clues to deepen my understanding. I can recognise a character's feelings. I can use the context to make informed guesses about the text. I can develop an opinion on a character. I can use information from the story to support my opinion. I can answer questions that fill the gaps in a story.
Year 2	I know what inference - 'reading between the lines' – means in relation to how a character feels.	I can use the context to understand texts I can recognise that a writer can have a message for the reader. I can find inferences about characters' feelings and thoughts. I can talk about the meaning of different poems. I can recognise that a poem can tell a story.
Year 3	I know what inference - 'reading between the lines' – means in relation to how a character feels and the atmosphere of a setting. I know that the meaning of poems can be developed through watching a performance. I know how intonation, tone, volume and action can be used in performance poetry. I know that the main idea in a narrative may also have a message for the reader. I know that characters' actions can tell the reader about their thoughts, feelings and motives.	I can identify more than one potential interpretation of a poem. I can begin identify that intonation, tone, volume and action can be used to enhance meaning in performance poetry. I can infer characters' feelings, thoughts and motives from their actions.
Year 4	I know that writers choose words and language to show atmosphere, mood or feelings. I understand that the meaning of poems can be enhanced through performance poetry.	I can identify atmospheres, moods and feelings through the words and language the writer is using. I can identify that intonation, tone, volume and action can be used to enhance meaning. I can frequently empathise with a character.

	<p>I understand it helps if a reader interacts with a text to understand it fully.</p> <p>I understand that a writer wants the reader to respond in a certain way.</p> <p>I understand why a character acted, responded or felt in a certain way.</p> <p>I understand why a writer wanted the character to respond in a certain way.</p> <p>I understand that inferences can be made by reading between and beyond the lines.</p>	<p>I can identify specific words and language a writer has used to make the reader respond in a certain way.</p> <p>I can infer meaning using evidence from events, description and dialogue.</p> <p>I can begin to deepen understanding of a text by reading between and beyond the lines.</p>
Year 5	<p>I understand that a writer uses different sentence structures and techniques to create effects.</p> <p>I understand that inferences can be drawn from different parts of the text.</p> <p>I know that the context in which it was written can affect the whole text. For example, a classic text reflects how an audience of that time will react.</p>	<p>I can explore how dialogue is used to infer to tell you more about the character.</p> <p>I can draw inferences such as inferring characters' feelings, thoughts and motives from their actions at different points in the text.</p> <p>I can deepen understanding of a text by reading between and beyond the lines.</p> <p>I can read between or beyond the lines to identify a biased viewpoint.</p> <p>I can identify the writer's viewpoint, for example, how different characters are presented.</p>
Year 6	<p>I know that style and vocabulary are linked to the purpose of the text to assist my inference.</p> <p>I know that texts of different layers have meaning – between the lines and beyond the lines.</p> <p>I know characters may experience a range of emotions throughout a text.</p> <p>I know that the context in which it was written can affect a text. For example, a classic text reflects how an audience of that time would react.</p> <p>I know that points of view can also be implied.</p> <p>I understand that the writer may have a viewpoint.</p> <p>I understand the effect of the writer's viewpoint on the reader.</p> <p>I understand how the techniques used create feelings, atmosphere, mood or messages.</p>	<p>I can explain how the choices a writer has made supports the text's purpose.</p> <p>I can identify the characteristics of a writer's style.</p> <p>I can use meaning seeking strategies to explore the words in context.</p> <p>I can use meaning seeking strategies to explore figurative language.</p> <p>I can find the different layers of meaning in a text.</p> <p>I can identify how the context of a text can reflect the reaction of its intended audience.</p> <p>I can identify the point of view in a narrative.</p> <p>I can identify the techniques used to create feelings, atmosphere, mood or messages.</p> <p>I can identify implied points of view.</p> <p>I can identify the writer's viewpoint, for example, how different characters are presented.</p>

