

Questions to support assessment of different aspects of reading:

Early Learning Goals	Year 1 Expected	Year 2 Expected	Year 3 Expected	Year 4 Expected	Year 5 Expected	Year 6 Expected	Year 6 Exceeding
<b>Aspect: Inference</b>							
<p>Can demonstrate an understanding when talking with others about what they've read.</p>	<p>Can make inferences on the basis of what is being said and done <i>Reasonable inference at a basic level e.g. identifying who is speaking in a story</i></p>	<p>Can make inferences on the basis of what is being said and done <i>Simple, plausible inference about events and information, using evidence from text e.g. how a character is feeling, what makes a plant grow</i></p>	<p>Can draw inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence <i>Straightforward inference based on a single point of reference in the text, e.g. 'he was upset because it says "he was crying"</i></p>	<p>Can draw inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence <i>Comments show inferences based on evidence from different points in the text, e.g. interpreting a character's motive from their actions at different points</i></p>	<p>Can draw inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence <i>Comments develop explanation of inferred meanings drawing on evidence across the text, e.g. 'you know her dad was lying because earlier she saw him take the letter' Comments make inferences and deductions based on textual evidence, e.g. in drawing conclusions about a character's feelings on the basis of their speech and actions</i></p>	<p>Can draw inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence <i>Comments securely based in textual evidence and identify different layers of meaning, with some attempt at detailed exploration of them, e.g. explaining the association of different words in an image, or exploring connotations in a political speech or advertisement comments consider wider implications or significance of information, events or ideas in the text, e.g. tracing how details contribute to overall meaning</i></p>	<p>Can make inferences, referring to evidence in the text in increasingly complex texts.</p>
Possible questions:							
<p>Why does the writer compare _____ to...? Is _____'s experience (in the narrative) like _____'s (in another familiar narrative) and how? How is _____ feeling at this point and how do you know? Why is _____ surprised/angry/frightened? What do you think will happen next? Were you surprised by (character's feelings/actions) and can you explain why (not)? Why does _____ decide to...? How do we know that _____ and _____ get on well/badly together? What did _____ mean by saying...? How do _____'s feeling change throughout the story and can you track the changes? What clues has the writer given that...? Can you explain why _____ ... at the end of the story? At the end of the story, how was _____ like _____?</p>				<p>Could this have happened in ....? Why, what are your reasons? Which events could not have happened? If _____ happened, what might the ending have been? How was this similar to....? What do you see as possible other outcomes? Can you explain what must have happened when....? What were the motives behind...? What was the problem with...? What assumptions have you made and why? What evidence do you have? Justify your answer. Clarify your reasoning How does (character) feel at this point and what does it tell you about him/her? Do you remember what ... did the first time? In the light of what you know now, why do you think he felt so (angry/happy etc)? At the end of the story the main character is feeling sad/happy/excited etc. Does this surprise you? Explain as fully as you can using parts of the story to help you.</p>			