

APPENDIX TWO – Progression of Inferential Reading Skills through the Primary School

Local inference: Pupils make inferences to help them understand a sentence or paragraph within a text.

Local inferences take many forms, including those listed below. These are the inferences that help pupils make sense of information in short sections of text.

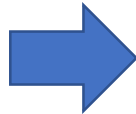


Global inference: Pupils make inferences to help them draw overarching meaning from a whole text.

These inferences are drawn by piecing together a series of local inferences and pairing this with background knowledge and experiences to help them make sense of the themes of a text.

Knowledge-based inferences: Pupils use stated information to make inferences that are evidence based.

These inferences can usually be evidenced or explained with direct reference to information stated within a text. Pupils rely on what they have read to support their inference.



Elaborative inferences: Pupils 'fill in the gaps' to create a rich mental representation of a text.

These inferences often involve embellishment of stated information using pupils' prior knowledge and life experiences to help understand a text more fully.

PIXL PRIMARY:

'Inference is a notoriously difficult skill for many pupils to master. There are a number of component skills that make up the overarching umbrella of 'inference' and some of these key skills are more easily embedded than others. For example, pupils usually find it easier to make local inferences than global inferences and often, pupils will make knowledge-based inferences using explicitly stated information before beginning to make elaborative inferences, drawing on their own experiences and empathising with characters.'

A good reader will be able to make conscious inferences through interrogation of a text but also make unconscious inferences, automatically, as they read. These may be made both online (at the time of reading) and off-line (after completion of a text or section of text). These types of inference rely on an increasingly good knowledge of vocabulary, sound comprehension and a broad grasp of vocabulary and grammatical structure. Discussing different types of inference skills will make pupils more aware of their own thinking processes as they read and thus improve their ability to select the right skill according to the question they need to answer.'