Term 1 2021 Stage 2 Potential Learning Trajectory

Reading Goal: <u>INFERENTIAL COMPREHENSION</u>
Syllabus and learning progression indicators for assessment and reporting:
Understand the thinking process of how to build inferred meaning, infer author intent in a range of moderately complex texts, cite text evidence to support inferences, pose and answer inferential questions

To be an expert at inferencing, I need to be an **active reader who wants to make sense of the text** and:
(the intention is that students use this trajectory independently to self-regulate/monitor their own progress)

have a rich vocabulary	monitor my comprehension and repair misunderstandings	make connections between the author and myself to build my understanding	ask questions which lead to making inferences	use images, features and text to infer information	infer author intent, big ideas and themes
Aligned with word work: **WALT: infer meaning of unfamiliar words while reading** **WALT: recognise how synonyms are used to enhance a text (e.g. transport, carry, transfer)** **Y4 WALT: understand precise meaning of words wiith similar connotations (e.g. generous, kind-hearted, charitable)** **WALT: understand the effects achieved through choices in vocabulary**	**WALT: monitor and leave tracks of my thinking while reading (stop, think & react, listen to inner voice, realise when I stray from active inner voice and repair)** **WALT: think about features and conventions of text types to monitor my understanding (imaginative, persuasive then informative)** **WALT: understand the role and usefulness of a title**	**WALT: understand a text by thinking about my own experiences (access background knowledge, including about texts)** **WALT: identify distracting connections and fix up meaning** **WALT: draw personal conclusions about a text** **WALT: connect the known and the new to build content knowledge**	**WALT: pose questions to help make inferences (stop, ask, wonder)** **WALT: ask questions to clarify confusion (link with self-monitoring)** **WALT: read to gain information and answer inferential questions** **Y4 WALT: expand our thinking by asking inferential and interpretive questions (consider lingering questions that encourage discussion, debate, further research, etc.)**	**WALT: merge prior knowledge and the text to infer visual images (exemplar - Charlotte's Web)** **WALT: understand how language features help to infer visual images (similes, metaphors, idioms, personification, onomatopoeia)** **WALT: recognise and describe the effect of figurative language in texts** **WALT: appreciate the impact of images, features and text on the reader**	**WALT: construct the meaning of a poem through inferential thinking** **Y3 WALT: infer the main ideas from texts** **Y4 WALT: infer the major themes from texts (recognise difference between plot and theme, merging textual evidence and background knowledge)**