**Introduction to interview**

We are based at the Faculty of Education and the Department of Theoretical and Applied Linguistics at the University of Cambridge, and our broad interest lies in children’s language development, and particularly their pragmatic development – how they learn to ‘read between the lines’ to understand what people mean, and to communicate effectively with peers and adults. In this project, we want to find out how certain parts of the Primary National Curriculum about making inferences and listening and responding appropriately are understood and put into practice by teachers in the classroom. We also want to understand better where teachers feel the need for more resources and what their attitude is to play-based approaches.

We are therefore interviewing primary teachers, and have asked you to participate as we would like to learn from your expertise and hear what your experience has been with these curriculum areas.

We would like to record this interview, with your permission. We will use an automated transcription service to transcribe the interview – and have included more information about this in the information and consent form. Otherwise, the recording will only be accessed by members of the research team. We may use quotations from this interview in future publications. Every attempt will be made to anonymise quotations, except where we have sought and received your permission to identify you by name.

Under the legal framework the University operates in, you have various rights over how we use your personal information. There is a long list but many of these do not apply as we are only using your information for research purposes. In line with University policy, data will generally be kept till the completion of the project + 10 years. After this, it may be destroyed or sent (in anonymised form) to the University’s digital Institutional Repository.

If you have any questions about how your personal information will be used, please contact the principal researcher, Dr Elspeth Wilson ([ep321@cam.ac.uk](mailto:ep321@cam.ac.uk)) or the research team’s supervisors, Dr Napoleon Katsos ([nk248@cam.ac.uk](mailto:nk248@cam.ac.uk)) or Dr Jenny Gibson (jlg53@cam.ac.uk). We can also tell you about your rights of complaint to our regulator in this regard.

You are free to withdraw your participation at any time and without giving a reason. After withdrawal, all data already collected will be destroyed.

Are you happy to proceed?

Thank you for your participation in this research project.

**Inferencing in the classroom: interview questions**

Researcher 1:

Start by telling us a bit about your school setting – without identifying it, e.g. primary / infants; academy…; state/private

1. The national curriculum for KS1 says that "pupils should be taught to understand both the books they can already read accurately and fluently and those they listen to by making inferences on the basis of what is being said and done". What kind of inferences do you understand this to be talking about?
2. How do you incorporate teaching this inference-making? What's your experience of this in the classroom?
3. Are there specific resources or methods that you use, or you have seen other teachers use for teaching inferences?
4. Here are some more types of inference - are any of these things you are aware of in teaching listening or reading comprehension, or oracy? [share screen] [talk through examples as needed]

'It snowed in the night; the tree wore a white hat’ Metaphor

‘Pick up the big blue cup’ Reference

'Do you want to play football this evening?' 'I've got a piano lesson’ Relevance implicature

‘He finished his book’ Presupposition

‘The fire alarm went off today. It was the blue classroom again’ Metonymy

‘John gave Jack a book because he thought he'd like it’ Anaphor resolution

‘John gave Jack a book. He thought he'd like it’ Causal inference

'Finally they arrived. They opened the car door, heard the gulls and felt the salt spray on their faces’. Global coherence

1. Do you feel learning to make inferences is an important or an unimportant part of learning to read? And of learning communication generally?
2. Is there anything you feel would help you with teaching inference-making? What questions do you have?

Researcher 2:

* Follow-up questions about play-based approaches and narrative production.