Click to prove you're human

This is a full lesson teaching how to draw inferences about what characters are thinking and feeling as well as what their motives and intentions are. It also covers making inferences from description, dialogue and action. This lesson is complete with all the activities you need to teach and consolidate this skill. An inference is an idea that is based on clues and implied details. Authors do not always explicitly state their meaning. Instead they may provide enough details to enable the reader to make an inference. We can make inferences about almost any detail in a story. We may infer what characters are thinking and feeling as well as what their intentions and motives are. We may also infer the setting from the description, character traits from dialogue or what is happening from descriptions of action. Predictions are also a type of inference made about the future. This lesson covers all these aspects of making inferences as well as how to support our inferences with evidence from the text. It is suitable for KS2 children and includes differentiated activities including reading and writing tasks designed to enable students to apply their understanding to their own work. This resource is a PowerPoint presentation which includes all the information and activities you need to teach children how to make inferences. PLEASE CHECK THE NOTES SECTIONS - The notes section also includes teaching tips, ideas and further explanations. The presentation includes: √ Learning objective √ Three success criteria √ Starter activity √ AFL Questions √ Teaching input - what are inferences and how can we draw them? √ Multiple reading exercises √ Multiple inference-making tasks for inferring feelings, thoughts, motives, intentions, the setting, character traits and events √ Teaching input - predictions √ Multiple prediction-making tasks √ Guided/ whole class consolidation activities √ Differentiated independent application activities (3 levels) √ All answer slides √ Plenary - AOL PLEASE NOTE - Please look at the ‘notes’ section of the PowerPoint for additional information about each slide. These include teaching tips, ideas and further explanations. This lesson is also suitable for being delivered remotely through online learning with some slight adaptations. It could combine very well with platforms such as Pear Deck and Nearpod. Select overall rating(no rating)Your rating is required to reflect your happiness.Write a reviewUpdate existing reviewIt's good to leave some feedback.Something went wrong, please try again later.This resource hasn't been reviewed yetTo ensure quality for our reviews, only customers who have purchased this resource can review it By Michelle Casey 18 Oct 2022 Inferencing is a skill we develop from a young age. Children as young as six start to use inference when reading. This is because making inferences is one of the most enjoyable parts of reading: taking the events of a text and using them to predict what comes next. If we didn’t infer, how would we enjoy mysteries, detective novels, romances? But inference skills aren’t only about loving to read. They’re also a crucial part of developing learners’ reading comprehension. The ability to infer helps learners to think critically about a text and engage with it academically. Not only does this help learners understand a text, but also helps to improve their reading comprehension skills.Children begin to make inferences in reading from as early as Year 1, perhaps even earlier. According to the National Curriculum document, good comprehension stems from linguistic knowledge and knowledge of the world around us. Experience of high-quality discussion, along with exposure to a range of texts also helps to develop comprehension skills. Making an inference is often referred to as reading between the lines. It is the process of making a guess about something you don’t know for sure, based on the information available.For example, you see Aidan bite into a piece of fruit and give a delighted smile. From this observation, we can infer that Aidan is enjoying the taste of the fruit.When we read something, we also make inferences. We use previous knowledge acquired, along with information from the text to draw conclusions, make judgements and interpret the text. 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While one child’s life experiences or interpretations of the text might lead to one answer, a different child might infer a whole new meaning. If this inference is based on sound reasoning, then there is every chance both answers are correct. Critical thinking also helps with making inferences. The more evidence we gather, and the more thoughtfully and carefully we reason, the sounder our inferences are likely to be. The more textual evidence we can incorporate into our inference, the more likely it is that we have not strayed too far from the meaning intended. With character in mind when making inferences, students learn how to interpret the emotions and prior actions of a character to predict future actions. This encourages learners to analyse the structure of a text, the semantic fields of the language used within, and the character study itself. In this way, inference combines all the necessary skills of strong reading comprehension. 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The Education Endowment Foundation report recommends collaborative activities such as reciprocal reading as the perfect way to build confidence using inference skills and techniques.The Exceed Academies Trust say that being an active reader is a major precondition for inferencing. As simple as it sounds, this means learners need to understand that what they are reading should make sense. This means that to develop the inference skills needed for life, learners need a solid bedrock of strong literacy knowledge such as a wide vocabulary and knowledge of grammar - this is where Bedrock comes in, providing learners with that important foundation so skills such as inference can be developed.Engaging students with a bag of objects related to the text can be a brilliant way into understanding, according to Rachel Clarke. From here, learners can make predictions about the objects and how they’re connected. After reading, learners can revisit their predictions and tie them to key moments in the text.A personal favourite is the Quote Race, which was shared with me by a wonderful colleague in my first school. Learners are given statements about texts such as "the character is feeling angry", and they must race against time to find the right quotation, and then justify their choice. It’s endlessly adaptable for different age groups and abilities and the competitive element makes it fun.When it comes to literature, familiarising students with literary techniques and devices gets them thinking about intent. This helps them read with deeper meaning in mind. The scaffolded GCSE English Terms & Analysis scheme of learning teaches learners to recognise and develop their responses to a text at a language and structural level. From this, learners can take their knowledge of literary techniques and infer authorial intent, building on their critical thinking and analysis skills.Bedrock has a 360° approach to literacy to support all learners with reading comprehension skills. With this bedrock of literacy, when learners encounter a situation requiring inference skills, whether it's in their academic lives or beyond, they know what to do. The EEF KS2 Literacy Guidance document states that "reading comprehension can be improved by teaching pupils specific strategies that they can apply both to monitor and overcome barriers to comprehension". It goes on to say "strategies should be modelled and practised to ensure they become embedded and fluent". It concludes that "The potential impact of these approaches is very high, but can be hard to achieve, since pupils are required to take greater responsibility for their own learning. This requires them to learn three things: what the strategy is, how the strategy is used, and why and when to use the strategy. Developing each of the strategies requires explicit instruction and extensive practice".In order for children to make inferences independently the EEF's gradual release of responsibility model is useful. It describes how greater responsibility for using these strategies can be transferred to the pupil:1. an explicit description of the strategy and when and how it should be used;2. modelling of the strategy in action by teachers and/or pupils;3. collaborative use of the strategy in action;4. guided practice using the strategy with gradual release of responsibility; and5. independent use of the strategy.In my last blog post 'Reading Comprehension: A Structured Way Of Teaching Inference-Making' I concluded that children will probably benefit best from having the chance to practise specific inferences based on the different types of inference-making listed above. If teachers can provide questions that are of a similar structure, and provide structures for the answers too, then children who are at the learning stage of inference-making might have a better of chance of being able to make inferences whenever they are reading.With this in mind, here is a taster of the inference question foci that might help teachers to structure their lessons and questioning more carefully in a way that allows them to model particular skills which the children can then practise.Inference Question Examples and Templateshow a character feelswhy a character feels a particular waywhy a character acts/behaves in a certain way (motives)why a character says certain things (motives)why a character says things in a certain way (motives)why a character does things in a certain way (motives)what a character thinkswhy a character thinks/believes/expects (etc) certain thingsQuestions may be framed in many different ways. Here are some examples, given in an order that might allow gradual transfer of responsibility to children. I suggest this sequence of questions takes place over a series of lessons, rather than in just one lesson, especially where written answers are required: This tells is that x feels... Provide a quote from the text that children can infer information from, provide a description of what is felt/said/done and then give a choice of possible inferences for children to choose from. Questions like this might be used more often with younger children. As exemplified in the 2017 KS2 Reading SAT below:Character feels x. How do you know? Possible answer structure: In the text it says _____. This shows the character feels x because _____. Give a description of what is felt and ask for children to locate information that supports this theory. Children will probably benefit from being asked several questions with the exact same question and answer structure in order to practise based on what the teacher has modelled, as exemplified here: This type of question is also exemplified in the 2017 KS2 Reading SAT below, where the cat is the character and the lack of enjoyment is the feeling and the request for three ways in which the cat shows this is in place of the How do you know? question:How does x feel? What does x think? Explain your reasons. Possible answer structure: X feels _____. I know this because in the text it says _____. This shows the character thinks x because _____.This is more difficult than the previous questions as the child has to do more: they have to find their own word to describe what is felt/thought etc and they have to support it with evidence from the text. Ensure that children are presented with several opportunities within a lesson to answer questions at this difficulty level - keep the lesson focused on this one question type. As exemplified in the 2017 KS2 Reading SAT below where the question asks about thoughts of expectation: There are two further things which inferences can be made about: Making an inference about state Inference Question Examples and Templates Narrator: Is that a good book you're reading?Inspector: It's great! It's about a crime.Look someone has stolen Lord Fartbasket's custard pies!They're his favourite pudding, and he's very angry!He thinks it must have been the housekeeper or the dog.And…I know who did it!Narrator: So the story tells you who the thief is?Inspector: No! But if you read very carefully there are clues and you can work it out by inferring.Look, it says here that the housekeeper is looking nervous.Why is she nervous?And here it says that there is a yellow stain on her apron.Why? Because she was eating the custard pies!Narrator: Ahh, that's clever. So what happens next?Inspector: He says…he says it must have been the dog!He's a fool!Now the housekeeper is going to get away with it!No…hang on…the dog knew it was her too!And she was hiding a pie under her dress all along!Narrator: That is a good book - made you think past the obvious and read between the lines.Inspector: Yes!And I was right!I found the evidence to prove my case. By Michelle Casey 18 Oct 2022 Inferencing is a skill we develop from a young age. Children as young as six start to use inference when reading. This is because making inferences is one of the most enjoyable parts of reading: taking the events of a text and using them to predict what comes next. If we didn’t infer, how would we enjoy mysteries, detective novels, romances? But inference skills aren’t only about loving to read. They’re also a crucial part of developing learners’ reading comprehension. 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As readers, we make lots of inferences as we digest a text. In some cases, we make inferences about specific details. This often involves arriving logically at a theory based on previous or surrounding evidence.In other cases, we make inferences about the main idea of a piece of text. We may need to infer the main idea of a text if the main idea is not clearly stated. Other instances in which we need to infer the main idea are if:The text starts with a questionThe text compares or contrasts two or more thingsEvery sentence in the piece of text contains equally specific informationThe text is a satirical piece, or the author uses an ironic tone of voice Explicit literacy instruction, powered by a unique deep-learning algorithm. 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