

The background features abstract, overlapping geometric shapes in various shades of green, ranging from light lime to dark forest green. These shapes are primarily located on the left and right sides of the slide, framing the central white area.

Inference Coffee Morning

Thursday 17th November 2016

What is inference?

- ▶ inference
- ▶ An inference is an idea or conclusion that's drawn from evidence and reasoning. An *inference* is an educated guess.
- ▶ We learn about some things by experiencing them first-hand, but we gain other knowledge by inference – the process of inferring things based on what is already known. When you make an inference, you're reading between the lines or just looking carefully at the facts and coming to conclusions. You can also make faulty inferences. If you hear a person's weight is 250 pounds, you might make the inference that they're overweight. But what if they're seven feet tall?

Making Inferences

Reading between the lines



To answer these sorts of questions you must become a reading detective. You need to search for clues within the text and work out the answers. These clues become the evidence that supports our answers.

Why do they children need to know?

Key stage 2 question level analysis summary for English in 2016

St Agnes RC School (3023502)

Key	KS2 Reading Strand	Marks	% Correct Response	% National	% Difference from National	% Attempted School	% Difference from National
1	give / explain the meaning of words in context	10	59	58	1	92	8
2	retrieve and record information / identify key details from fiction and non-fiction	15	61	67	-6	94	0
3	summarise main ideas from more than one paragraph	1	19	22	-3	100	26
4	make inferences from the text / explain and justify inferences with evidence from text	18	47	49	-2	87	1
5	predict what might happen from details stated and implied	3	40	38	2	86	-7
6	identify / explain how information / narrative content is related and contributes to meaning as a whole	1	54	65	-11	95	-1
7	identify / explain how meaning is enhanced through choice of words and phrases	2	46	58	-12	98	1

When we read, we use lots of different skills to help us to understand, enjoy and find information from the text.



It's a bit like a detective looking for clues to solve a crime or a mystery.



If we want to get better at reading, we need to use these skills as much as possible when we are reading.



Explaining Inference...

One way of explaining the difference between a literal question and an inferential is to make an analogy to the sea.

For hidden treasures, divers have to go deeper to find them. Just like readers have to dig deep and look for clues to answer **inferential** questions.



On the surface of the sea, you might find **litter** floating ready to be picked straight out. Similarly, answers to **literal** questions can be picked out easily from the text. They are right there on the page.

Where to begin?



We can start our search for clues with a photograph.
What do you think could be happening in the picture below?
What were the clues that gave you these answers?



Looking at the photograph again, discuss answers for the following questions:

1. Who do you think these boys are?
2. Where could they be? How can you tell from the picture?
3. What might they be doing? What makes you think that?
4. How are the boys feeling? How can you tell?
5. What might have happened just before the photo was taken?



For now, we are using the few clues in the photograph and our own experiences to try and answer these questions.

For example, you might have said that the boy in the blue t-shirt looks upset because he has his head buried in his knees.

We now need to look for clues like this within the texts we read.

The two boys flopped down onto the damp, green grass. This was supposed to be their school holidays and they were stuck in the middle of nowhere!

"It's not fair!" mumbled Joe, burying his head in his knees. "If we had wanted to work all summer, we could have stayed at home."

That morning, the boys had shifted huge hay bales, mucked out the stables and fed several animals. By the time they had finished their chores, the sun had disappeared behind dark, grey clouds.

Turning to his younger brother, Daniel said, "I know it's no fun but they're old. They need our help. Plus, Mum said she would take us on a day out to the seaside when we get back home."

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Your turn

Shylock will help you find the clues to answer some questions.
To work out the answers you will need to read between the lines.

Answers
on the
next page



1. Where do you think the boys are? Circle the best answer:

The beach A farm A village The zoo School

CLUE: Think about where it says the boys are sitting. More importantly, think about the activities/chores the boys have been doing.

2. What is the weather like where the boys are?

CLUE: Look at how the grass has been described. Look at the sentence that begins, 'By the time...'. Think about how the weather has changed.

3. Can you think of a word or phrase to describe how Joe is feeling?

CLUE: How is Joe sitting? What could that mean? Read carefully what he says to his brother.

4. With whom might the boys be staying?

CLUE: Daniel mentions them being old. He also talks about the fact that they are not at home. Who do you stay with when you're not at home? Who do you visit?





Answers to the previous page:

The two boys flopped down onto the **damp green grass**. This was supposed to be their school holidays and they were stuck in the middle of nowhere!

"It's not fair!" **mumbled Joe, burying his head in his knees.** "If we had wanted to work all summer, we could **have stayed at home.**" That morning, the boys had shifted **huge hay bales**, **mucked out the stables** and **fed several animals**. By the time they had finished their chores, **the sun had disappeared behind dark, grey clouds.**

Turning to his younger brother, Daniel said, "I know it's no fun but they're old. They need our help. Plus, mum said she would take us on a day out to the seaside when we get back home."

1. Where do you think the boys are? Circle the best answer:

The beach **A farm** A village The zoo School

CLUE: The boys are on a patch of grass and have been doing jobs usually carried out on a farm. Hay bales, stables and animals could all be found at the farm but not really at the other places.



2. What is the weather like where the boys are?

CLUE: It says that the grass is damp, which could mean it had been raining earlier. Whilst the boys were working, it seems like it was sunny but turned cloudy once they had finished. You might have gone one step further and said it might rain later in the story as the clouds were dark and grey.

3. Can you think of a word or phrase to describe how Joe is feeling?

CLUE: Joe has his head buried in his knees. He appears to be moaning about how they're spending their holidays and thinks it is unfair. Words that you might have chosen to describe his feelings: **upset, disappointed, angry, annoyed.**

4. With whom might the boys be staying?

CLUE: The boys are not staying at home so possibly not with their parents. It says that they are old so it could be that they are with grandparents. Any sort of older relative/family friend would be an appropriate answer.

Your turn

Quick Activity



Can you help me match the feelings to the correct actions and pictures?
Then click on each box to check if you were correct.

Angry
Upset
Scared
Tired
Happy

Emotions	Actions	Pictures
Happy	grinning from ear to ear	
Scared	frozen to the spot	
Tired	stretching arms and yawning	
Angry	stomping feet and crossed arms	
Upset	trembling lip and eyes full of tears	



We often get clues about what characters are like through how they act, or how other people act around them.

George stomped through the corridors, pushing away any children that dared to cross his path. With his fists clenched and a heavy frown on his face, he charged onwards in search of his newest victim. As he muttered under his breath, smaller children hid in any space they could find. His eyes narrowed which could mean only one thing. He had located his target.

What is this character like? Shylock will help you find the clues.

To start with, let's look at his actions.

How do you think George is acting? Does he seem in a good or bad mood?
Is he being kind or not?



Now, let's look at anything he says.

We don't find out what he says but we do know he is muttering. What might that mean?
When might you mutter something under your breath?

Then, think about how people react to the character.

Other children are hiding from George and have to 'dare' to walk in front of him.
How do you think they feel about George? How do they act around him?

What does this tell us about George?



Thinking about the setting...

Writers don't just want us to read between the lines for characters.
They also leave us hints about the setting too.

Match up the correct settings to the clues given

Clues	Settings
The sound of waves lapping along the shore...	The beach
The moonlight shone off the broken windows as a group of bats circle the roof...	Haunted house
Excited screams filled the air while colourful lights flashed all around...	A fairground
Crunchy, brown leaves littered the paths at the side of the field where children happily played...	A park in Autumn

A fairground

The beach

A park in Autumn

Haunted house

How to use your inference and deduction skills

Hints and clues in the text help us to build a picture of what is happening, when or where it is happening or how someone is feeling about the event.

To answer the question properly, we need to read the text very carefully, find the hints and clues we are given in the text and then use this evidence to support our answer. But we mustn't make things up.

Questions requiring us to use our inference and deduction skills might start with...

How does the character feel when? Why is it a good title? What caused?

What does the description tell you about the character? What would happen if ...?

Why isimportant? What would be a good sub-heading for the paragraph? Explain why

Find a reason why What does this sentence tell you about? Why did it happen that way?

Explain fully what this shows you about Find and write down two pieces of evidence that