

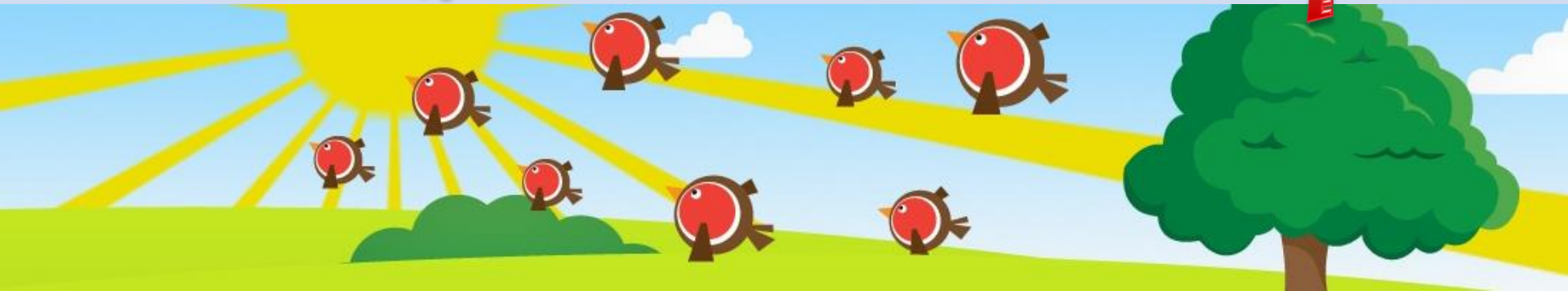
# Reading Inference

**A reader lives a  
thousand lives before  
he dies... The man  
who never reads lives  
only one.**

GEORGE R.R. MARTIN

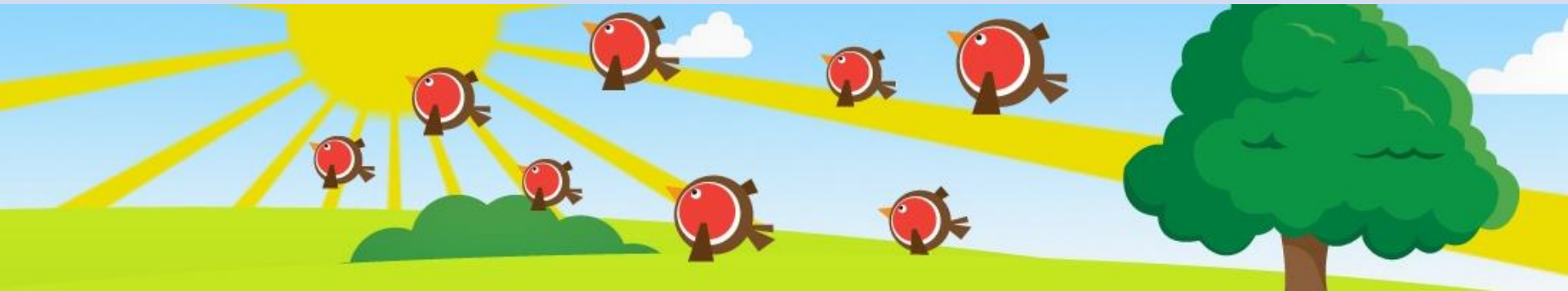
RD.COM/QUOTES

# Parent Workshop



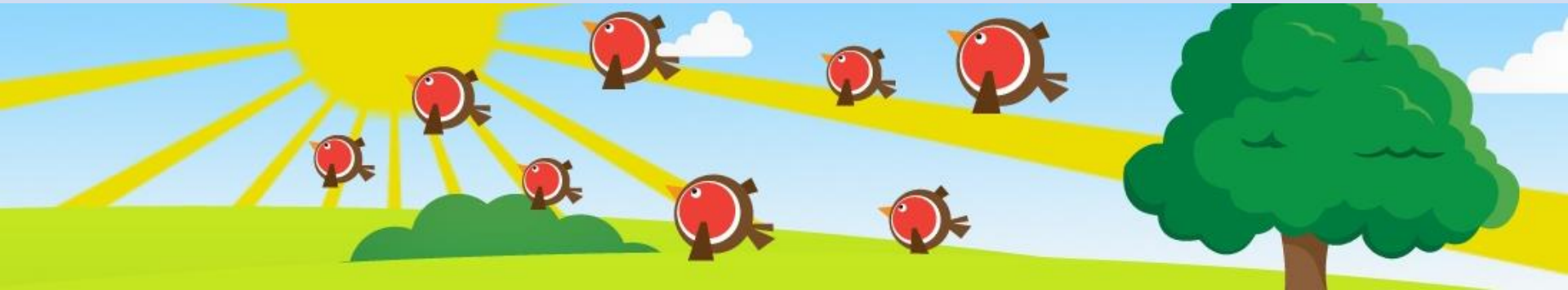
# Structure of the session:

Time	Focus
1:30pm – 2:10pm	Reading workshop with a focus on developing inference skills.
2:10pm – 2:40pm	Reading within the classroom with a focus on inference skills – seeing it in practice.
2:40pm – 2:50pm	Play time and refreshments for parents.
2:50pm – 3:10pm	Reading for pleasure – a chance to sit with the children and share a story.

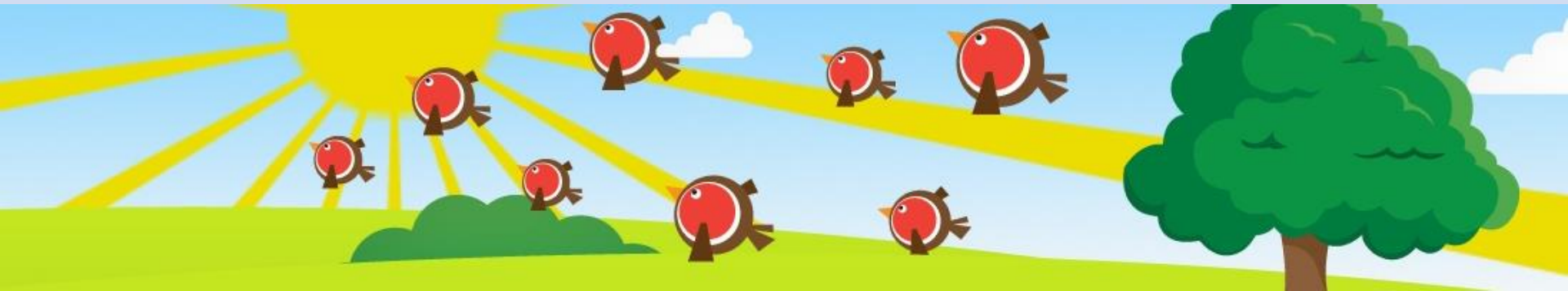


# Aims:

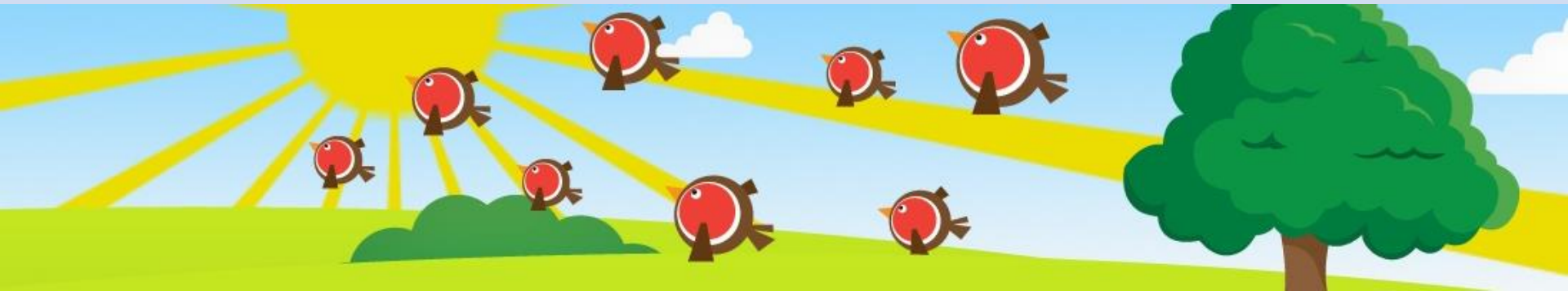
- To ensure that you are clear about what inference is
- To look at using inference in pictures and animation
- To look at how inference skills are developed through books



Making an **inference** involves using what you know to make a guess about what you don't know, or **reading** between the lines. **Readers** who make **inferences** use the clues in the text along with their own experiences to help them figure out what is not directly said, making the text personal and memorable.



Observations occur when we can see something happening. In contrast, **inferences** are what we figure out based on an experience. Helping children understand when information is implied, or not directly stated, will improve their skill in drawing conclusions and making **inferences**.





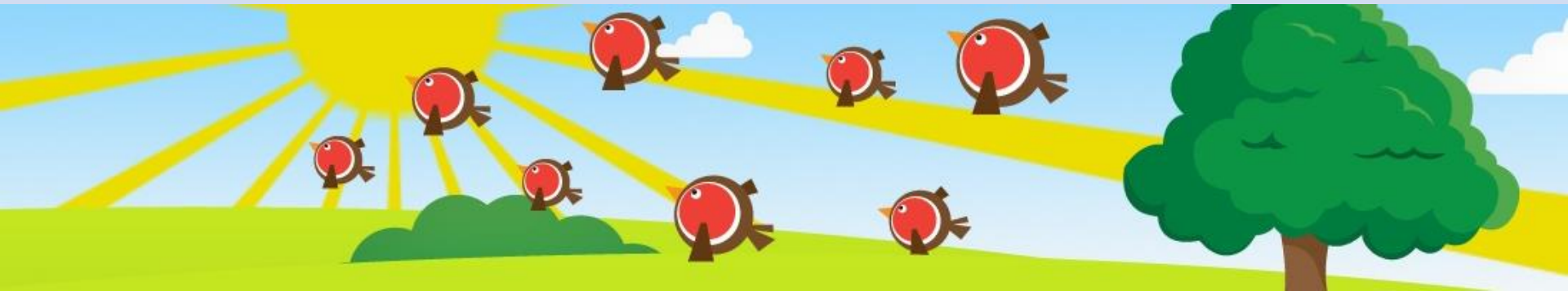
# Ways to make inferences

Pictures

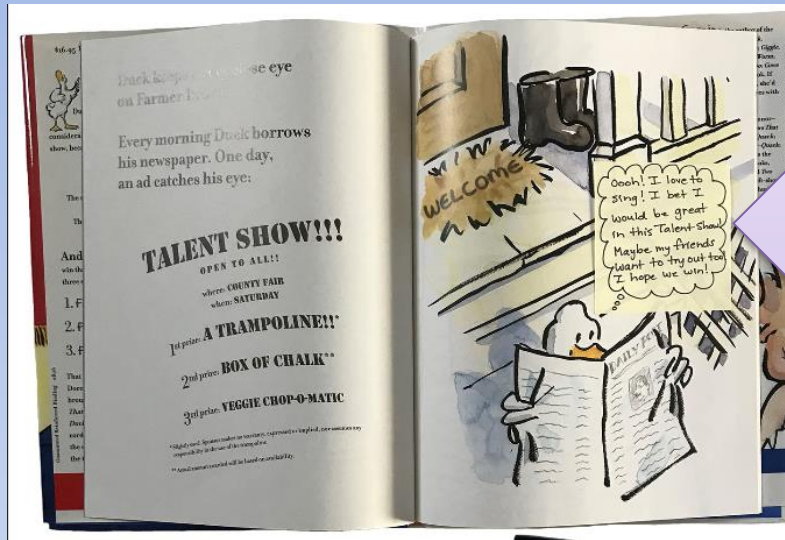
Animation  
and film

Text

There are many different ways to develop inference skills without using a text. Obviously, we want the children to infer based on what they have read and use the text to support their inferences but some children need to simply learn to infer. Here a few ideas you could try!

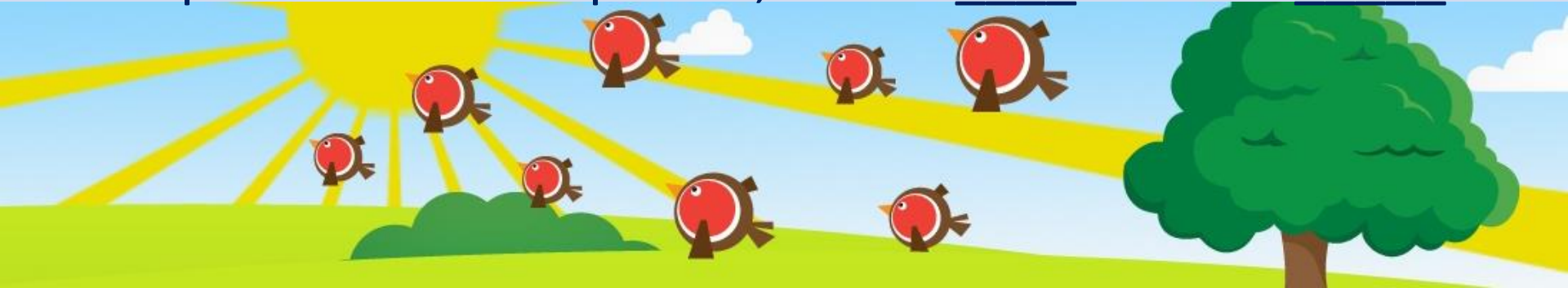


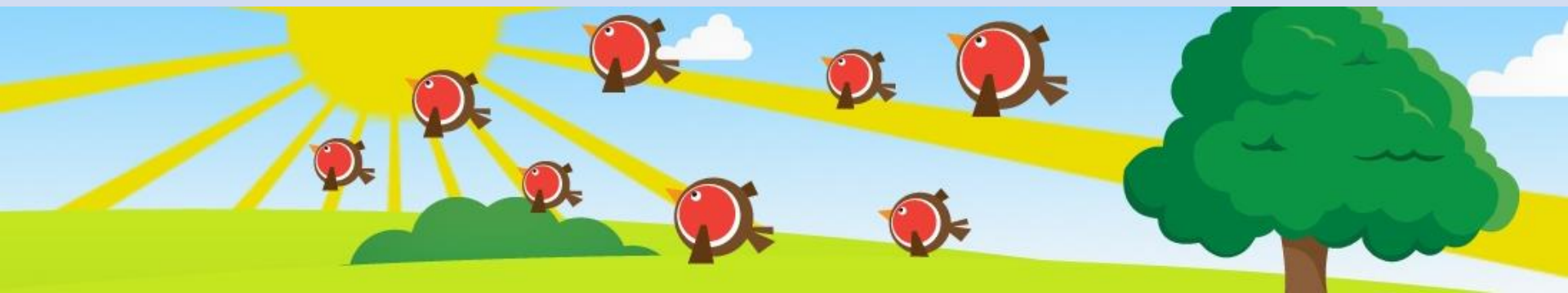
# Picture Books



Using post it notes to help think about what the character is thinking based initially on the picture and then on the text.

Select a picture book of your choice. Take some post it notes and make inferences based on what you have seen in the picture. Use the phrase, 'I think \_\_\_\_ because \_\_\_\_'.







# Inferences:

It looks like a temporary fair or carnival. The food stands look like they are moveable and not permanent.

The family is probably hungry. They are walking to the food stands.

Both moms in the picture have strollers for their babies. They are probably thinking that the babies would get too heavy to carry all the time.



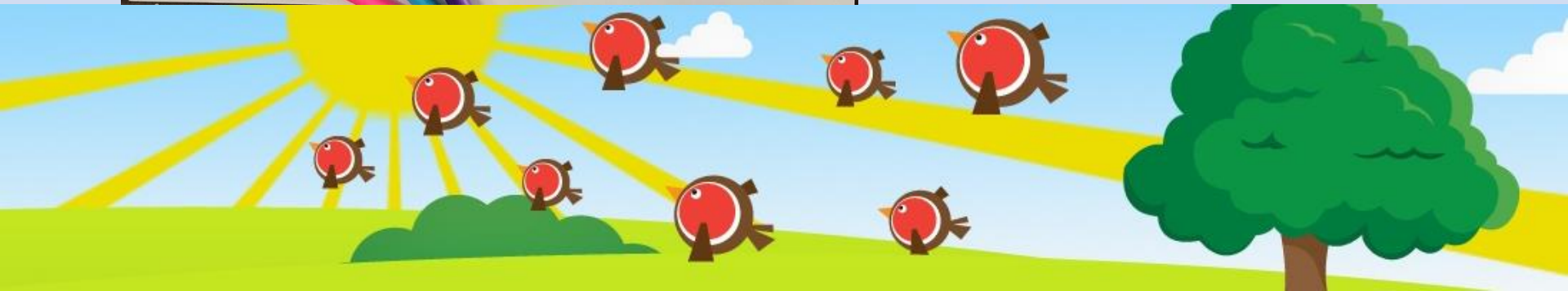
It's a windy day. You can see the flags blowing.

The grandma is prepared to do a lot of walking. She is wearing tennis shoes to be comfortable.

The mom is worried that she might lose track of her sons. She dressed them in the same shirts so she could see them easily.

# Inferences from pictures

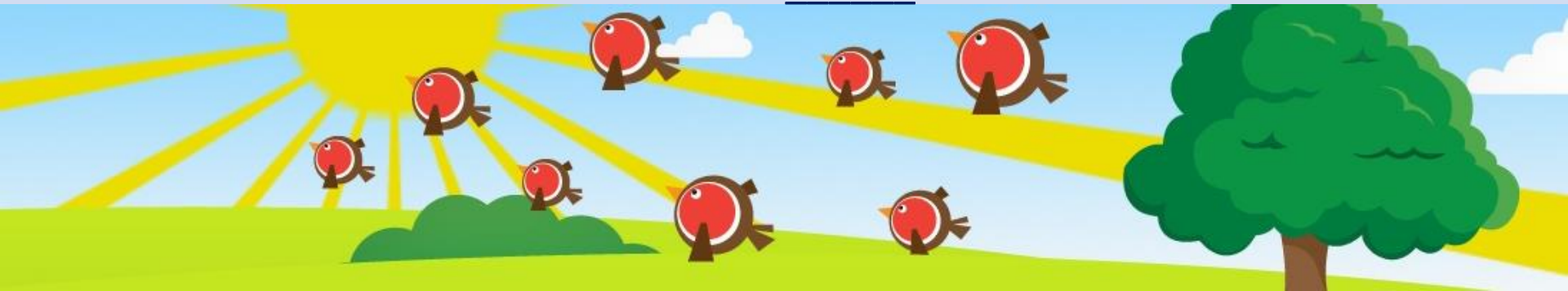
Select a picture from the pile and look at what you can infer from it. What evidence supports your inference. Use the phrase, 'I think \_\_\_\_\_ because\_\_\_\_\_.'




# Using Pixar Movies

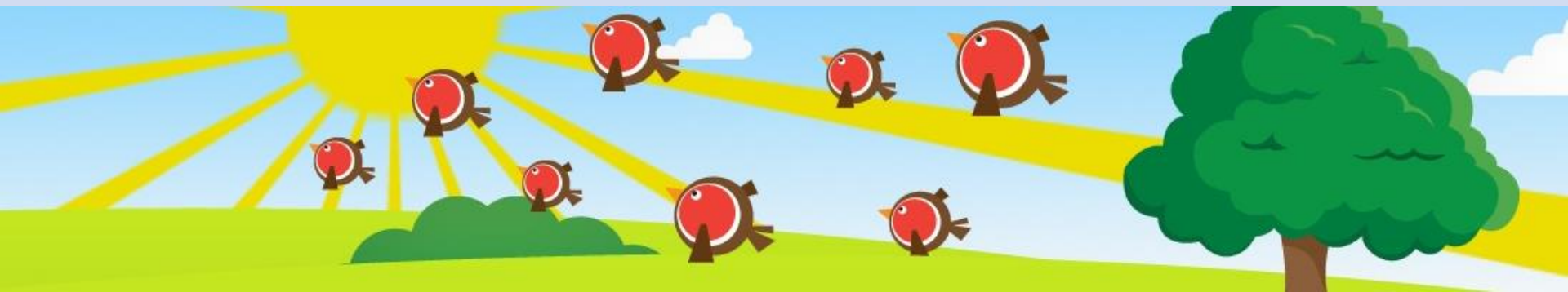


Watch the animation. What **impression** do you get of Alma? Support your inference with evidence from the animation. Use the phrase, 'I think\_\_\_\_ because\_\_\_\_\_.'



# Scaffolding Children's Inferences

 <p>Tom's Exciting Morning</p>	<p>What are the facts?</p>
<p>What do you wonder?</p>	<p>What can I infer?</p>



## Year 1

- discussing the significance of the title and events
- making inferences on the basis of what is being said and done

## Year 2

- making inferences on the basis of what is being said and done
- answering and asking questions

## KS2

- drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence

