

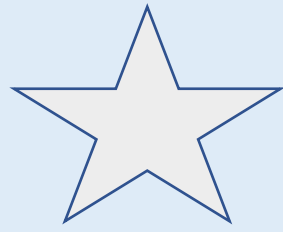
Scaffolding Inference Year 2

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Teacher Notes

- This resource can be delivered to a whole class or a target group. It is editable so that it can be adapted or extended.
- The first part can be used like a PiXL therapy to explore inference and practise skills.
- It adopts the ‘Teach, model and apply’ process with plenty of opportunities for pupils to demonstrate the taught skill.
- The latter part of the resource offers a number of examples from across the curriculum.
- The examples from across the curriculum are not necessarily intended to be tackled during the ‘therapy’ part of this resource but incorporated into your teaching in those subject areas.
- For the best experience, run this resource as a **slide show**.

Vocabulary Four Square

The word is:



Meaning:

inspect

Image/graphic:

In context:

Pupils learn new vocabulary in many different ways. It can be helpful to let them embed new language by reframing it in their own words and attributing their own visual or graphic representation to it. This can be done in different ways, depending on the age and stage of learning.

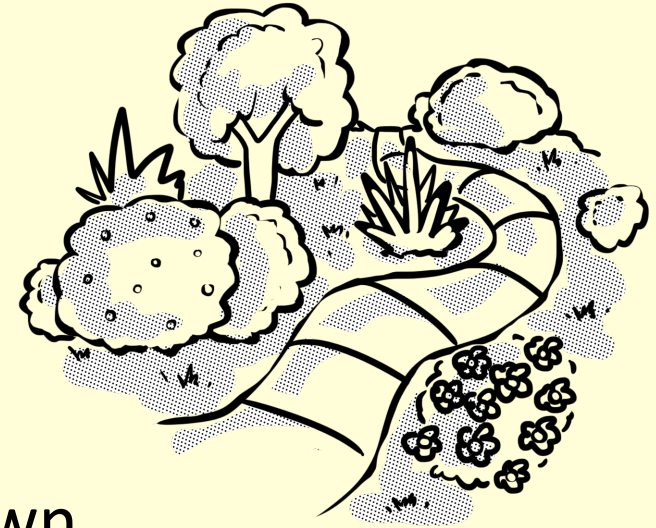


What is inference?

When people write or speak, they rarely tell you everything – and thank goodness. Think about these two sentences:

1. Let's go to the park.

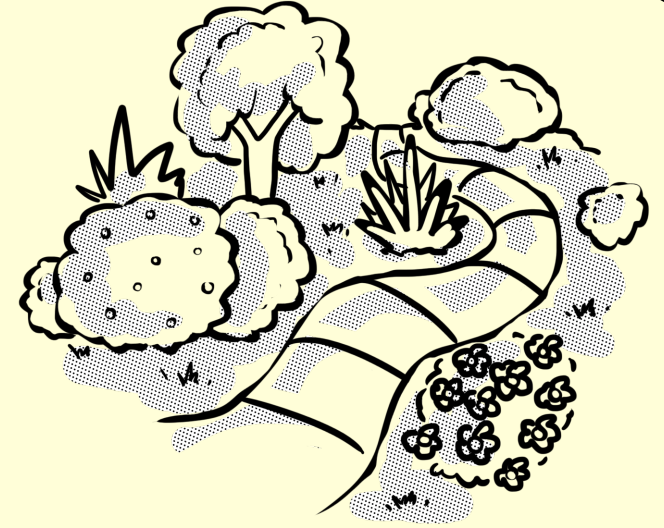
2. Let's put on our coat and go out of the door, walk along the pavement, cross the road at the zebra crossing, turn right by the post box, walk down to the park gate, go through the gate and cross the grass until we arrive at the playground in the park.



What is inference?

Sentence 1 gets straight to the point. It tells you what you really want to know and assumes that you can work out the rest.

Sentence 2 might be accurate but you were probably either bored or annoyed by all the detail.



Sentence 1 expects you to use **inference** – to **fill in the gaps** yourself. This means the speaker or writer can focus on the more interesting information. Other ways of describing inference include:

- joining the dots
- reading between the lines.

What is inference?

It's not just the words that can help you to infer what is happening.

What might you guess is happening here?

The man walked down the street feeling very pleased with himself.

Discuss your suggestions, then click to see if your ideas change.



Now, what do you think is happening?

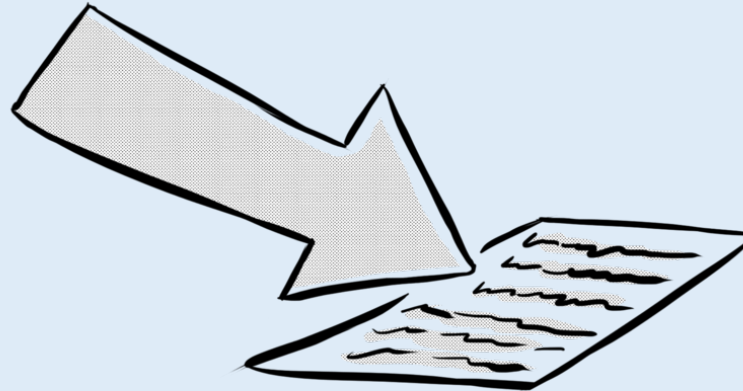
Remember, you have not been **told** what is going on – you've looked at the picture and drawn your own inferences.

Types of inference in reading

Inference can happen both while you are reading and when you have finished.

On-line inference

This happens while you are reading. It comes so naturally that you hardly have to think about it.



Off-line inference

This happens after you have finished reading and you've had the chance to think about it for a while.

Levels of inference

First, we need to be able to link information in a sentence in order to make sense of it.

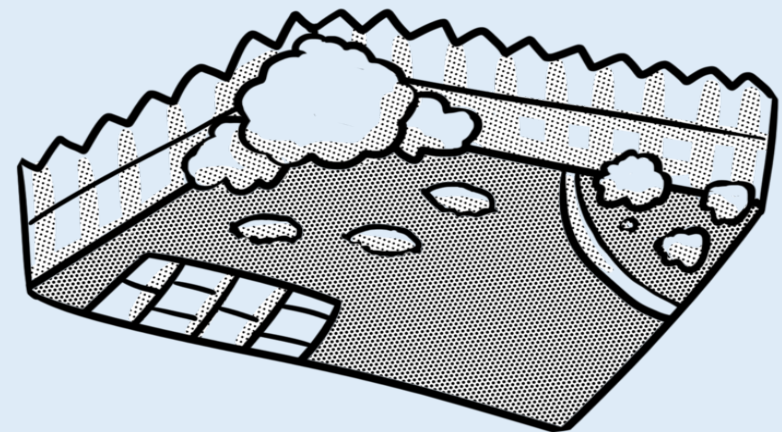
For example:

Bailey chewed the bone his owner had given him.

You can infer that *his* and *him* refer to Bailey.

Your turn. Who is the *her* in this sentence? How do you know?

Mum and Dad finally agreed that it was her turn to mow the lawn.



Levels of inference

Inference also helps us to understand the reasons for a character's feelings or behaviour without the need to explain it in great detail.

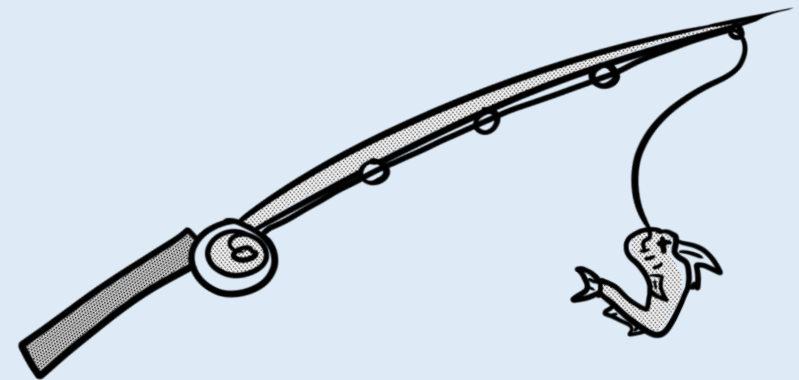
For example:

Bailey barked loudly as the stranger hopped over the fence.

We can infer that Bailey was barking to alert his owners about an intruder.

Your turn. How do you think Sheila is feeling here? How do you know?

Sheila yawned behind her hand as the fisherman described his day.



Answering questions

Read this text and think about the question below.

Dad was still talking to Mr Nowak from next door. He always took a long time chatting when United had played the day before. Dayna looked around. Up in a nearby tree, something moved. Dayna pulled on Dad's coat but he didn't stop. She looked again at the tree. It was a monkey! A real, live monkey was staring back at her. She tugged Dad's coat more urgently but he just snapped, "Just wait, love. I've almost finished." Dayna's mind wandered to the uneaten banana in the schoolbag on her back.



Question: Why did Dayna tug on Dad's coat *more urgently*?

Answering questions

Before you answer the question, there are a couple of other questions you need to answer first:

a. Do you understand the words in the text?

If you don't understand the words, you might not understand an important fact that could help you to answer the question.

b. Can you retrieve key information from a text?

If you cannot pick out key details from the text, you might struggle to find information that will help you to make inferences.



Answering questions

a. Vocabulary questions (Click to check your answers.)

What does *tugged* mean? Choose one of the options below.

talked

snapped

pulled

drew

... more urgently ... This means ...

wanting it to happen more quickly/wanting Dad to take notice straight away.

Answering questions

b. Retrieving information questions (Click to check your answers.)

What was Dad doing? Choose one of the options below.

walking down the street

talking to Mr Nowak

climbing a tree

staring at a monkey

What had Dayna spotted?

A monkey in a tree.

Thinking about the question

Let's have another look at the question: Why did Dayna tug on Dad's coat *more urgently*? This will take a bit of thinking. Click on the following slides to follow a train of thought that leads towards an answer.

Dad was still talking to Mr Nowak from next door. He always took a long time chatting when United had played the day before. Dayna looked around. Up in a nearby tree, something moved. Dayna pulled on Dad's coat but he didn't stop. She looked again at the tree. It was a monkey! A real, live monkey was staring back at her. She tugged Dad's coat more urgently but he just snapped, "Just wait, love. I've almost finished." Dayna's mind wandered to the uneaten banana in the schoolbag on her back.



Thinking about the question

Why did Dayna tug on Dad's coat *more urgently*?

Dad was still talking to Mr Nowak from next door. He always took a long time chatting when United had played the day before. Dayna looked around. Up in a nearby tree, something moved. Dayna pulled on Dad's coat but he didn't stop. She looked again at the tree. It was a monkey! A real, live monkey was staring back at her. She tugged Dad's coat more urgently but he just snapped, "Just wait, love. I've almost finished." Dayna's mind wandered to the uneaten banana in the schoolbag on her back.

Answer: because she had seen a monkey / because he hadn't paid attention the first time she pulled on his coat

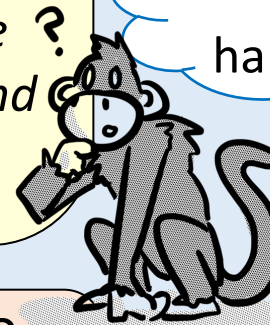
If the question is "Why?", I'm looking for a reason.

I need to see what was going on when this happened.

Something strange happened

... but Dad kept talking and didn't notice...

... so Dayna tried even harder to get Dad's attention.



Let's have another go ...

Re-read the text and think about the question below.

Dad was still talking to Mr Nowak from next door. He always took a long time chatting when United had played the day before. Dayna looked around. Up in a nearby tree, something moved. Dayna pulled on Dad's coat but he didn't stop. She looked again at the tree. It was a monkey! A real, live monkey was staring back at her. She tugged Dad's coat more urgently but he just snapped, "Just wait, love. I've almost finished." Dayna's mind wandered to the uneaten banana in the schoolbag on her back.



Question: *Dayna's mind wandered back to her uneaten banana ... Why?*

What we need to know first ...

a. Vocabulary question (Click to check your answer.)

Dayna's mind wandered to the uneaten banana ... In this sentence, *wandered* means ...

walked

jumped

pulled

drifted

b. Retrieval question (Click to check your answer.)

Where was the banana?

In the schoolbag on Dayna's back.

Thinking about the question

Dayna's mind wandered back to her uneaten banana ... Why?

Dad was still talking to Mr Nowak from next door. He always took a long time chatting when United had played the day before. Dayna looked around. Up in a nearby tree, something moved. Dayna pulled on Dad's coat but he didn't stop. She looked again at the tree. It was a monkey! A real, live monkey was staring back at her. She tugged Dad's coat more urgently but he just snapped, "Just wait, love. I've almost finished." Dayna's mind wandered to the uneaten banana in the schoolbag on her back.

Answer: She thought the monkey might want the banana in her schoolbag.



If the question is "Why?", I'm looking for a reason.

What was going on when this happened?

There was a monkey in the tree.

What do I know about monkeys?

Monkeys like bananas.

Tackling an inference question

Remember:

- Make sure you understand the words in the text.
- Make sure you know how to search for and identify key information from the text.
- Make sure you can recognise an inference question (*see next slide*).
- Make sure you understand the question.
- Find the part of the text the question is referring to.
- Read 'up, down and around' to understand the context.
- Follow a carefully reasoned train of thought.



Recognising an inference question

Inference questions often start in similar ways:

What did (character)
think about ... ?

Why did (character)
do this (**action**) ... ?

Why did (character)
say ... ?

How did (character)
feel about ... ?

This story shows that
(character) was ... ?

How is ... like ... ?

Reflection

Think about today's lesson and talk to your partner about what you feel confident about and what you feel you need to practise more.



I am confident with
...



I would like more
practice with ...