

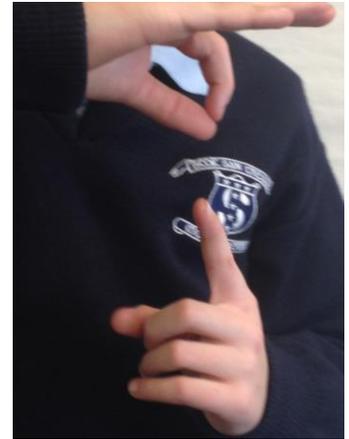
Comprehension Strategies – Inference

Inference enables the reader to move beyond the literal text and make inferences about what is not explicitly stated in the text, by blending information from the text with prior knowledge. It can involve predictions, conclusions and interpretations that are neither confirmed nor rejected.

1. LEARNING OUTCOMES of Inference Instruction

The pupils will be enabled to:

- Understand what inference is
- Understand the difference between prediction and inference
- Piece together clues from the text, picture to derive a deeper meaning (reading between the lines)
- Justify their inference using appropriate information from the text
- Revise their inference as the text progresses
- Discuss others' inferences
- Cross application of inference skills



Inference activities can be organized into **before**, **during**, and **after** reading.

Before Reading

- Pupils can infer from the title / cover illustration etc. Connecting with similar books.

During Reading

- Pupils can infer using prior knowledge and information from the text.
- Sharing Inferences and discussions. Supporting Inferences with evidence from the text.
- Revising inferences – making changes as new information emerges.

After Reading

- Discussion of Inferences
- How this skill has helped with understanding the text.

2. Some activities for Inference

- **Character Self Portrait:** Adopt role of a character, and using sentence starters given by an adult, they create a profile for that character using explicit and implicit cues from the text i.e. *I live in a, I like.....*
- **Interviews:** conduct interviews where one pupil takes on a character and the other composes questions to ask the character. Adult models the type of questions required – questions which will focus on finding out more about the character than is explicit in the text.
- **Report Card:** Pupils prepare a report card / profile for the character in the text. Pupils decide on a grade to give the character for different traits and provide supporting comment that show engagement with the text.
- **Point of View:** Four or five key points from a text are identified. The pupils adopt a character and discuss each of the key events through the perspective of their adopted character.
- **Developing Dialogue:** In pairs, pupils each choose a character and one key event. The pupils compose a dialogue in relation to that event which encourages them to draw inferences about the character. Dialogues are shared and discussed.
- **The role of adverbs:** Inferences can often be made by noting the adverbs i.e. *haughtily, sarcastically, sharply, arrogantly sweetly etc.*