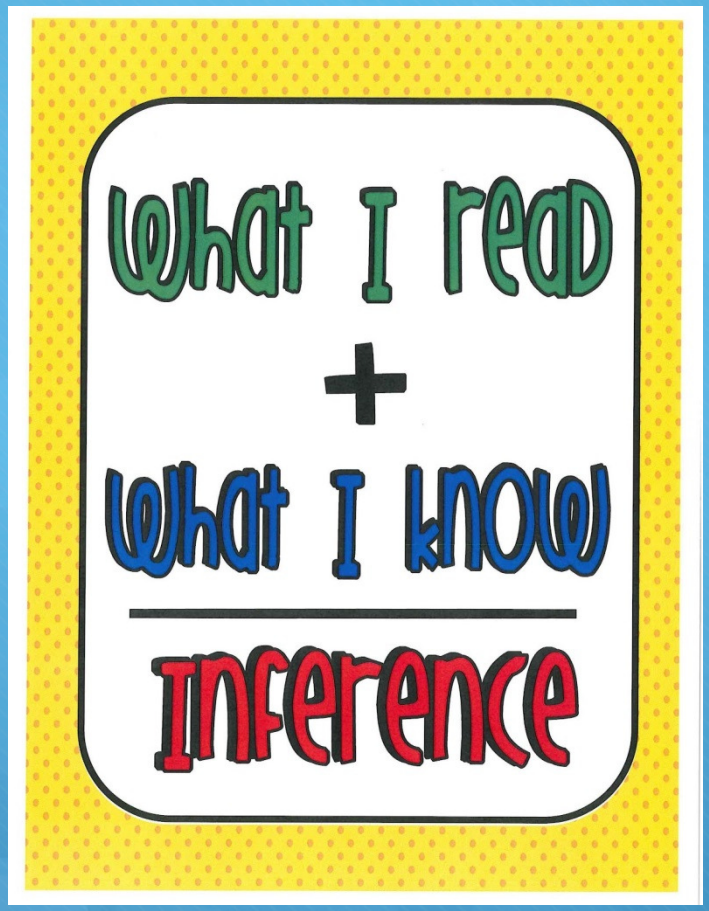
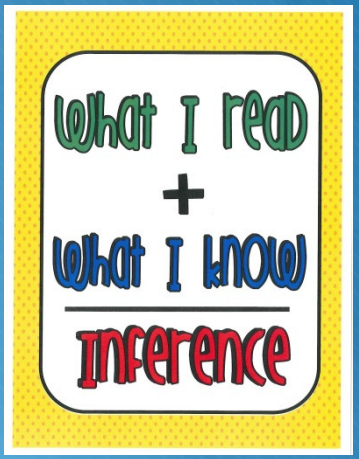
Inference and Book Talk KS1

By the end of the session

- Understand what inference and book talk is.
- Know why inference and book talk are important skills.
- Know how to help your children develop their inference skills.

Inference: is an interpretation that goes beyond the literal information given.





Inference Example:

Anna collected shells after she had been for a dip in the salty water.



……therefore Anna is at the beach.



We want our children to become Reading Detectives



Look for clues



Find the evidence

- Thinking about the clues and evidence what can you work out about the character from these pictures?



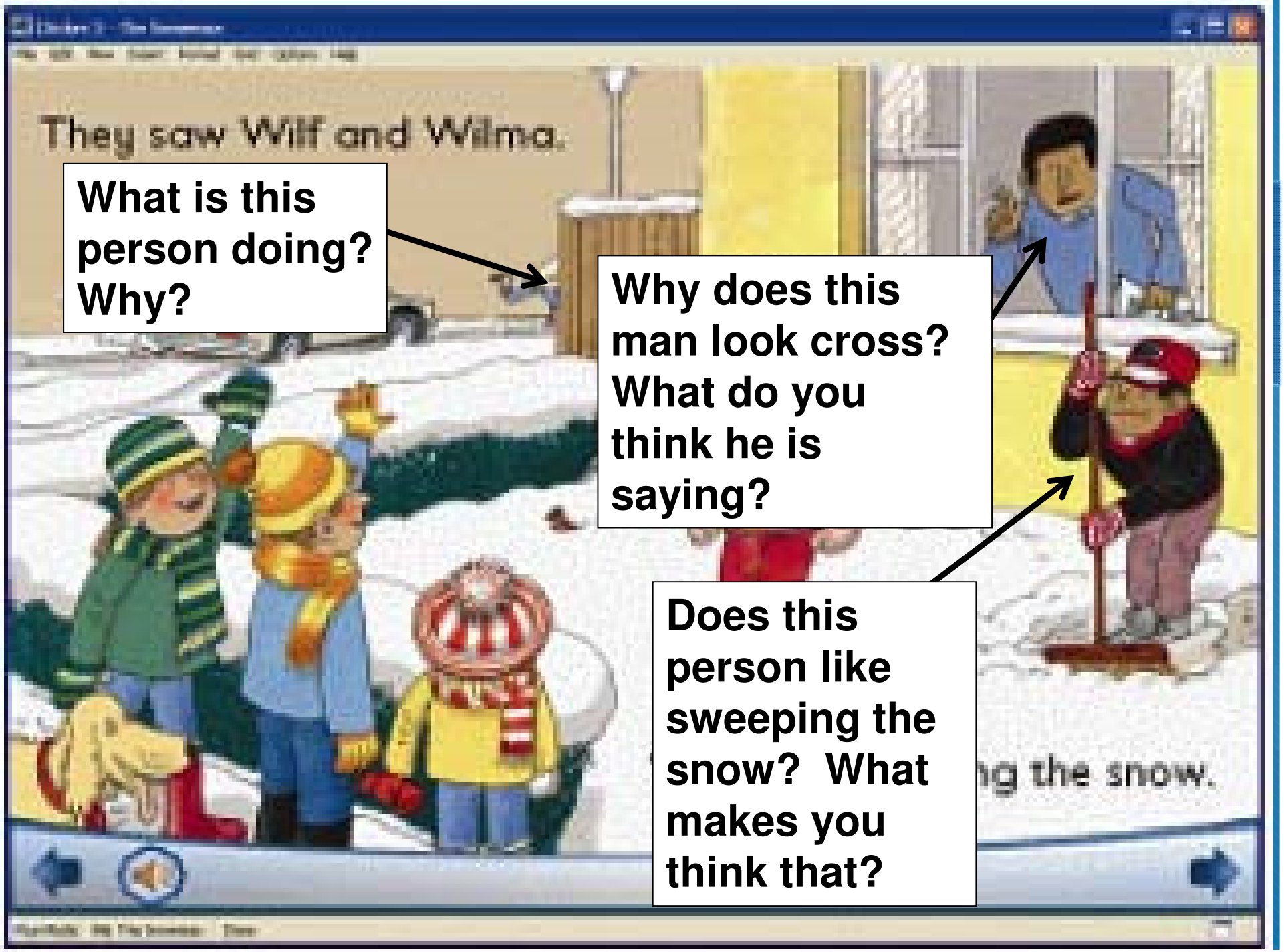






Illustrations

- Picture books are suitable for children of all ages and can really help to develop inference and deduction skills.
- Encourage your child to answer questions about illustrations.
- The illustrations in any book are a good discussion tool.


They saw Wilf and Wilma.
What is this person doing? Why?
Why does this man look cross? What do you think he is saying?
Does this person like sweeping the snow? What makes you think that?
ng the snow.

Using text to infer and deduce

In order to be able to infer and deduce from a text children need to be able to decode confidently, fluently and not robotically. The text should not be too hard for them otherwise they will focus all their energies on trying to decode and get a literal meaning and will miss the subtle clues given.

Questioning



INFERENCE IGGY helps you hunt for clues in a text.

What do you think the word .....means? Why?

Why/How/When/Where do you think .....?

How has the author made us think that .....?

Asking questions about the text your child is reading encourages them to think more deeply about it.

Eventually they begin to ask themselves questions about what they have read.

There are some example questions at the back of your child's Reading Journal. You can find examples on the website.

Example questions

- What words make you think that? Why?
- How do you feel about……? Why?
- Can you explain why……?
- At the end of the story the main character is feeling ……. Does this surprise you?
- What does this tell you about what …….was thinking?
- Do you think this is true/untrue? Why do you think this?
- What do you think the ……. is thinking? If it were you what would you be thinking?
- Predict what you think is going to happen next. Why do you think this?
- From what you have read, can you tell me what you feel about….?
- Who would you like to meet most in the story? Why?
- What is your opinion? What did you like/dislike about the story? Can you find pages in the book to show me?

Modelling

Does your child know what a 'good reader' sounds like?

As teachers we **always** model an activity before asking the children to carry it out. Children **need to experience good models** to know what is expected of them, reading is no different. Children need to hear and see what a good reader sounds like.

Adults both at school and home need to share quality story books with children. They should model the use of fluency, expression and demonstrate their thought processes i.e. Oh, I wonder what will happen next? I wonder how that characters feeling? I didn't like that part of the story because… I didn't think that was going to happen etc.

Remember….

As adults we infer and deduce naturally and automatically as we read. Children need to be taught to infer and deduce, we cannot assume they will just be able to do it.

It is through good questioning, discussion and modelling that young children will develop the skills needed to be good readers.

Any Questions?