

General Inference

It is also important be able to infer from the story as a whole. For example:

Which characters are good or bad?

Why do you think this?

Which is your favourite character?

Why are they your favourite?

Or about the story as a whole:

Can you tell me what has happened so far?

Did you enjoy it, and why?

What do you think might happen later in the story?

What do you think might happen after the story finishes?

Hopefully this short booklet has given you some tools to help you support your child, but if you want more ideas, please speak to our teachers or Mr Dee.

‘Love of Learning, Love of Life’



**HURSTBOURNE TARRANT
CE PRIMARY SCHOOL**



READING IN KEY STAGE 2

Reading is one of the most fundamental skills your child can learn. Good readers make better spellers and better writers. Good readers are able to use the internet and other resources to research and learn about any other topics. If your child is a good reader, they are able to access so many areas of the wider curriculum.

There is well documented evidence which shows that the more reading a child does, the better reader they will become.

Inference and Comprehension

Inferring feelings

Take the line 'Mr Price strode into the room'. Mr Price walked into the room, but on further inspection 'strode' implies some urgency, some speed, some sense of purpose in entering the room. You could further imply that perhaps the speed and urgency was because Mr Price was late; perhaps he was therefore feeling quite flustered, anxious and unhappy. He might be feeling hot and bothered, sweating, and his heart may have been thumping.

On the other hand he may have 'strode into the room' because he was keen and eager to get the class started because he really enjoyed the subject. Therefore, you could further imply that he was in fact happy, cheerful and jovial.

There will be other words and phrases in and around the passage which would lead you to infer one way or the other. Which scenario do you think would apply if Mr Price had just danced across the playground, patted Mr Dee on the back and pirouetted down the corridor before heading up the stairs?

Questions to test this:

How do you think Mr Price was feeling?

Why do you think that?

What other feelings could he be feeling?

Have you ever felt like that?

Inferring the future

Another way to infer is to consider what might happen next.

In Roald Dahl's *The BFG*, the BFG has taken Sophie from her bed, put her in his pocket and sped away.

What do you think might happen to Sophie?

Where do you think the BFG might be taking Sophie?

Inferring Meaning

If there is an unfamiliar word, can your child work out what it means by the context of the sentence?

'The ornithologist studied the eagle closely with his binoculars, making notes in his book as he did so'.

What do you think an ornithologist might be? How do you know?

