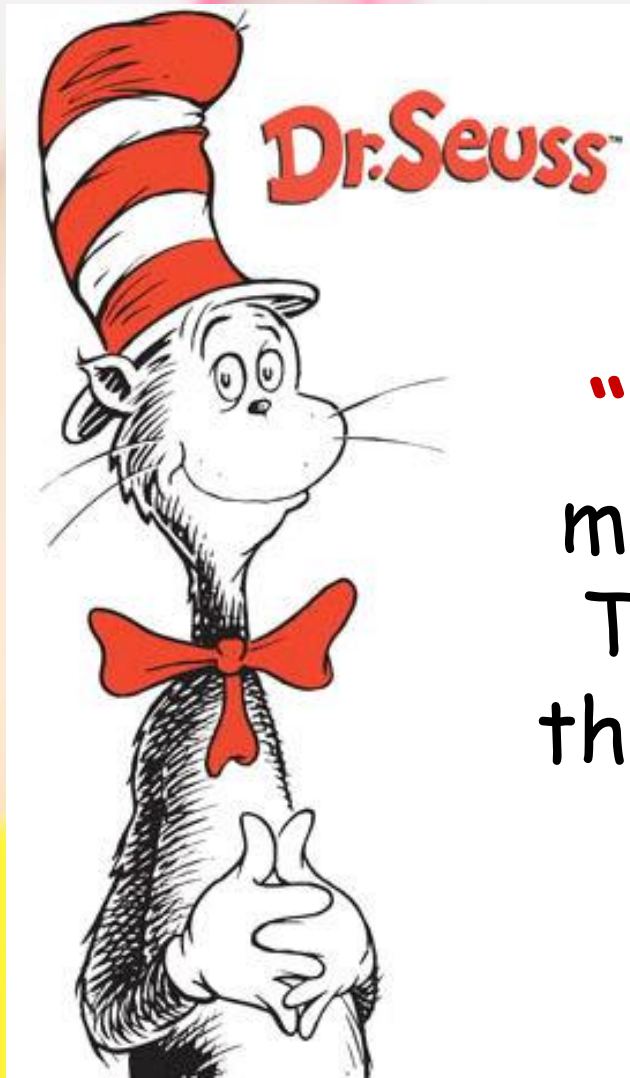


“If you want your children to be bright, read them fairytales. If you want them to be brilliant read them even more fairytales.”
by Albert Einstein



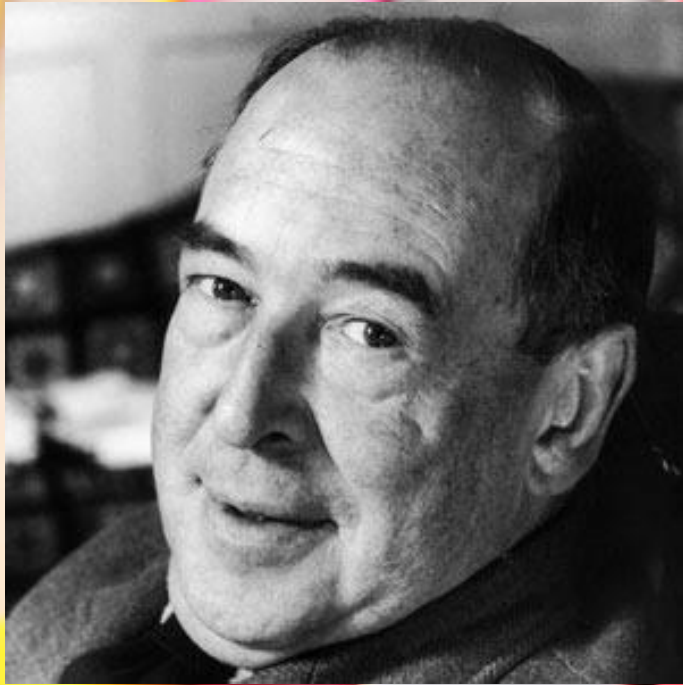
"The more you read, the more things you will know. The more that you learn, the more places you'll go."

Dr. Seuss, "I Can Read With My Eyes Shut!"

"So please, oh PLEASE,
we beg, we pray, Go throw
your TV set away, And
in its place you can
install, A lovely
bookshelf on the wall."

— Roald Dahl, *Charlie
and the Chocolate Factory*





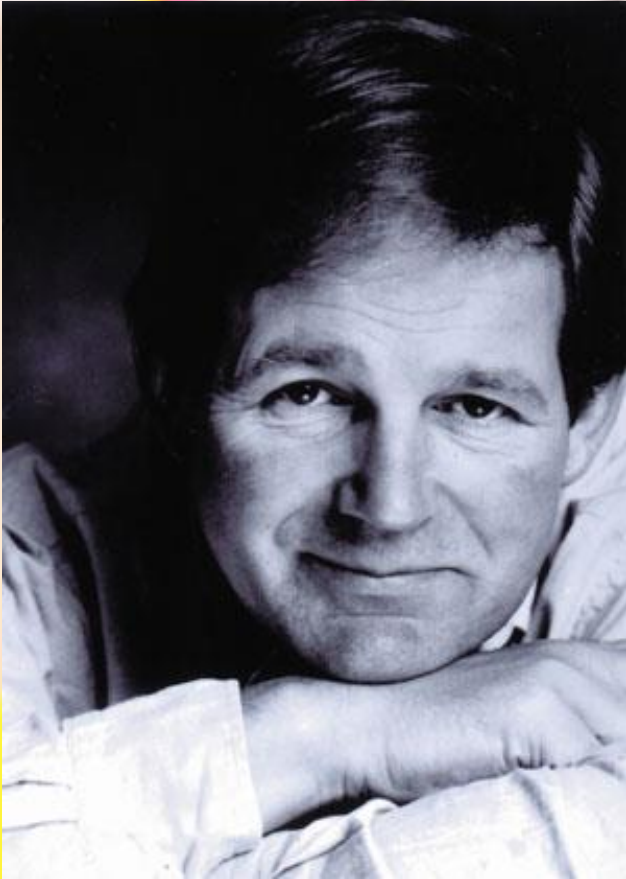
"No book is really worth reading at age of ten which is not equally worth reading at the age of fifty."

~ C S Lewis



**“The best books
leave a tantalising
gap between the
pictures and the
words, a gap that
is filled by the
reader's
imagination”**

Anthony Browne

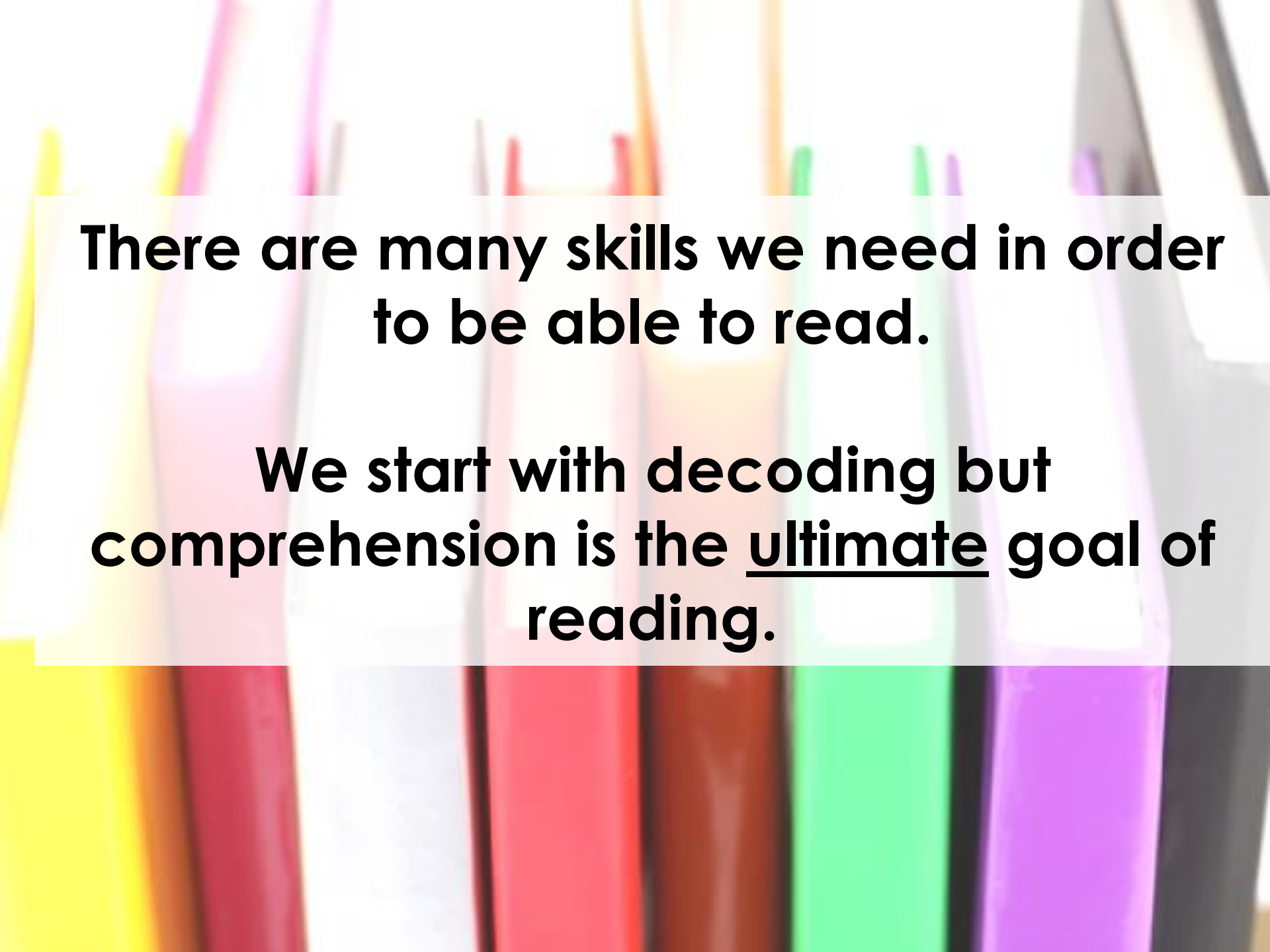


“stories make you
think and dream;
books make you want
to ask
questions”
— Michael Morpurgo

Inference Workshop

04.03.14

Mrs Soules and Mrs Underwood

A background of various colored pencils and pens, including yellow, pink, red, brown, green, purple, and grey, arranged vertically and slightly out of focus.

There are many skills we need in order to be able to read.

We start with decoding but comprehension is the ultimate goal of reading.

“Comprehension is messy. There is no clear cut path that the brain takes when making sense. There are many roads the mind can take as it burrows through layer after layer of meaning.”

However...

However...

Without
comprehension
all we are doing
is barking at
print.



Developing comprehension skills raises some issues:

Many of our pupils think that decoding rather than comprehension is the main point of reading. They are often praised for their speed and accuracy even if they do not understand what they read.

We therefore need your help to help them see this is not the case. We need you to share a book with your child in a different way – to ask deep thinking questions.

Many pupils are unaware that they are failing to get the full meaning of texts.

You don't miss what you've never had!

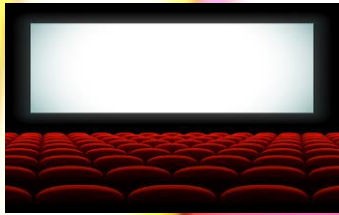
The comprehension skills needed are inference and deduction

Inference: the ability to **go beyond the information** given in the text based on the reader's personal experience, knowledge or opinion.

Deduction: the ability to **draw a logical conclusion** from the information given in the text

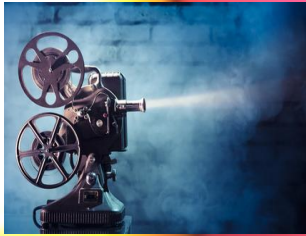
So, how do we do this?

Children need books which are easy reads to develop their comprehension. If they are needing to decode then their understanding is destroyed. We need fluent readers.



Think of it like a movie:

.... a film is made up of still images flashed in quick succession. Slow the film down, and the movement and meaning slows and the film's impact is diminished. Viewers won't learn as much about the film as if it were shown at normal speed.



With reading the same thing happens. When a person reads word by word, like frame by frame, they are not reading for meaning and therefore not understanding the bigger picture.

When we read for meaning we construct a representation of it



When we read we make links to our understanding of the world. Reading is not just about recognising individual words or even understanding words as our eyes pass over them. We build meaning using a variety of mental processes.

Billy was howling because he whole day had been spoilt. All his work had been broken by the wave. His mum came over to help but she accidentally stepped on the one tower left. "Never mind," she said, "let's go back for tea. You can build another one tomorrow." Billy was not impressed, "don't want tomorrow....want now."

What was Billy doing in the first sentence?

Who came to help him?

When does his mum say he can build another one?

What does howling mean?

Where was Billy and his mum?

What had he made his tower from?



**How do we teach
inference?**

By being..
**Reading
Detectives!**

We search for clues
that the author has
given us.

We find the
meaning of words
we do not
understand.



In lower school we start developing inference skills through pictures.

How do these people feel?



How do you know?

What time of year do you think it is?

How do you know?



How many people might live in this house?

How do you know?

What form of transport do they use?

How do you know?

As their decoding skills develop we explore inference in a sentence.

What can you *infer* from this sentence?



What is suggested by the sentence but not actually said?

The man stepped out of his house and opened his umbrella.

Then we try sentences.

What can you infer from these sentences?

Jane was invited to Billy's party. She wondered if he would like a kite. She shook her piggy bank. It made no sound. Jane was sad.

Jane was invited to Billy's party. ***It was his birthday you see.*** She wondered whether he would like a kite. ***For his birthday present. She needs to take one if she's going.*** She shook her piggy bank. ***She wanted to check how much money she had.*** It made no sound. ***Oh dear that means she hasn't any money!*** Jane was sad. ***She is sad because she does not have the money that she needs to buy a present.***

Then we use passages of writing. Moving onto short stories and then longer novels.

However.....

A child's comprehension will only develop if they read a volume and variety of texts. We call this the **reading mileage**.

In the past children were reading books which were too long. This caused:

- Their comprehension to be poor. This is because the time it took them to complete a book meant they could not recall enough of the story to understand it.
- They had low reading mileage. In a year the number of books read could be counted on two hands. This is not enough.

How can you help at home

Support us by:

- Listening to your child read every night.
- Continue the work, you have already been successful with, on decoding.
- Ask them questions about it. But think carefully about the type of questions you ask. Use the resource sheet for guidance.