

Inference: Read Between the Lines

Make reasonable inferences from clues in a text and explain them with evidence.

LEARN • PRACTISE • CREATE • REFLECT

Original BrightPencil Kids resource - adult-led where appropriate

A4 edition • 12 purposeful pages • review copy

Print. Learn. Grow.

Grown-up guide

Learning objective

Make reasonable inferences from clues in a text and explain them with evidence.

Use this pack well

- Model the first example aloud, then let the learner try.
- Ask “How do you know?” more often than “Are you finished?”.
- Use real objects, talk, movement or observation when the activity suggests it.
- Stop or shorten the session if attention or enjoyment drops.
- Open-ended pages can have many successful answers.

Quality note

This resource was written originally for BrightPencil Kids. Curriculum sources informed scope and progression only; no third-party worksheet or story text is reproduced.

Learn the idea

1 An inference combines text clues with relevant background knowledge.

2 A strong inference can be explained, not merely guessed.

3 Different inferences may be acceptable when each is well supported.

Talk about it

Explain one idea in your own words. Give an example from real life, a drawing or an object if that helps.

Infer how a character may feel from actions rather than a feeling word.

Choose the strongest evidence for an inference.

Separate what the text states from what you infer.

Revise an unsupported inference.

Write two possible inferences from the same clue and compare them.

Try it beyond the page

Real-world / hands-on connection

Pause during a story and say “I think ____ because the text says ____.”

Before you finish

What did you notice?

What evidence, object or example helped you?

What would you change if you tried again?

Create something

Your project

Create a three-clue mystery scene where readers infer what happened.

Use this space for planning, drawing, mapping, designing or notes.

CHALLENGE

Think deeper

1. Is an inference the same as a fact stated directly?

2. Can two supported inferences differ?

3. What makes an inference weak?

Quick review

1. In one sentence, explain the big idea of “Inference: Read Between the Lines”.

2. Draw or write one example that shows you understand.

3. Choose one activity from this pack and explain the strategy you used.

4. Write one question you still have.

Answer & discussion notes

Use these as guidance, not scripts. Open questions can have different successful responses when the reasoning is sensible and evidence-based.

1. Suggested response

No.

2. Suggested response

Yes.

3. Suggested response

It lacks relevant evidence or contradicts the text.

Review before publication

Check age fit, factual accuracy, clarity, accessibility, rights provenance and whether the activity works in practice. This file remains a review copy until those checks are signed off.

FINISH

My learning reflection

I finished this BrightPencil learning pack.

One thing I understand better now:

A strategy that helped me:

Something I created or noticed:

My next small question or goal:

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