

Inference, Perspective & Evidence

Infer feelings, motives or viewpoints from clues and distinguish inference from directly stated information.

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

Infer feelings, motives or viewpoints from clues and distinguish inference from directly stated information.

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 Inference combines text clues with reasonable background knowledge.

2 Perspective is shaped by what a character or speaker knows, values and notices.

3 A supported inference can be revised when new evidence appears.

Talk about it

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

Separate five statements into “stated” or “inferred”.

Infer a character's likely concern from actions and dialogue.

Choose the strongest evidence for a viewpoint claim.

Revise an early inference after reading a later clue.

Compare how two characters might describe the same event differently.

Try it beyond the page

Real-world / hands-on connection

While reading, pause once and say: "I infer ____ because the text shows ____." Revisit the idea after another paragraph.

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

Write a short scene twice from two different viewpoints, keeping the event the same.

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

CHALLENGE

Think deeper

1. Is an inference a random guess?

2. Can new evidence change an inference?

3. Why can two characters describe one event differently?

Quick review

1. In one sentence, explain the big idea of “Inference, Perspective & Evidence”.

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

They may have different knowledge, goals, feelings or experiences.

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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