

Year 5

Jam Session 2

Inference 2d - Lesson Plan

Content domain:	2d. Make inferences from the text or explain and justify inferences with evidence from the text
Lesson duration:	Approximately 45-50 mins

Suggested teaching sequence

(*This can be adapted to suit the nature of the session and duration available)

Starter

Skim and scan (SKILL 1) (2–5 mins)

- 1 Choose five (or more) words that children may be unfamiliar with/may find tricky to read/may be unsure of the meaning:

pail
yellowjacket
hunched
scenery
yanked

Children have a 1–2-minute time limit to find and circle them in the text.

Vocabulary check

Once the children have completed the task, discuss the meaning of the five words above.

Adaptations

Skim and scan task words can be adapted to suit different ability groups of children.

- E.g. 3-5 words ONLY in the first paragraph for LA/SEND
- 3-5 words where the paragraph they are located in is indicated for LA/SEND
- 5-7 words in the first two paragraphs for MA
- 5-10 words from the whole text for HA

Possible vocabulary check alternatives:

*Match-up - Using the words from the skim and scan task, prepare a slide with mixed-up definitions for the children to match.

*Multiple choice - Using the words from the skim and scan task, give the children three different meanings from which they have to choose the correct definition.

*Kim's game – Show the words from the skim and scan task plus the definitions. Allow children to memorise them within a set time limit. Verbally, ask children to recall the definitions they remember.

*True or false - *Word* means *definition*. Is this true or false?

Main Session

Read the text (5-10 mins)

- 2 Read the text with the children. Use reading windows or rulers to ensure children are tracking the text when they are not reading aloud.

Vary reading techniques throughout reading the text (see below). Choose 2-3 per session:

- Echo reading (my turn/your turn) - an effective way for the teacher to model intonation and prosody as well as supporting the reading of more difficult words.
- Choral reading (all together).
- Group reading.
- Paired reading – mixed ability.
- Silent reading.

Quick fire questions (verbal) (2-3 mins)

- 3 Test that the children have understood and accessed the text at the required level. The questions below are all based on the content domain of the lesson and do not appear in the independent task worksheet.

1. Look in the first paragraph. How do you know Monica felt like she had been in the car for a long time? **‘It felt like forever.’**

2. Look at the second paragraph where it says, *‘A bumblebee was struggling in the water, and I picked up a stick to help it out.’* What impression do you get of Monica at this point? **She is caring/kind/she cares for animals and insects (or similar).**

Understanding the meaning of, and skill of, ‘inference’ (SKILL 2) (2 mins)

- 4 Tell the children that all of the questions they will answer in this session are inference questions.

Recap prior knowledge of inference:

- What is inference?
- What does it mean?

Adaptations

Whole-class reading/intervention is designed to be inclusive. SEND and LA pupils have access to a challenging text and will be exposed to specific age-related content domain questions through these sessions. Regular phonics practice and decoding skills practice to support their fluency should be taught at a separate time.

Use of echo reading and adult support (the adult reading with/for them and supporting text tracking) will help pupils access this text at an adapted level even when they may not have the skills to read every word themselves.

Adaptations

Targeted questions for ability groups.

1 = LA/SEND

2 = MA/HA

‘Reading between the lines’ and inferring information without it being directly stated. It is looking for **clues** within the text to form a **conclusion/without it being explicitly stated. An opinion or conclusion** is reached because of **known facts** or **evidence** found in the text.

Give example: ‘The children ate their cupcakes, smiling and licking their lips. They wondered if they were allowed another one.’

Question: What do you know about how the children thought about the cupcakes? **They love them/think they’re delicious/they think they are tasty/they are enjoying them.**

How do you know? **The are smiling and licking their lips. They are so delicious, they want to eat another one.**

The text does not mention anything about what the children thought of the cupcakes, but you can *infer* what they think based on the information given.

Identifying keywords in the question (SKILL 3) and modelling the independent task (5-10 mins)

- 5** Model the technique of circling keywords in the QUESTION. Ensure the pupils know that the circled words should only be words that support them in answering the questions and include the words they are likely to have to skim and scan for to find the answer.

Look at the first question. Model applying this knowledge to question 1 and circle the keywords that would help direct them to the correct part of the text that will give the **clues/evidence/information** needed to successfully answer the question.

Adaptations

Adult support.

Mixed ability pairs.

The LA/SEND children could start their task here, if supported. This technique of identifying keywords in the question can be part of the guided session.

The adult can also identify the question type with them as they work through, which is the next part of the lesson (below).

1. Look at the **first paragraph**. How did **Monica feel** about going **blueberry picking**?

a) _____

Give **one piece of evidence** to show how you know this.

b) _____

Where in the text should we look? **The first paragraph.**

Which word(s) should we skim and scan for? **Words and phrases that show/suggest she is feeling a certain way.**

What kind of answer are you looking for? **A feeling/adjective such as annoyed/unhappy** or explanation such as **she did not want to go/she was in a mood.**

For question 1b, evidence can be written as a **quote** or **paraphrase** of the text.

Example answer:

I grumbled my way through putting the clean dishes away and then grumbled my way into the car OR staying silent as we drove out east. Quote.

She was grumbling about doing the dishes and while getting in the car OR She didn't talk at all in the car (on the way to the blueberry farm). Paraphrase.

Repeat for question 2 (or a question you think the children may find more difficult), if necessary.

Through the lesson, ensure children are applying this skill of identifying keywords when answering every question.

Identifying the question type (5 mins)

6 Look at each question and name them (MA/HA sheet).

1 = Infer a conclusion/find one piece of evidence

2 = Tick two

3 = Find three pieces of evidence

4 = Inference – draw lines/match up

5 = Impressions – two + evidence

Independent task (15-20 mins)

7 Set the children off on their task.

There are two sets of question sheets:

- MA/HA task
- LA/SEND task

Adaptations

Tasks can be further adapted by assigning less questions to suit the children in the cohort.

Consider the children who can work independently, in pairs or mixed ability pairs.

Teacher/TA support.

Challenge for HA – write a question in the style of one they have answered for a partner/the whole class to answer.

Plenary (5 mins)

- 8 Ask children the three skills they have been practising in this session. (Identifying keywords, skim and scan, and inference skills.)

Ask them to write or say the definition of inference. (Reading between the lines, finding clues and evidence to form a conclusion or opinion.)

Ask them to write down/say two types of questions they had to answer. (Infer a conclusion + evidence/ find three pieces of evidence/tick two/draw lines/match-up/impressions.)

If time, answer a challenge question as a class as produced by a pupil.