



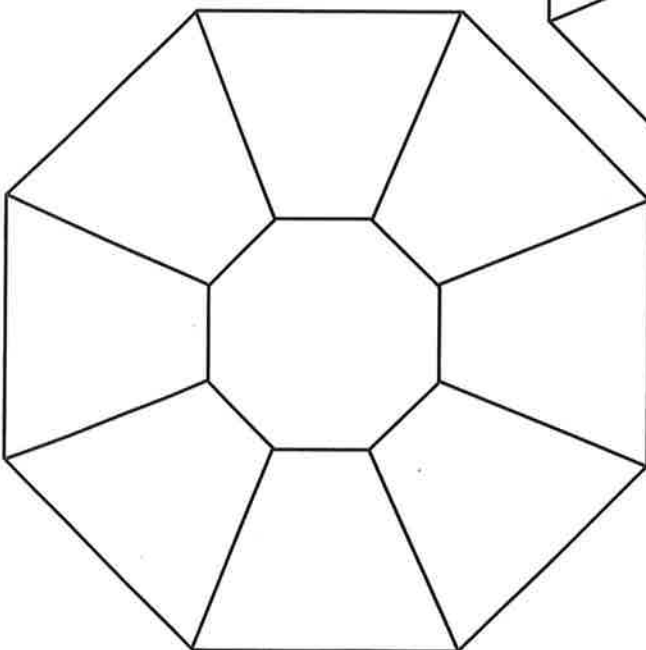
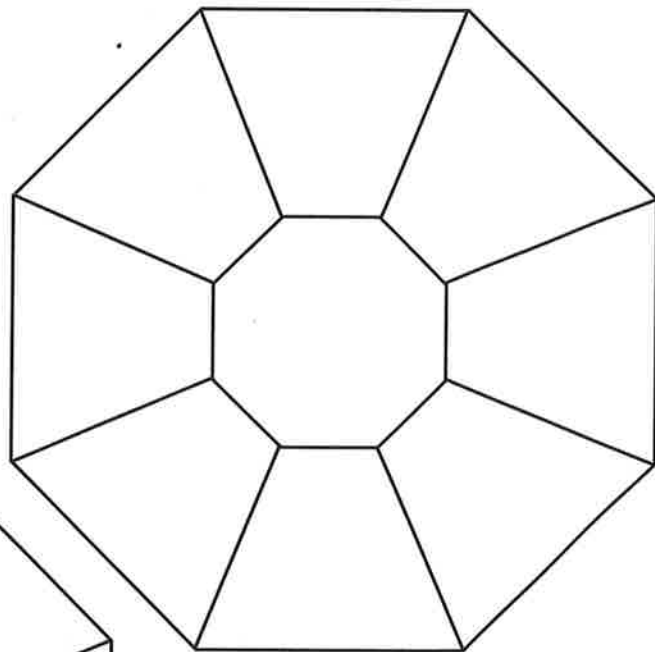
## Words with similar meanings

The slippery mud oozed between their fingers as the two squelching figures scrambled up the steep bank.

“Quick – the hedge,” panted Charlie, heaving the loot into the ditch with him. “I can ’ear them coming.”

A distant siren sliced through the stillness of the warm day and, beyond the nearby hill, an intermittent squeaking and rattling warned the pair that the long arm of the law might snatch them up at any minute.

- Choose two words from the text and write them in the middle of each blank web. Write words that have similar meanings in the spaces. How many can you find?



- Replace the original words within the text with other words from the web, on a separate sheet of paper. Is the meaning still the same?

# LESSON PLANS

## OBJECTIVES

To be able to find clues in the text where the author is implying something to form own inference questions.

## WHAT YOU NEED

Photocopiable page 37; paper and writing materials.

## MAIN POINTS

If you can find inference in the text, you can predict the inference questions you will be asked, and save yourself valuable time in the SATs test.

## DON'T PANIC!

■ If the children find this too hard, you could go back to the lesson 'Understanding inference' on page 28.

# GENERATING INFERENCE QUESTIONS

*It is vital that the children can see how easy it is to ask and answer inference questions. This lesson teaches them to predict inference questions based around inference they can identify in the text. Being able to predict the questions as they are reading is an excellent exam technique and it will enable the children to answer the questions more quickly, filling them with confidence.*

## WHAT TO DO

- It would be useful for the children to have completed the activities in the lesson 'Understanding inference' on page 28 before tackling this lesson.
- Remind the children that authors intentionally tell their readers extra details by leaving subtle clues for them in the text and that this is called inference.
- Display photocopiable page 37 containing the extract 'The Getaway'. Read the text through once and explain that you are going to use it to model writing an inference question of the kind that the children will see on the SATs comprehension paper.
- Start by slowly skimming and scanning the text and explain that you are looking for subtle inference clues the author has left that give you additional information without having to put it literally 'right there'.
- Highlight the phrase 'The slippery mud oozed between their fingers...' and tell the children that this phrase contains inference. It tells us many other pieces of information without having to literally say each one.
- Ask the children if they can give you any examples of what the phrase tells them. Answers should include: the mud is very wet; perhaps it has been raining or that the river running under the bank is deep; the men had dirty hands after climbing up the bank.
- Explain that you will use one of these possible answers to write your inference question. Write on the board 'Were the men's hands dirty after climbing the bank? How do you know that?' Ask a child to write the answer underneath, as a full sentence, such as 'Yes, the men's hands were dirty after they had climbed the bank because the mud had "oozed between their fingers".'
- Point out to the children that the key words from the question are also in the answer. Explain that it is also a good idea to quote from the text as it will allow the children the opportunity to provide clear, concise evidence to back up their answer.
- Ask the children to work in pairs. Hand out a copy of photocopiable page 37 and ask them to continue using 'The Getaway' to create as many inference questions as they can on another sheet of paper. After a short time, stop the children and ask them to swap their questions with another pair or team. They should then answer the inference questions they have been given.

## PLENARY

- Ask the children to mark each other's work and give feedback. They should comment on whether full sentences were used, if the answers were backed up with evidence from the text and also on spelling and punctuation.

# The Getaway

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