

LEARNING FOCUS:

- ☐ Information retrieval
- ☐ Inference
- ☐ Writing for a range of purposes

SEAL/GIRL

Chapter 1: Inference



*When we read, we not only take in facts and information but use our own knowledge and experience to **read between the lines**. This is called **inference**. It's an important skill, as it also adds to our enjoyment as readers and understanding of the story.*

EXAMPLE:

'The boy's trousers were a little too short and the collar of his shirt was no longer white, but the colour of a coffee stained mug.'

INFERENCE: There isn't much money around at home to but new unif - perhaps washing isn't done because parents are busy with their own problems. He might not have many friends because he looks dirty. He might be unhappy.

ACTIVITY: INFERENCE IN COSTUME DESIGN

We don't just infer from what we read - it's a skill we use in 'reading' films and other visual media too.



1. Choose three favourite characters, from a total of three different live-action films (ones with real actors in). Look at pictures of the character online.

- What style of clothes do they wear, and what does it tell you about them?
- What colours are their clothing, and what associations do those colours have for us?
- Do they carry or wear any accessories or props?



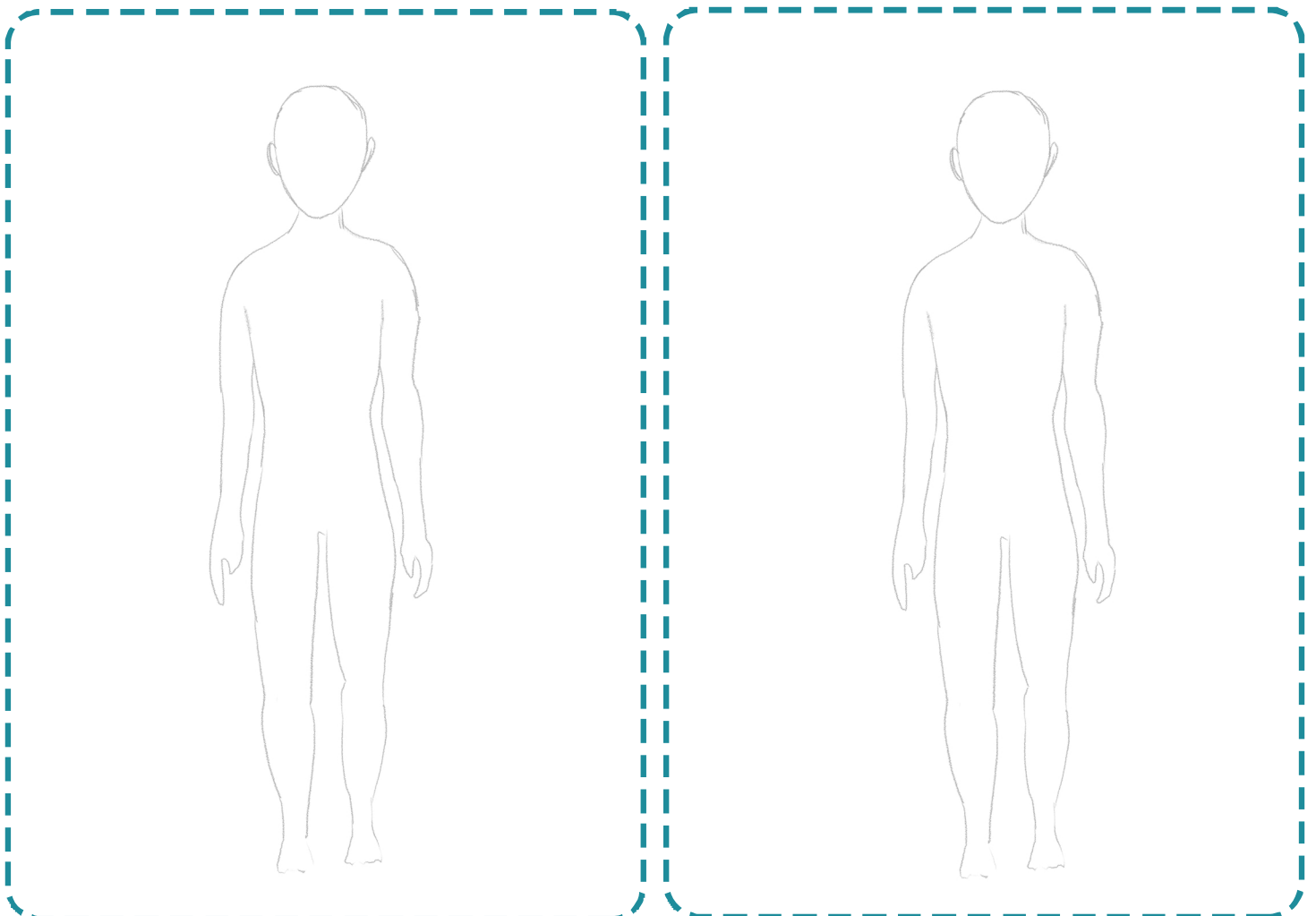
2. Copy and paste an image of your favourite of the three characters into a document, or stick it into your book. Annotate it (make notes using arrows) to show how we **infer** things about the character using the relevant questions from the first part of the activity. You can use phrases like '*this suggests...*' '*this tells us that...*' or '*this makes us think...*'

3. Write 2-3 sentences about the other two characters beneath the one you annotated.

ACTIVITY: DESIGNING A COSTUME FOR A CHARACTER

Imagine that *Seal/Girl* is going to be made into a film. Using information from Chapter 1, you are going to design costumes for **Gorran** and **Tick**, who we meet in the chapter. You are going to use your skills of **inference** to design them.

You can either draw your costume onto a character blank (see below) OR create a collage of clothes and accessories they might wear. Annotate your design simply to say why they wear particular items.





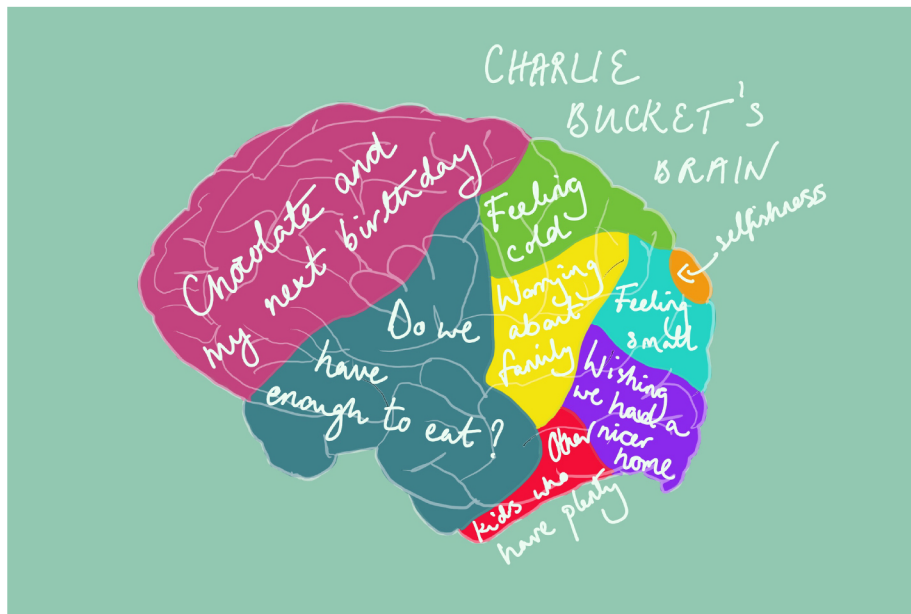
ACTIVITY: CHARACTER BRAINS

This activity continues to test your understanding of **inference**.

In Chapter 1 of *Charlie and the Chocolate Factory* by Roald Dahl, we can **infer** quite a lot about Charlie from what the writer tells us:

- he loves chocolate
- his living conditions are cramped
- his family are poor

You could use the information given to us about Charlie's life to draw how his brain might look - what takes up the most space, and what does he spend most of his time thinking about? What is important to him? It might look like this:



Now focus on the character of **Grace** in Chapter 1 of *Seal/Girl*. What do we **infer** about her from the short introduction to her and her life?

