Name & Surname: _____ Class: _____ Date: _____

READING DETECTIVES

Infer feelings, thoughts and motives with evidence.



About 40 minutes Level ★★★☆☆

BE A READING DETECTIVE

An **inference** is what you work out from **clues** in the text plus what you already know. You do not guess. You use **evidence** to prove it.

- Feelings show in **behaviour**: shaking hands, smiling or looking away.
- Thoughts and **motives** explain why a character acts.
- Always give a short **quote** as proof for your idea.



TASK A

/3

Decide if each statement is always, sometimes or never true.

Statement	Always	Sometimes	Never
A good **inference** needs a clue from the text and what you know.			
Convince me: _____			
Slamming a door always means the **character** is calm.			
Convince me: _____			
The same **action** can hide different feelings.			
Convince me: _____			

KEY WORDS

inference: idea worked out from clues

motive: reason why someone acts

thought: what someone thinks

evidence: proof from the text

feeling: being happy, sad, angry or worried inside

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SHOW THE MOTIVE

Show how the neighbour felt in paragraph 3.

THE EMPTY SEAT

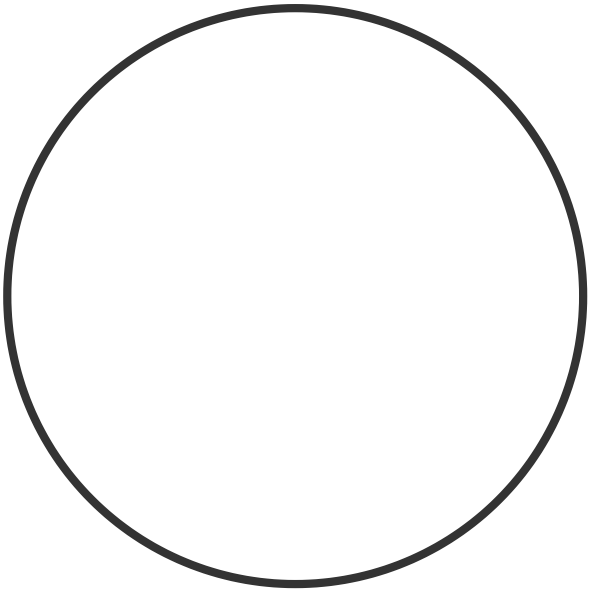
1. At break time, a Year 6 pupil sat alone on the bench by the fence and kept glancing towards the field. The football match had already started without them. They held the strap of their bag so tightly that their **knuckles** turned white.
2. When two friends ran over and waved, the pupil looked down and pretended to tie a shoelace that was already **tied**. 'Go on without me,' they mumbled, barely loud enough to hear. They did not look up or smile.
3. A moment later, the whistle blew for a foul. The pupil jumped up, shouted, 'That was never a foul!' and then sat back down quickly, cheeks red. They folded their **arms** and stared at the ground, tapping one foot fast against the tarmac.

HELP IN THE RAIN

1. After school, a student found the neighbour struggling with two heavy shopping **bags** at the front gate. The rain was pouring and water was dripping from the bags onto the pavement.
2. Without being asked, the student ran forward, took one bag with both **hands** and said, 'Let me carry this inside for you.' They walked slowly beside the neighbour all the way to the door, even though their own socks were getting soaked.
3. At the door, the student put the bag down **gently** and smiled. 'Are you all right getting upstairs?' they asked. They waited until the neighbour nodded and picked up the house keys before running back home.

TASK B

Draw the neighbour's face in Paragraph 3 to show thanks.



thankful face with a kind smile

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PROVE YOUR IDEA

Decide which idea has the best evidence.

THE HALL DOOR

1. In the morning, the caretaker found the hall door wide open and a trail of damp **footprints** leading to the stage. A bucket lay on its side by the wall, and a mop was leaning against a chair that was not usually there.
2. A Year 6 pupil arrived early with wet shoes and mud on the sleeves of their jumper. They stared at the footprints, bit their **lip** and whispered, 'Oh no, I forgot to lock up last night.'
3. The teacher asked what had happened. The pupil took a deep breath, picked up the **bucket** and said, 'It was my job to mop the stage. I left in a hurry and did not shut the door. I will clean it again.'

TASK C

/3

Choose the best idea and explain your choice.



Student A: What can we infer about the pupil in Paragraphs 2 and 3, and what is good **evidence**?



Student B: The pupil feels **guilty** and responsible. They bit their lip, whispered 'Oh no' and picked up the bucket to clean again.



Student C: The pupil is **angry** with the caretaker because the hall door was open.



Student D: We make no inference. The text says the word **guilty**, so it is a fact.

What do you think of each idea? Why?

Student B: .....

Student C: .....

Student D: .....

DID YOU KNOW?

Did you know? Good readers make quick **inferences** while they read, without stopping to think.

CHALLENGE TIME!

Can you think of three more **actions** that show worry? Tell a partner.

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STEPS TO KINDNESS

Order events to show a kind motive.

HALF A BISCUIT

1. During lunch, a student opened their lunchbox and found only one biscuit left. Across the table, a friend was staring at an empty plate and **sighing** loudly. It was raining outside, so no one could buy anything from the canteen.
2. The student broke the biscuit in **half** and pushed the bigger half across the table. 'You look really hungry — have half of mine,' they said quietly. They ate their own small piece slowly, smiling as the friend started to laugh.
3. Later, the friend offered the last sip of squash from their bottle. Both of them **giggled** when the bell rang for afternoon lessons, and they walked back to class side by side.

TASK D

/2

Put these events in order to show a kind motive.

1. Friend sighs at empty plate
2. .....
3. Student offers bigger half
4. .....
5. They walk back together

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READING DETECTIVES

TASK E

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Read the needs below. **Recommend** one story for each reader and give short **evidence** for your pick.

The Empty Seat | Help in the Rain | The Hall Door | Half a Biscuit

Person	Most suitable choice	Justification
a pupil who wants to infer lonely feelings from actions		....
a pupil who wants to infer kind motives for helping an adult		....
a pupil who wants to infer honest thoughts after a mistake		....
a pupil who wants to infer caring motives for sharing food		....

HOW DID I DO?

Circle a face for each line.

I can infer a character's feelings from their actions. ☹ 😐 ☺

I can infer thoughts and motives from clues. ☹ 😐 ☺

I can justify my inference with evidence. ☹ 😐 ☺

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Answer sheet: Reading Detectives

Task A

1. Always (Example: white knuckles + experience = worry.)
2. Never (Slamming usually shows anger, not calm.)
3. Sometimes (Laughing can mean joy or nerves.)

Task B

Answers will vary.

Task C

Student B: right

Student C: not right

Student D: not right

Student B is right. Biting lip, whispering and offering to clean again in Paragraphs 2 and 3 show guilt and responsibility.

Task D

1. Friend sighs at empty plate
2. Student breaks biscuit in half
3. Student offers bigger half
4. Friend shares squash
5. They walk back together

Task E

a pupil who wants to infer lonely feelings from actions: The Empty Seat (The pupil grips the bag and looks away. Proof: 'knuckles turned white'.)

a pupil who wants to infer kind motives for helping an adult: Help in the Rain (The student helps without being asked. Proof: 'took one bag with both hands'.)

a pupil who wants to infer honest thoughts after a mistake: The Hall Door (The pupil tells the truth and will clean. Proof: 'I forgot to lock up last night'.)

a pupil who wants to infer caring motives for sharing food: Half a Biscuit (The student shares the bigger part. Proof: 'pushed the bigger half across'.)

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