



ADULT GUIDE · EVIDENCE BEFORE JUDGEMENT

Use clues, infer and predict

What this pack helps with

Practise finding direct picture/text details, joining clues with background knowledge, making evidence-based inferences and predicting from what has been read so far.

Before you begin

An adult reads instructions and any text the learner cannot yet decode. The learner may point, speak, circle or use adult scribing.

Pencil.

How to use evidence

Ask “What can you see or read?” before “What does that make you think?” Record the clue used, and keep retrieval, inference and prediction separate.

Print A4 at actual size. Child pages are 2–5; pages 6–7 contain models, rubrics and next steps. Colour is optional.

Limits and source

The original scenes and short texts provide bounded practice. They do not prove independent decoding, broad background knowledge, general inference or prediction mastery. DfE Year 1 English programme of study (England; OGL v3.0). Original TheLearnDen scenes, signs, poem, passages, book cards and prompts. This is not an official assessment.



READ · NOTICE · EXPLAIN · CHECK

Use clues, infer and predict

Name: _____ Date: _____

1. Find a picture detail



Look closely at what is actually shown.

Circle the item you can see in the picture.

☐ umbrella ☐ kite ☐ sun hat

Retrieval means finding what is shown. It does not require a guess about why it is there.

2. Infer from picture clues

Use the weather-clue picture above. What weather might someone be getting ready for?

My inference _____

Two picture clues _____

The picture shows preparation clues, not the weather itself or a person. Join at least two visible clues with what you already know.



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3. Read signs and symbols

Read each original practice sign. Circle what it tells you to do.

QUIET PLEASE

- ☐ use a quiet voice
- ☐ run and shout
- ☐ kick a ball

WET FLOOR

- ☐ sit on the floor
- ☐ walk around it
- ☐ pour more water

EXIT →

- ☐ follow the arrow
- ☐ hide the door
- ☐ turn off a tap

These are original practice signs. Real signs can use different words, colours and symbols.

4. Find stated text clues

Nia packed a red apple and a blue cup. She sat beside the pond with Dad.

Find each answer in the text.

What colour was the apple?

Where did Nia sit?

Who was with Nia?

Retrieval uses information stated in the text. It is different from inference or prediction.



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5. Infer from actions

Omar zipped his coat, pulled on his boots and lifted an umbrella before he opened the door.

Why is Omar probably getting ready this way?

Probably _____

Two text clues _____

The text does not say “rain”. The answer must remain a probable inference supported by what Omar does.

6. Link clues with what you know

Use the printed clue and what you already know.

An ice lolly is left in warm sunshine.

- ☐ It melts.
- ☐ It stays frozen.
- ☐ It grows leaves.

Dark clouds gather and rain taps the window.

- ☐ Take an umbrella.
- ☐ Take a beach ball.
- ☐ Wear swimming goggles indoors.

A dog lies in strong sun and pants.

- ☐ Move with an adult to shade and offer water.
- ☐ Wrap it in a thick blanket.
- ☐ Ask it to run faster.

Background knowledge supports the printed clue. It must not override a contradictory detail. An adult leads the dog-safety discussion.



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7. Predict from the story so far

Read what has happened. Circle the most likely next event and underline the clue.

Lina planted a bean, watered it each day and saw a green shoot.

- ☐ New leaves grow.
- ☐ The bean turns into a shoe.
- ☐ The shoot jumps away.

The puppy heard a key in the front door and ran to the hallway.

- ☐ Someone comes through the door.
- ☐ The moon falls down.
- ☐ The hallway becomes a pond.

A prediction is about what may happen next. It is checked against earlier text, not treated as certain.

8. Choose the next comprehension step

Use real evidence from this pack or the selected book.

one detail found directly

one inference and its evidence

one prediction and its evidence

one fresh picture or text to try next

Do not total a score or infer general comprehension from these few scenes and sentences.



ADULT ANSWERS AND FEEDBACK · 1 OF 2

Check the evidence, choose the next step

Fixed models check the printed task. Adult-assessed tasks require the learner's actual explanation, reading or discussion evidence. Do not total a score.

1 umbrella

umbrella Circle only the item that is visibly present in the scene.

Look for: Looks back at the picture before answering. Separates what is shown from what might be useful.

Next: Ask the learner to point to the exact picture evidence.

2 Adult-assessed evidence

Likely rain or wet weather, because the picture shows a dark cloud and rain-ready objects such as an open umbrella and boots. Accept rain/wet weather or another plausible inference only when the learner names two details that are actually visible.

Look for: States an inference that the picture does not directly show. Uses at least two actual details from the scene. **Next:** Change one picture detail and ask whether the inference still fits.

3 use a quiet voice; walk around it; follow the arrow

use a quiet voice; walk around it; follow the arrow Choose the action supported by each printed sign and symbol.

Look for: Reads the sign words and uses the symbol. Chooses the safe or intended action without inventing extra information. **Next:** Find one real sign and explain which feature carries its meaning.

4 red; beside the pond; Dad

red; beside the pond; Dad Answer with the exact stated detail from the two sentences.

Look for: Returns to the text. Does not replace a stated detail with a guess. **Next:** Underline the words that prove one answer.



ADULT ANSWERS AND FEEDBACK · 2 OF 2

Check the evidence, choose the next step

Fixed models check the printed task. Adult-assessed tasks require the learner's actual explanation, reading or discussion evidence. Do not total a score.

5 Adult-assessed evidence

He probably expects rain or wet weather. Evidence includes the umbrella, boots and coat. Accept rain/wet weather or a closely related inference with at least two details from the sentence.

Look for: Explains what is probably happening. Names evidence rather than relying on a bare guess. **Next:** Ask which single detail is strongest and why.

6 It melts.; Take an umbrella.; Move with an adult to shade and offer water.

It melts; take an umbrella; move with an adult to shade and offer water. Choose the option that fits both the printed situation and ordinary background knowledge.

Look for: Uses the whole situation. Explains the link between clue and choice. **Next:** Name what new information would change one choice.

7 New leaves grow.; Someone comes through the door.

New leaves grow; someone comes through the door. Choose the most likely next event and point to a detail already read.

Look for: Predicts from the story so far. Distinguishes likely from merely possible or silly. **Next:** Cover the choices and make one evidence-based prediction aloud.

8 Adult-assessed evidence

Example: found "red"; inferred rain from boots and umbrella; predicted leaves from the shoot; next try a new two-sentence story. Record one exact piece of first-attempt evidence and one small next practice.

Look for: Keeps retrieval, inference and prediction distinct. Names the clue used for reasoning. **Next:** Repeat with an unseen picture or short passage after a gap.