Abstract
This research explores the relationship between the characteristics of interactions established to favor the narrative text interpretation and the inferences that children make on it. This is marked in the educative, cognitive and cultural psychologist. In this research participated four groups of kindergarten with a total of forty eight children. This was a descriptive and explorative design. Was realized a discursive analysis and a social nets analysis to process information. It was find that children which teacher favor more interactions and better interactions raised a textual analyses got a high inferencial elaboration, and children which teachers proposed low interaction raised discussions about explicit information in the text, realized a few inferences and with a low level of elaboration.

Keywords
Interaction, textual comprehension, inferences, initial education, narrative text.