

Year 2 Reading Overview Autumn 1

Question stems for Year 2 comprehension						
	<p>2a Give or explain the meaning of words in context. Can you find a noun/adjective/verb that tells/shows you that...? • Why do you think that the author used the word... to describe...? • Which other word on this page means the same as...? • Find an adjective in the text which describes... • Which word do you think is most important in this section? Why? • Which word best describes...?</p>	<p>2d Make inferences from the text or explain and justify inferences with evidence from the text. What do you think.... means? • Why do you think that? • Why do you think...? • How do you think...? • When do you think...? • Where do you think...? • How has the author made us think that...?</p>	<p>2e Predict what might happen from details stated and implied. Where do you think.... will go next? • What do you think... will say/do next? • What do you think this book will be about? Why? • How do you think that this will end? What makes you say that? • Who do you think has done it? • What might.... say about that? • How does the choice of character affect what will happen next?</p>	<p>2f Identify and / or explain how information or narrative content is related and contributes to meaning as a whole. 2g Identify and / or explain how meaning is enhanced through choice of words and phrases. What is similar/different about two characters? • Explain why... did that.. • Is this as good as...? • Which is better and why? • Does the picture help us? How? • What would you do if you were...? • Would you like to live in this setting? Why? • Is there anything you would change about this story? • Do you agree with the author's...? Why?</p>	<p>2b Retrieve and record information or identify key details from fiction and non-fiction. Who is/are the main character(s)? • When/where is this story set? How do you know? • Which is your favourite/worst/funniest/scariest part of the story? Why? • Tell me three facts you have learned from the text. • Find the part where... • What type of text is this? • What happened to ... in the end of the story?</p>	<p>2c Summarise main ideas from more than one paragraph. What happens in the story's opening? • How/where does the story start? • What happened at the end of the...? • What is the dilemma in this story? • How is it resolved? • Can you retell the story to me in 20 words or less? • Can you summarise in 3 sentences the beginning, middle and end of this story?</p>
		Monday	Tuesday	Wednesday	Thursday	Friday
Week 1					Individual readers, new reading records and expectations of home reading.	Individual readers, new reading records and expectations of home reading. Reading for pleasure home readers given out.

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Week 2	<p>Farmer Duck</p> <p>Skill to be developed: Retrieval of key information.</p>	<p>Modelled read Farmer Duck- continue to develop the children's understanding to our approach to the teaching of reading- modelled, echo, choral, independent over the week.</p> <p><u>LO: To know how to draw on prior learning to make connections.</u></p> <p>Through discussion, children link learning about farming in Y1 and what they know to this text.</p>	<p>Echo read sight word reading check/ teach there, once, was, who, field, brought, answered, through. pages 1 to ..and that was the plan.</p> <p><u>LO: To know how to join in with echo reading.</u></p> <p>Choose some extracts to echo read together.</p>	<p>Choral read</p> <p>Speedy word key words as needed- choral read together.</p> <p><u>LO: To know how to retrieve key information.</u></p> <p>Model (I do) using the text from page 1 to answer retrieval questions. Find the word, highlight/circle the word, copy it correctly to answer the question. (text typed out so that words can be highlighted). Discuss what each question is asking- who- we need a person/character answer, how, where etc Who did the duck live with? How is the farmer described? Where was the farmer?</p> <p>Page 2- (we do) answer basic retrieval questions finding and copying the answer together.</p>	<p>Independent read in pairs RWInc style, speedy read words to warm up as needed. LA group with teacher for further echo/ choral read.</p> <p><u>LO: To know how to retrieve key information.</u></p> <p>Recall modelled and shared retrieval day before. Children retrieve independently from pages 1-and that was the plan.</p> <p>Independent retrieval, up to the end of the part selected for re- reading.</p>	<p><u>LO To retrieve and record information from non-fiction.</u> Comprehension activity from Vocab Ninja- pre teach or consolidation of non core understanding.</p> <p>Teacher to choose what works best at this point in the term and add in here which one is used.</p>
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Week 3	<p>The Day the Crayons Quit</p> <p>Skill to be developed: To understand the meaning of words in context.</p>	<p>Modelled read The Day the Crayons quit, read the blurb- on the inside front cover along with the text to the end of the grey crayon.</p> <p>Speedy reading of key words to help support accessing the text.</p> <p>Duncan, crayon, harder, fire engines, listen, completely, beige, red, purple,</p> <p><u>LO: To identify words and phrases that catch their attention.</u></p> <p>Stack of letters, what does this mean?</p> <p>Overworked- what does this mean?</p> <p><i>Are there any other words for speedy reading or to discuss? Add them in here.</i></p>	<p>Echo read red crayon letter</p> <p><u>LO: To understand the meaning of words in context.</u></p> <p>Focus on extract typed out</p> <p>Discuss meanings of words unfamiliar and turn of phrase to ensure all understand the text.</p> <p>Answer retrieval questions- why does red work hardest?</p> <p>Model answering the question together for the working wall.</p> <p>Use retrieval of facts from the text to prove that red crayon works very hard.</p>	<p>Choral read extract</p> <p>Speedy read any words as identified from other readings aloud- include CEW/ HFW here too.</p> <p><u>LO: To retrieve key information from text.</u></p> <p>Why is each crayon fed up?</p> <p>Why is purple crayon so upset?</p> <p>Sorting activity of the items and which colour crayon mentions them.</p>	<p>Partner/ performance extract</p> <p>Speedy read any words as identified from other readings aloud- include CEW/ HFW here too.</p> <p><u>LO: To retrieve key information from text.</u></p> <p><u>Focus on grey crayon.</u></p> <p>Why is life so hard for grey?</p> <p>Which suggestions has grey offered to Duncan?</p>	<p><u>LO To retrieve and record information from non-fiction.</u></p> <p>Comprehension activity from Vocab Ninja- pre teach or consolidation of non core understanding.</p> <p>Teacher to choose what works best at this point in the term and add in here which one is used.</p>
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Week 4	<p>The Day the Crayons Quit</p> <p>White crayon- end</p> <p>Skill to be developed: To know how to identify ideas from more than one paragraph and summarise them.</p>	<p>Modelled read</p> <p>Vocab check -add any other words children identify, outline, rainbow, empty, prove. Discuss phrases and what they mean/ tell the reader. Successful colouring green career,</p> <p><u>LO: To summarise from texts, retrieving key information.</u></p> <p>Discuss what we have learnt about Duncan's crayon problem.</p>	<p>Echo read extract</p> <p>Speedy reading of any key words and unfamiliar words. How could we break them down to read them?</p> <p><u>LO: To summarise from more than one paragraph.</u></p> <p>Summarise together a modelled answer- can we summarise and list the problem of each colour together?</p>	<p>Choral read extract</p> <p>Speedy read any words as identified from other readings aloud- include CEW/ HFW here too.</p> <p><u>LO: To know how to retrieve key information from text.</u></p> <p>Focus on two crayons- type up text as extracts and focus pupils on key retrieval questions. Teach the method to find, highlight and copy the correct answer.</p>	<p>Partner/ performance read extract</p> <p>Speedy read any words as identified from other readings aloud- include CEW/ HFW here too.</p> <p><u>LO: To summarise from more than one paragraph.</u></p> <p>Discuss how the story ended- how could we summarise this?</p>	<p><u>LO To retrieve and record information from non-fiction.</u></p> <p>Comprehension activity from Vocab Ninja- pre teach or consolidation of non core understanding.</p> <p>Teacher to choose what works best at this point in the term and add in here which one is used.</p>
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Week 5	<p>Oliver's Vegetables Vivian French</p>	<p>Modelled read the whole text</p> <p>Key words check- vegetables, HFW/CEW, include days of the week.</p> <p><u>LO: To understand words in context.</u></p> <p>bargain- what are the two meanings, how is it used in this text? Proudly , -add any other words children identify. Discuss phrases and what they mean/ tell the reader</p> <p>Carrots, spinach, rhubarb, cabbage, beetroot, peas, potatoes</p>	<p>Echo read extract from first half of the book. Up to end of Wednesday</p> <p>Speedy reading of any key words and unfamiliar words. How could we break them down to read them?</p> <p><u>LO: To retrieve key information from the text.</u></p> <p><u>modelled</u></p> <p>choose an extract and model finding the answers in the text. Model how it is done, add to working wall.</p>	<p>Choral read extract</p> <p>Speedy read any words as identified from other readings aloud- include CEW/ HFW here too.</p> <p><u>LO: To retrieve key information from the text.</u></p> <p><u>We do</u></p> <p>choose an extract and model finding the answers in the text. Refer to model on working wall as you work together to find the answers.</p>	<p>Partner/ performance read extract</p> <p>Speedy read any words as identified from other readings aloud- include CEW/ HFW here too.</p> <p><u>LO: To retrieve key information from the text.</u></p> <p><u>independent</u></p> <p>choose an extract for pupils to try to complete activity independently. Refer to model on working wall.</p>	<p><u>LO To retrieve and record information from non-fiction.</u></p> <p>Comprehension activity from Vocab Ninja- pre teach or consolidation of non core understanding.</p> <p>Teacher to choose what works best at this point in the term and add in here which one is used.</p>
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Week 6	Chapter 14	<p>Modelled read whole text</p> <p>Discuss how the extract needs to be read aloud. Model and echo this. Think about the different characters and how they may speak to one another.</p> <p>Where do the pauses need to be? How would it be read for meaning?</p> <p>Annotate/ text mark to give instructions for how it should be read aloud</p> <p>Pupils identify key words/vocabulary</p>	<p>Echo read extract from second half of the book from Thursday- endk</p> <p>Speedy reading any CEW/HFW</p> <p>how could we break them down to read them?</p> <p><u>LO To sequence from more than one paragraph.</u></p> <p>Which day was each crop found, what was each crop? Match/ write.</p>	<p>Choral read extract</p> <p>Speedy read any words as identified from other readings aloud- include CEW/ HFW here too.</p> <p><u>LO To retrieve key information.</u></p> <p><u>We do</u></p> <p>choose an extract and model finding the answers in the text. Refer to model on working wall as you work together to find the answers.</p>	<p>Partner/ Performance read extract</p> <p>Speedy read any words as identified from other readings aloud- include CEW/ HFW here too.</p> <p><u>LO To retrieve key information to support answers.</u></p> <p><u>independent</u></p> <p>choose an extract for pupils to try to complete activity independently. Refer to model on working wall.</p>	<p><u>LO To retrieve and record information from non-fiction.</u></p> <p>Comprehension activity from Vocab Ninja- pre teach or consolidation of non core understanding.</p> <p>Teacher to choose what works best at this point in the term and add in here which one is used.</p>
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Week 7	<p>Poetry Focus</p> <p>Calligram Poems- link to English</p> <p><i>Skill to be developed:</i> Listen to and discuss a range of poetry. Prepare poems to read aloud and perform. Recognise different forms of poetry.</p>	<p><u>LO To listen to and discuss a range of Poetry.</u></p> <p>Retrieve other poems familiar to the children from poetry week or previous years.</p> <p>Model read a range of Calligram poems Discuss how the poems need to be read aloud. Model and echo this.</p> <p>Where do the pauses need to be? How would it be read for meaning?</p> <p>Annotate/ text mark to give instructions for how it should be read aloud</p> <p>Pupils identify key words/vocabulary</p>	<p>Fluency assessments to be completed this week.</p> <p>RWInc phonics assessments completed.</p>	<p>Fluency assessments to be completed this week.</p> <p>RWInc phonics assessments completed.</p>	<p><u>LO To retrieve and record information from non-fiction.</u></p> <p>Comprehension activity from Vocab Ninja- pre teach or consolidation of non core understanding.</p> <p>Teacher to choose what works best at this point in the term and add in here which one is used.</p>	
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