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| Spring 2 | Day 1 | Day 2 | Day 3 | Day 4 | Day 5 |
| Yr 2 | Activate Thinking  Introduce Text  Reading | Vocabulary Focus | Link ideas  Talk for Reading – skills focus | Retell  Talk for Reading – skills focus | Answer questions  Apply |
| Week 1 | Introduce new text: Animals including Humans  Front cover/Blurb/up to pg 6  Show cover and tell them what text is about (read the blurb). Discuss what children already know. Can children identify the features that show this is a non-fiction text  Model reading of text – children follow along with own version.  Children then read same text independently. | Children re-read text from yesterday and find the given words  Discuss meanings of words. How does context help?  Model re-reading sentences to help.  Find definitions- model using glossary. | Re-read text in pairs  Using what they have read so far, design new front cover and then in pairs ask each other questions about what they have done using question cards. | Adult re-reads texts, models how to answer simple questions using the text.  Sort facts true/false.  Use text to check. | Children practise the skills taught yesterday to answer SATs style questions  (SATs revision PowerPoints) |
| Week 2 | Recap what they read last week. Read pages 7 – 12  Model reading of text – children follow along with own version.  Children then read same text independently. | Children re-read text from yesterday and find the given words  Discuss meanings of words. How does context help?  Model re-reading sentences to help.  Find definitions- using glossary. | Re-read text in pairs.  Match facts and images | Adult re-reads texts, models how to answer inference questions using evidence from the text | Children read relate text practise answering SATs style questions  (SATs revision PowerPoints) |
| Week 3 | Recap what they read last week. Read pages  13- 18  Model reading of text – children follow along with own version.  Children then read same text independently. | Children re-read text from yesterday and find the given words  Discuss meanings of words. How does context help?  Model re-reading sentences to help.  Match words and definitions. | Re-read text in pairs  Comprehension PowerPoint | Adult re-reads texts, models how to answer vocabulary questions using evidence from the text | practise answering SATs style questions  (SATs revision PowerPoints) |
| Week 4 | Recap what they read last week. Read pages 19-26  Model reading of text – children follow along with own version.  Children then read same text independently. | Children re-read text from yesterday and find the given words  Discuss meanings of words. How does context help?  Model re-reading sentences to help.  Odd one out vocabulary activity. | Re-read text in pairs  Comprehension PowerPoint | Adult re-reads texts, models how to answer inference questions using evidence from the text | practise answering SATs style questions  (SATs revision PowerPoints) |
| Week 5 | Recap what they read last week. Read pages 27-36  Model reading of text – children follow along with own version.  Children then read same text independently. | Children re-read text from yesterday  Reading accurately – find the correct use of words in each sentence | Children re-read text and read and sort sentences. | Recap what they read so far.. Read pages 37-50  Model reading of text – children follow along with own version.  Children then read same text independently. | practise answering SATs style questions  (SATs revision PowerPoints) |
| Week 6 | Re-read text 37-50.  Find words and discuss meanings. Children write their own definitions for each word. | In pairs children re-read text.  True/false sentences | Recap what they read so far.. Read pages 51-66  Model reading of text – children follow along with own version.  Children then read same text independently. | Recap VIPRS  Children discuss how to find the answers to certain questions. | practise answering SATs style questions  (SATs revision PowerPoints) |