|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| Spring 2 | Day 1 | Day 2 | Day 3 | Day 4 | Day 5 |
| Yr 2 | Activate ThinkingIntroduce TextReading  | Vocabulary Focus | Link ideasTalk for Reading – skills focus | RetellTalk for Reading – skills focus | Answer questionsApply |
| Week 1 | Introduce new text: Animals including HumansFront cover/Blurb/up to pg 6Show 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 textModel 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 wordsDiscuss 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 wordsDiscuss 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- 18Model 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 wordsDiscuss meanings of words. How does context help?Model re-reading sentences to help.Match words and definitions.  | Re-read text in pairsComprehension 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 19-26Model 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 wordsDiscuss meanings of words. How does context help?Model re-reading sentences to help.Odd one out vocabulary activity. | Re-read text in pairsComprehension 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 27-36Model 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 37-50Model 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 51-66Model reading of text – children follow along with own version.Children then read same text independently. | Recap VIPRSChildren discuss how to find the answers to certain questions.  | practise answering SATs style questions(SATs revision PowerPoints) |