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| Spring 1 | 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  (Prediction focus) | Introduce new text: The Tale of Peter Rabbit  Front cover/Blurb/up to pg 11  Show cover and tell them what text is about (read the blurb). Discuss what children already know.  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 following words  - mischief  - gather  - naughty  - squeezed  Discuss meanings of words. How does context help?  Model re-reading sentences to help. | Re-read text in pairs  Predict what will happen next:  What do you think will happen next in the story? Explain why you think this.  Use prediction sentence starters. | Adult re-reads texts, models how to answer simple questions using the text. | Children read related text about Beatrix Potter.  Children practise the skills taught yesterday to answer SATs style questions |
| Week 2  (Inference focus) | Recap what they read last week. Read pages 12 - 21  Model reading of text – children follow along with own version.  Children then read same text independently. | Children re-read text from yesterday.  Show a range of words from the text – do children know the meanings of all these words?  Children match words and meanings | Re-read text in pairs.  If you were one of the sparrows - what might you do/say to Peter to help him?  How do you think Peter is feeling?  Helpful Sparrow Activity | Adult re-reads texts, models how to answer inference questions using evidence from the text | Children read relate text about Rabbits and practise answering SATs style questions |
| Week 3  (Vocabulary focus) | Recap what they read last week. Read pages 22 - 26  Model reading of text – children follow along with own version.  Children then read same text independently. | Children re-read text from yesterday.  Identify verbs in the text.  Can children think of other verbs that could be used instead that keep the meaning the same? | Re-read text in pairs  Discuss how Peter is feeling, how do we know? What words show how he is feeling? What other words could we use in place of these words? | Adult re-reads texts, models how to answer vocabulary questions using evidence from the text | In small groups children play Mr McGregor’s garden board game. |
| Week 4  (key features of text) | Recap what they read last week. Read pages 27-31  Model reading of text – children follow along with own version.  Children then read same text independently. | Children re-read text from yesterday.  Show images from text and ask children to identify expanded noun phrases from the text to describe them – can children improve/up-level these? | Re-read text in pairs  Children work in threes and use camera/tablet to film an interview with Mr McGregor & Peter Rabbit using given interview questions | Adult re-reads texts, models how to answer inference questions using evidence from the text | Children read relate text All about Peter Rabbit and practise answering SATs style questions |
| Week 5  (Sequencing focus) | Recap what they read last week. Read pages 32-to end  Model reading of text – children follow along with own version.  Children then read same text independently. | Children re-read text from yesterday  Find the words containing suffix less. Identify root words.  Choose the correct less word to complete the sentences. | Adult re-reads text and models how to retell in hand of 5.  Also model how to answer sequencing questions using evidence from the text. | Children work in pairs using puppets to act out the story. | Children read relate text Peter Rabbit’s diary and practise answering SATs style questions |