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| Spring 1 | 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(Prediction focus) | Introduce new text: The Tale of Peter RabbitFront cover/Blurb/up to pg 11Show 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- squeezedDiscuss 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 - 21Model 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 - 26Model 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 pairsDiscuss 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 27-31Model 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 pairsChildren 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 endModel 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 |