

Year 2

Objective	Learning objective	Success criteria	What does this look like?	Suggested text types
Skim and scan texts for information	LO skim and scan texts for information	<p>Match key words and phrases in the text to ones given.</p> <ul style="list-style-type: none"> • Skim and scan using the pictures and organisational devices (such as headings and diagrams). • Skim and scan for key words. • Skim and scan for where information can be found about a particular aspect. • Skim and scan a page of writing for key information. 	<p>Using skim and scan skills to find key words or phrases.</p> <p>* Where does it tell you that...?</p> <ul style="list-style-type: none"> • Give children pictures and they have to skim to find where it will be written about that in the text. • Children use highlighters to match words in the text to words given. 	<p>Non-fiction texts link to topics. Picture books with illustrations to support. A page from fiction chapter book. Poetry</p>
Discuss the sequence of events and how items of information are related	LO sequence and organise information read	<p>Sequence main points from what has been read in the order they happened.</p> <ul style="list-style-type: none"> • Organise and group information in non-fiction texts. • Organise and group information from stories. • Organise events from recounts. • Use organisational devices to group ideas. • Use story structures to organise key points. • Use organisational devices to structure texts. 	<p>Progression will involve beginning with stories that have been read to the children and moving on to short stories which children have read independently. Beginning with familiar stories and then progressing to less familiar texts.</p> <p>Begin with pictures and move on to given statements/ summaries.</p> <ul style="list-style-type: none"> • Children given pictures of events in a story and they place in order. • Placing short statements telling events in order. • Giving children one word/phrases to represent events in a story and place in order. • What happened first? Or....? • Link to inference by suggesting why characters feel the way they do in pictures representing events which have occurred. • Explain organisational features of texts, including alphabetical order layout, diagrams, captions, hyperlinks and bullet points. • Drawing story maps with key information. 	<ul style="list-style-type: none"> * Man on the Moon (a day in the life of Bob) by Simon Bartram • The Polar Express by Chris Van Allsbury

<p>Explain understanding of what has been read</p>	<p>LO retrieve information from the text</p>	<ul style="list-style-type: none"> * Retrieve information from non-fiction texts. • Respond to retrieval questions about information presented within a paragraph. • Find information in a text about an event, character or topic. • Identify what is known for certain from the text about characters, places and events. • Skim and scan a text to locate words/phrases/information quickly. • Locate information using titles, contents, index, page numbers, illustrations, headings and subheadings. • Express and record understanding of information orally, using simple pictures or writing. 	<p>Progressing from a short paragraph to a page of text. Pictorial aids to help the children. Begin to distinguish between retrieval and inference. Big emphasis of making sure that the answers come directly from the text.</p> <ul style="list-style-type: none"> * Give children cartoon strips with speech bubbles. Children fill in the words that the characters said using the text. • Skim and scanning – highlighting key words. • Give children pictures of events in a story. Children must annotate/colour drawings using information from the story. For example, colouring T-shirt in blue if that is what it said in the text. • Children draw a picture of a particular event of a story, showing as much as they can given the information in the text. This would work well with character or setting descriptions. • Children create Top Trump cards using information retrieved from non-fiction text. • Children create a fact file using information retrieved from the text. • Children use texts to follow instructions, such as how to play a game or how to do an activity. Children must follow the steps given. • Prove it – Give a retrieval question and answer to the children. They must find where it says it in the text. 	<p>A wide range Non-fiction texts Class books Poetry</p> <ul style="list-style-type: none"> * The Great Paper Caper by Oliver Jeffers • Goodnight mood by Margaret Wise Brown
	<p>LO recall the main points of what I have read</p>	<ul style="list-style-type: none"> * Retell a story giving the main events. • Retell some important information found out from a short piece text. Draw together information from across a number of sentences to sum up what is known about a character, event or idea. • Make broad summaries based on key events and characters in a text 	<p>This is a good opportunity to allow the children to do some research for their topic lessons. Could link to recalling main events. Using 5 finger retelling. • Amend an aspect of a story. • Can be parts of the shared text.</p> <ul style="list-style-type: none"> • Now and next – Give alternate summaries of events. You give one, and the children fill alternate blanks. • Write a brief summary of pictures representing parts of the text. <p>Write a book review giving brief details of what has happened.</p> <ul style="list-style-type: none"> • Story mapping. 	<p>Class stories Non-fiction topic books Short stories or a chapter from a book</p>

<p>Retell a wide range of stories, fairy stories and traditional tales</p>	<p>LO retell familiar stories</p>	<ul style="list-style-type: none"> • Retell stories, giving the main events in sequence. • Use significant dialogue from the text when retelling stories. • Retell stories orally. • Retell stories through drama. • Retell stories, highlighting significant moments. • Retell stories using adverbials to describe when and where. 	<p>This WALT should be taught and applied within a wide range of narratives.</p> <ul style="list-style-type: none"> • Orally retell stories. • Act out a story. • Add known parts to story maps. • Cloze procedure. • Tell a story to a younger child in school. • Re-write a familiar story in English writing lessons. • Ping pong – one person give a short part of the story and the partner give the next and continue to alternate. • Consequences – drawing what happened in a story read. • Pie Corbett story retelling. 	<p>Class stories Traditional tales</p> <ul style="list-style-type: none"> • Hansel and Gretel by Jacob Grimm • Goldilocks and the three bears by Robert Southey • Little Red Riding Hood by Brothers Grimm • The town mouse and the country mouse by Aesop • Puss in boots by Charles Perrault • The Emperor's new clothes by Hans Christian Andersen
<p>Read a range of non-fiction texts which are arranged in different ways</p>	<p>LO describe how different texts are arranged/structured</p> <p>LO identify the features of different texts. (This could include using the WAGOLL of the learning journey.)</p>	<ul style="list-style-type: none"> • Locate information efficiently using organisational devices. • Describe how organisational devices are used to structure information in non-fiction texts. • Describe how information is presented in texts written for different purposes. • Identify the use of illustrations and captions and their basic purpose. • Describe the basic features of different genres of writing. • Identify the reasons for why some non-fiction writing is structured in different ways. • Identify patterns of rhythm, rhyme, and other features which influence the sound of a poem. 	<p>Texts should be selected which link to topics and allow the children to gain knowledge. Exposure to a wide range of texts with different genres. The different features and structures of these should be discussed (such as news reports written in chronological order, the use of mythical characters and language in a myth and the basic structure of a letter).</p> <ul style="list-style-type: none"> • Labelling the features and their purpose – describing how they aid the reader. • Guess what type of text the children are reading from the structure/layout. • Writing their own information texts using some organisational devices. • Add captions and illustrations to given short paragraphs. • Create appropriate headings for short paragraphs. • Describe patterns of rhythm and rhyme in poems and continue a poem with the same rhythm/rhyme. 	<p>A range of topic texts based upon the same theme. Texts written in different forms which provide topic knowledge (such as information texts, news reports and diary entries)</p>

<p>Recognise simple recurring literary language in stories and poetry</p>	<p>LO identify literary language</p>	<p>* Identify language typical of fairy tales.</p> <ul style="list-style-type: none"> • Identify language typical to genres studied. • Identifying rhyming patterns and recurring words and phrases. 	<p>When focusing on different genres, identifying the language typical to this text. This should be linked to writing lessons; for example, Africa tales.</p> <ul style="list-style-type: none"> • A lot of this will be through discussion-based work when exposed to a range of texts. <p>Identifying key words and phrases which tell you what type of text it is.</p> <ul style="list-style-type: none"> • Cloze procedure – adding detail to show typical language. • Finishing rhyming patterns or adding recurring words. 	<p>Hansel and Gretel by Jacob Grimm</p> <ul style="list-style-type: none"> • Goldilocks and the three bears by Robert Southey • Little Red Riding Hood by Brothers Grimm • The town mouse and the country mouse by Aesop • Tattybogle by Sandra Horn • The Storm Whale by Benji Davies
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<p>Discuss and clarify the meaning of words, linking new meanings to known vocabulary</p>	<p>LO explore word meanings</p>	<ul style="list-style-type: none"> * Identify and use synonyms. • Apply words learnt within different contexts. • Draw on knowledge of vocabulary to understand texts. • Identify what words suggest about characters/settings/events. • Predict what words might mean using the wider text. • Speculate about the possible meaning of unfamiliar words they have read. • Use simple dictionaries and begin to understand their alphabetical organisation. • Check whether a suggested meaning of an unfamiliar word makes sense in the context of the passage. • Investigate traditional story language e.g. scene openers, language which signals a time shift or magical event. • Speculate about the meaning of the unfamiliar words in non-fiction words in non-fiction texts and use glossaries effectively to help understanding. • Identify some of the language differences between fiction and nonfiction texts. 	<p>Vocabulary should be taught every lesson and discussed throughout the school day. Children should be exposed to high level vocabulary and this should be clarified. These would include adjectives, verbs or abstract nouns (feelings).</p> <ul style="list-style-type: none"> * Gaining meaning about texts through using vocabulary. • Match given words to pictures to show what they represent. • Draw pictures to represent vocabulary meaning. • Mind map synonyms. • Play pairs to match synonyms. • Play snap. • Find as many different synonyms that would still work in a sentence without changing the meaning. • Give the children a range of synonyms and the children draw a picture/match pictures to what the words represent. • Using strategies to work out what words mean by reading the whole sentence. • Replacing words in a sentence with an alternative word. • Creating a glossary of terms for topic work. • Giving a range of synonyms for two different meanings. Children sort these. 	<ul style="list-style-type: none"> * Danny Dreadnought Saves the World by Jonathan Emmett and Martin Chatterton • Zerraffa Giraffa by Dianne Hofmeyr • Leon and the place between by Angela MC Allister
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<p>Recite a repertoire of poems learnt by heart using intonation</p>	<p>LO perform learnt poetry</p>	<ul style="list-style-type: none"> • Learn, re-read and recite favourite poems, conveying meaning by taking account of punctuation. 	<p>Performance opportunities.</p>	<ul style="list-style-type: none"> * My neighbour's dog is purple by Jack Prelutsky • Roald Dahl's Revolting Rhymes • My Shadow by Robert Louis Stevenson • The Caterpillar by Christina Rossetti • The Wind by Ted Hughes • The sound collector by Roger McGough
<p>Make inferences on the basis of what is being said and done</p>	<p>LO infer from the text</p>	<ul style="list-style-type: none"> * Infer reasons for characters' actions. • Infer characters' feelings. • Infer what has happened in the text. • Use phrases from the text to suggest what this tells you about characters. • Use phrases from the text to suggest what this tells you about events. 	<p>Using how characters speak and what they say to infer how they feel. Making inferences from information given within 1 to 2 paragraphs, progressing to pages of text. Making inferences about settings (such as if it is day or night). Children are directed as to where to find the information. E.g, 'How does Mrs Wileman feel in the second paragraph?' The young girl burst into tears.' What does this tell you about how the character feels?</p> <ul style="list-style-type: none"> * Give children pictures of settings, and the children use adjectives to describe them, such as a dark forest (which could be scary). • Show the children pictures of different characters, and the children make inferences about them based upon these pictures, comparing them. <p>Inference picture cards. • Writing questions about what children would like to KNOW using inferences from the text.</p> <ul style="list-style-type: none"> • Inference grids – what I'm told/what this tells me. • What's in the bag? Items in a bag. Children infer something about a character/event based upon the items in a bag. • Link to history lessons – give clues and children make inferences about what has happened (for example, items in a suitcase). 	<p>Class texts • A Tale of Two Beasts by Fiona Robertson • Finn MacCool by John Dougherty and Lee Cosgrove • Lost and Found by Oliver Jeffers</p>

<p>Answer and ask questions about books they have read</p>	<p>LO create plausible questions based upon the text</p>	<p>* Ask questions based upon the information given in the text.</p> <ul style="list-style-type: none"> • Ask questions before, during and after reading. 	<p>Children should use the clues that they are given in the text in order to answer questions which can be only answered using the text. Children need to be taught how to do this.</p> <p>* Give the children answers and they have to work out the questions.</p> <ul style="list-style-type: none"> • Match questions with answers and then generate own. • Prompt the children to generate questions at the end of story time. • Link to retrieval lessons – children write questions for a peer. 	<p>Any text</p>
<p>Predict what might happen on the basis of what has been read so far</p>	<p>LO use clues from the text to predict what events might happen next</p>	<p>* Make plausible predictions showing an understanding of the ideas, events or characters they are reading about.</p> <ul style="list-style-type: none"> • Making predictions about the text using the title and blurb. • Make predictions about future characters' actions/feelings using clues from the text. • Predict content based upon headings. • Pinpoint clues which the author gives as clues about what will happen next. 	<p>Children should be asked what they think might happen and then asked WHY they think this (using the text). These link to inference activities. Children should make simple but plausible predictions. Predicting content from headings. Predictions based upon what has happened in the text and what might happen next. E.g, "Millie put the cookies in the oven. She forgot all about them." What will happen next?</p> <p>* Give the children headings, and they write a brief summary of what they think the section would be about.</p> <ul style="list-style-type: none"> • Children make predictions about events on a story map based upon a pictures given. Children read a scenario and write a prediction about how a character will feel/act. 	<p>* Very Little Cinderella by Teresa Heapy and Sue Heap</p> <ul style="list-style-type: none"> • Clown Fish by Mari Schuh • Christmasaurus by Tom Fletcher • Captain Crow's teeth by Eoin Cofler

<p>Identify cause and effect in fiction and nonfiction</p>	<p>LO identify cause and effect in texts</p>	<ul style="list-style-type: none"> • Draw upon what they have previously read within a text to explain why events occurred • Identify why a character has acted in a certain way. 	<p>Looking at event within a text and what happened as a result. Focus on cause and effect within a paragraph. For example, 'Lily was late home after playing in the park with her friends. Mum told Lily off.' Why did Mum tell Lily off? • Play pairs to match cause and effect. • One child says a cause, and another child has to find the effect.</p>	<p>A wide range including picture books, non-fiction books and story books. • Stuart Little by E. B. White • Stuck by Oliver Jeffers • The cow tripped over the moon by Jeanne Willis • The Lorax by Dr. Seuss • Rube Goldberg by Jennifer George</p>
<p>Make comparisons between texts</p>	<p>LO make comparisons between texts</p>	<ul style="list-style-type: none"> * Find similarities between texts. • Find similarities between characters. • Discuss familiar story themes that they have read or heard. Give reasons why things happen or change over the course of a narrative. • Compare the information about different topics in non-fiction texts. • Identify, collect and compare common themes in stories and poems. 	<p>Comparing books written in a similar style, by similar authors, with similar characters or with similar themes.</p> <ul style="list-style-type: none"> * Matching pictures representing characters/settings/events/feelings. • Compare similar stories using key details. • Match pictures showing events/characters from different texts. • Write one word to represent two characters/events/emotions/themes. 	<ul style="list-style-type: none"> * Turbo Tortoise by Steve Cole and Sam Church comparing with Traction Man • Beware of Boys Tony Blundell – comparing with traditional tales • The three little pigs by R H Disney and The true story of the three little pigs by Jon Scieszka Goldilocks and the three bears by Jon Brett and Goldilocks and the three dinosaurs by Mo Willems.

Use drama and role-play to explore events and characters.	LO use drama techniques to explore characters and events	* Act out key events of known stories/texts read. • Portray characters through drama.	* Immerse lessons in English writing. • Drama lessons. • Hot-seating	
How to read each syllable separately before they combine them to make the word	LO break words down into syllables		When modelling to the children. Identifying how many syllables are in word. • Writing the segments of words.	• Guess Who. Haiku by Deanna Caswell and Bob Shea

Notes

- Children should be taught how to select books.
- Children should read texts which are closely linked to phonics sessions.
- Children should be taught syllables and how to read
- Children should be encouraged to draw on what they already know or on background information and vocabulary.
- Checking that the text makes sense to them as they read and correcting inaccurate reading.
- Children should participate in discussion and explain understanding about books, poems and other works that are read to them and those that they read themselves, taking turns and listening to what others say and discussing favouring words and phrases.
 - Discussion should be demonstrated through teaching and children should receive feedback on this. They should be guided to participate in discussion and helped to consider the opinions of others; therefore, some WALTs will be practised through discussion.
- Children's vocabulary and awareness of grammar should increase.
- Discussions should be demonstrated to children and they should be guided to participate in these.

