Pathways Literacy

Pathways to Read

Year 2 Reading Skills

Meaning of words, retrieval, sequence/summarise, inference, prediction,

structure and organisation, language choice and making comparisons

Clarify vocabulary: progression in meaning of words

Year group	National curriculum	Skill progression	Questions
2	Discuss and clarify the meanings of words, linking new meanings to known vocabulary	• Discuss and clarify the meanings of words linking new meanings to known vocabulary • Draw on vocabulary provided by the teacher to understand books • Identify and discuss favourite words and phrases • Pick out key words or phrases in a text e.g. First/Next, Once upon a time, suddenly	Find and copy two words which tell you how the character….? Find and copy one word that shows the character is upset/angry/happy etc (Statement)… This means that the ….. Tick one box. What makes character feel….? Tick one event. It was difficult to…..Find and copy one word that tells you this. Circle two words in the text that tell you… Select a word that shows… Which word / phrase… What do the words (quote from text) mean? What does (quote from text) tell you about the character / setting? What does the word…. tell you about…? What are the repeated phrases in this story/ text? Why is it repeated? Can you think of another word for ___? Which word on this page means the same as….? What does… mean in this sentence? Which keyword(s) tell you about the character and/or setting?

Progression in retrieval

Year group	National curriculum	Skill progression	Questions
2	Explain and discuss their understanding of books, poems and other material, both those that they listen to and those that they read for themselves Discuss how items of information are related Answer and ask questions	• Draw on what they already know or on background information from the teacher to understand books • Ask questions and find the answers to simple questions in the text • Answer literal retrieval questions about the text • Use a range of question prompts to generate relevant questions about the text • Recall simple points from familiar texts • Identify main events or key points in texts	Which two…? List… Match… Underline / highlight… Choose… Give one reason… Find a description of… Can you tell us about your favourite book / part of the book? Explain why you like it. Draw four lines to match (statement). Why did…? What did…? Where did…? When did…? Choose one of the multiple-choice options to complete the sentence. Who are the characters? Who is telling the story? Who did…? Who (drives)…? Where are/do…? Where is the story set? What happened…? What did / do / does / are…? Does this story remind you of any others? Have you read any other stories that have similar… to this one? What did the story remind you of? Are there similar themes? (naughty characters, castles, good characters) Can you explain what has happened? Do you think this book is trying to give the reader a message? What is it? Are these statements True or False? Can you explain what has been read to you? What are the ___ for? Match the sub-heading to the section Where would you find information about…?

Progression in sequencing/summarising

Year group	National curriculum	Skill progression	Questions
2	Discuss the sequence of events in books and how items of information are related Retell a wider range of stories, fairy stories and traditional tales	• Identify main events or key points in texts • Sequence a range of stories or events and use this to re-enact and retell	Think about the whole story... Can you retell the story? Sequence pictures from the story. Retell the events in one sentence per picture. Can you tell the main events from the story in ___ sentences / words? What happened first? Which event happened first? What happens next? What were the main events? Discuss their importance. What is the main event in the story? Can you order the main events? Number the event in order. What are the key points in this information text? What is this paragraph of information telling us? Sum up in one sentence. Highlight the text every time you see the word _____. Ranking activities.

Progression in inference

Year group	National curriculum	Skill progression	Questions
2	Make inferences on the basis of what is being said and done	• Talk about and infer what characters might be thinking or feeling using clues in the text • Discuss the reasons for events in a story; use evidence to make some reasoned conclusions • Discuss why certain words or phrases make a story funny, scary, exciting	How did (character) feel when...? What did (character) describe as ...? Why did...? Look at page... Why was (character) sad/happy/laughing? How can you tell? How do we know...? Why is ... important? Quote. What does this tell us about how the character is feeling? Quote. What else in the text tell us...? What suggests that...? Give two things. How does the story show that (character) was clever/ angry/ happy? Which words in this story make it funny?

Progression in prediction

Year group	National curriculum	Skill progression	Questions
2	Predict what might happen on the basis of what has been read so far	• Predict what might happen on the basis of what has been read so far • Predict the events of a story based on the setting described in the opening • Predict how characters might behave from what they say and do and from their appearance	Predict from the cover/ title/ blurb. What has made you think that? What is happening now? What happened before this? What might happen next? Use evidence from the text to support Is it similar to any other stories you have read? What will happen next based on what happened in the story you know? Do you think...will happen? Explain reasons. Can you predict what the character might do next (based on action/dialogue/appearance)? What details tell us about the opening? How might the character behave here? What might they do next? Can you predict the events of the story based on the setting described in the opening? Can you predict how characters might behave from what they say and do and from their appearance? Is ___ similar to any other characters you know of? How would they have acted? What would they have done next? Act out what might happen next.

Progression in structure and organisation

Year group	National curriculum	Skill progression	Questions
2	Be introduced to non-fiction books that are structured in different ways	• Show awareness of the structure of different text types and begin to understand that they have different purposes (e.g. story, recount, lists, instructions) • • Discuss titles of book and poems • Pick out features used to organise books Compare the layout of different texts /books and discuss why they are set out in different ways • Read the title, contents page and illustrations and predict what a book is about • Pick out features that will help to locate information and explain them • Pick out and discuss how punctuation helps to organise text • Recognise and use the alphabet to help to locate information in some books Recognise the openings and closings of different stories	Find the labels, title, subheadings, diagram, contents page, information on… How has the author helped us to be able to read this book? (structure and lay-out) What are the ___ for? How do the sub-headings make the text easier to read? Match the sub-heading to the section. Where would you find information about…? Why is the word ___ in bold print / italics? Read the information on _____. Tick 3 facts that are true about_____. Practise using alphabet to use index and glossary. Read information texts structured in different ways. Apply retrieval questions about the information.

		Progression in language choice		Language choice
Year group	National curriculum	Skill progression	Questions	
2	Discuss their favourite words and phrases	• Identify where language is used to create mood or build tension • Comment on the choice of author's words to make a text funny, scary, exciting • Pick out key words or phrases in a text (e.g. First/Next, Once upon a time, Suddenly, Quickly)	How does the story start? Which words are used? Can you find the repeated words? Join in with this phrase (e.g. fee, fi, fo, fum) Find the words which move time on in the story. Which are the words which make this sound like a fairy story? What is your favourite word in the story, the poem, the information? How does the author make the text funny/sad/scary/exciting? Find the words which make this seem (e.g.scary).	