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| **Y2** |  |  | **WHOLE CLASS READING RECORD** | | **Term Week** |
| **Date: Fiction/Non-Fiction/Poetry** | | | | **Learning Goal: to retrieve information from a text.** | |

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| **1a** | **1b** | **1c** | **1d** | **1e** |
| **1a: Draw on knowledge of**  **vocabulary**  **to understand texts.** | **1b: Identify and explain key**  **aspects of fiction and non-fiction**  **text, such as characters, events,**  **titles and information.** | **1c: Identify and explain the**  **sequence**  **of events in texts.** | **1d: Make inferences from**  **the text.** | **1e: Predict what might happen**  **on the basis of what has been**  **read so far.** |

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| **Year 2 Programme of Study** |
| **Reading – word reading**  Pupils should be taught to:   1. continue to apply phonic knowledge and skills as the route to decode words until automatic decoding has become embedded and reading is fluent 2. read accurately by blending the sounds in words that contain the graphemes taught so far, especially recognising alternative sounds for graphemes 3. read accurately words of two or more syllables that contain the same graphemes as above 4. read words containing common suffixes 5. read further common exception words, noting unusual correspondences between spelling and sound and where these occur in the word 6. read most words quickly and accurately, without overt sounding and blending, when they have been frequently encountered 7. read aloud books closely matched to their improving phonic knowledge, sounding out unfamiliar words accurately, automatically and without undue hesitation 8. re-read these books to build up their fluency and confidence in word reading.   **Reading – comprehension**  Pupils should be taught to:   1. develop pleasure in reading, motivation to read, vocabulary and understanding by: 2. listening to, discussing and expressing views about a wide range of contemporary and classic poetry, stories and non-fiction at a level beyond that at which they can read independently 3. discussing the sequence of events in books and how items of information are related 4. becoming increasingly familiar with and retelling a wider range of stories, fairy stories and traditional tales 5. being introduced to non-fiction books that are structured in different ways 6. recognising simple recurring literary language in stories and poetry 7. discussing and clarifying the meanings of words, linking new meanings to known vocabulary 8. discussing their favourite words and phrases 9. continuing to build up a repertoire of poems learnt by heart, appreciating these and reciting some, with appropriate intonation to make the meaning clear 10. understand both the books that they can already read accurately and fluently and those that they listen to by: 11. drawing on what they already know or on background information and vocabulary provided by the teacher 12. checking that the text makes sense to them as they read and correcting inaccurate reading 13. making inferences on the basis of what is being said and done 14. answering and asking questions 15. predicting what might happen on the basis of what has been read so far 16. participate in discussion about books, poems and other works that are read to them and those that they can read for themselves, taking turns and listening to what others say 17. explain and discuss their understanding of books, poems and other material, both those that they listen to and those that they read for themselves. |

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| **Text: Leon and the Place Between week 1** | |
| 1. Vocabulary | 1. Introduction: **story familiarisation**   Show the front cover of the book and discuss what it could be about. Look for clues in the picture. Ask the pupils to add post-it notes around a copy of the picture with their shared ideas.  Read the text to the class using the book to the point where the jugglers are. Discuss as you read. Discuss the layout of the book and how it is different and why the author chose to do this. How is the author making you want to read on?  Word reading  Show the children the text on the PPT and read it out loud to them using intonation and expression.  Read the second page using echo and choral reading. Discuss the vocabulary on both pages from the first part of the lesson. |
| **wait, believe, magnificent, whirl**  Focus on vocabulary: teach the class using picture and context on the flipchart. Explain that they will see these words in the text. Count the syllables in each one. Which parts are tricky? (use a toy tricky fox to help!)  **My brother/sister does not like to wait for…**  **We all believe that…**  **This is magnificent, but this isn’t – explain**  **I know that a …… whirls around.** |
| 1. Pairs Work: word reading & comprehension   Pupils to read the text in their reading partners, highlighting the words from the vocabulary part of the lesson and anything they don’t understand. Take it in turns and support each other when reading.  If finished, talk about what happened in the story, using the vocabulary on the board. | 1. Whole Class: comprehension   Show the pupils how to retrieve the information needed to answer the questions, by finding it in the text, as a dog would find its stick. Go through the slide to demonstrate this and work through the questions with the children, modelling how to highlight the answers in the text.  Ask them to work writing out the answers to their questions in their reading journals.  Explain the extension activities. |

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**Whole Class Feedback Sheet**

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| **Names** | | | **Need Further Support** |
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| **Work to Praise and Share** |
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| **Areas to work on – next steps** | | **Spelling, Punctuation & Grammar** | |

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