



Year 2 Guided Reading Medium Term Plan Autumn 1 Year 2 SPAG Terminology


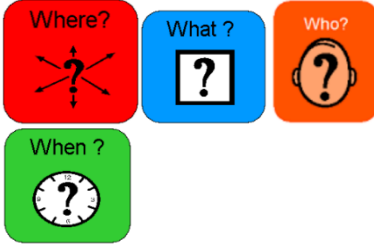
Weekly Objectives – In Guided Groups

Word Reading – use of phonics

Building fluency
Read aloud books closely matched to their improving phonic knowledge, sounding out unfamiliar words accurately, automatically and without undue hesitation.

Building fluency
Reread these books to build up their fluency and confidence in word reading.

Main Objectives	Number of Weeks	Definitions	Steps to Success
Dealing with questions: Who questions	<p style="text-align: center;">1</p> <p style="text-align: center;">Who questions – 1 week</p>	<p>Who = a person/character</p> <p>Question mark = punctuation used at the end of a question</p> <p>Noun – a person, place or object</p> <p>Proper noun – a name of an actual person, place or object. Start with a capital letter.</p> 	<p>Answering WHO questions</p> <ol style="list-style-type: none"> Read the question Find the focus of the question (person) Draw the who symbol to interpret the question Think about possible options for the answer Scan the text for the focus (word search) Look out for capital letters to help you find proper nouns Quote/repeat the part from the text that shows the answer
Dealing with questions: What questions Who questions (recap)	<p style="text-align: center;">2</p>	<p>What – object or thing</p> <p>Who – a person/character</p> <p>Question mark = punctuation used at the end of a question</p> 	<p>Answering WHAT questions</p> <ol style="list-style-type: none"> Read the question Find the focus of a question (what = object or thing) Draw the symbol for what to interpret the question Think about possible options for the answer Scan the text for the focus (word search) Quote/repeat the part from the text that shows the answer
Dealing with questions:	<p style="text-align: center;">1</p>	<p>What – object or thing</p>	<p>Answering WHEN questions</p>

<p>When questions What questions (recap) Who questions (recap)</p>		<p>When – time Who – a person/character Question mark = punctuation used at the end of a question</p> 	<ol style="list-style-type: none"> 1. Read the question 2. Find the focus of a question (when = time) 3. Draw the symbol for what to interpret the question 4. Think about possible options for the answer (date, time, year, day, month, year, amount of time) 5. Scan the text for the focus (word search) 6. Quote/repeat the part from the text that shows the answer
<p>Dealing with questions: Where questions When questions (recap) What questions (recap) Who questions (recap)</p>	<p style="text-align: center;">1</p>	<p>Where - place What – object or thing When – time Who – a person/character Question mark = punctuation used at the end of a question</p> 	<p>Answering WHERE questions</p> <ol style="list-style-type: none"> 1. Read the question 2. Find the focus of a question (where = place) 3. Draw the symbol for what to interpret the question 4. Think about possible options for the answer 5. Scan the text for the focus (word search) 6. Quote/repeat the part from the text that shows the answer

Year 2 Guided Reading Medium Term Plan Autumn 2

Weekly Objectives

Main Objectives	Number of Weeks	Definitions	Steps to Success
<p>Clarification: Solving Unknown Words What is that word's job in the sentence?</p>	2	<p>VERB Express action (doing something), state of being (feeling something) or an occurrence (something happening)</p> <p>NOUN Describes a person, place or thing. Proper nouns name a particular person, place or thing.</p> <p>ADJECTIVE Describes a noun or a pronoun.</p> <p>ADVERB Modifies verbs, adjectives and other adverbs. Answer how, when, where, why, how often or how much.</p>	<p>1. Read the sentence with the unfamiliar word in.</p> <p>2. Refer to word class chart – which one fits?</p> <p>3. Work out what kind of word it is (noun, adjectives, verb, adverb) What is its job in the sentence?</p> <p><i>Which word class? It depends upon where the word is in the sentence as to the word class it belongs to.</i></p> <p>Tips for identifying word class</p> <p>VERB -Usually comes straight after the subject -Could have an ing ending</p> <p>NOUN -Proper nouns have capital letters. -Directly follows an article (a/an/the) -Can be pluralised -It could be in the pattern article+adjective+noun</p> <p>ADJECTIVE -Does it come before a noun? -Can have an er ending -Can have the superlative ending -est</p> <p>ADVERB -Read the sentence without the unknown word. If it makes sense without it, the unknown word is an adverb. -Does it end in -ly? (Most adverbs end in -ly) - Usually come before adjectives and other adverbs.</p>

<p>Clarification: Solving Unknown Words Substituting words</p>	<p>2</p>	<p>Substitution Swapping an unfamiliar word for one which has a similar meaning.</p>	<ol style="list-style-type: none"> 1. Read the sentence with the unfamiliar word in. 2. Work out what kind of word it is (noun, adjectives, verb, adverb) What is its job in the sentence? 3. Substitute the word with another of the same word type. 4. Does it make sense?
<p>Clarification: Solving Unknown Words Reading around the word</p>	<p>1</p>		<ol style="list-style-type: none"> 1. Read the sentence with the tricky word in it. 2. Read the sentence before the one with the tricky word. Does this help? 3. Read the sentence after the one with the tricky word in it. Does this help? -If not, read a little further before and after. 4. Substitute the word with another of the same word type. 5. Check the sentence makes sense.
<p>Clarification: Solving Unknown Words</p> <ul style="list-style-type: none"> • Pronouncing words • Using picture clues 	<p>2</p>		<p>Pronouncing words</p> <ul style="list-style-type: none"> -Look for special friends -Blend the sounds together -Read in syllables -Look at root endings (suffixes) <p>Using picture clues</p> <ul style="list-style-type: none"> -Study the picture -Read the sentence with the tricky word. -Can you find any clues in the picture to help?

Year 2 Guided Reading Medium Term Plan Spring 1

Weekly Objectives


Main Objectives	Number of Weeks	Definitions	Steps to Success
<p>Improve understanding of the text by Prediction (fiction and non-fiction) Making predictions based on the first look at a text.</p>	<p>2 Fiction – 1 week Non-fiction – 1 week</p>	<p>Skimming - Reading something quickly to get an idea of the main points. Title – The name of something, usually found at the top/front Subheading – A title given to part of a piece of writing. Tells the reader what they are about to read about. Caption – A title or short explanation which goes with a photograph or illustration. Prediction – A sensible guess about what a text will be about or what might happen next based on evidence from a text, picture, prior knowledge or personal experience.</p> <p>Sentence stems for making predictions: I think ... because ... I'll bet ... because ... I wonder if ... because ... I imagine ... because ... I suppose ... because ... I predict ... because ... I think I will learn ... because ... I think ... will happen because ...</p>	<p>Fiction 1. Look at cover art, title, author, and illustrations. 2. Flip through the text to look at any pictures. 3. Use the sentence starter, "I think this is about ___ because ___" or "I think will happen because ___."</p> <p>Non-Fiction 1. Skim read/look at the.. -Title -Subheadings -Pictures and captions 2. Think about what you have read. What is it telling you? 3. Use all the information gathered to make your prediction 4. Use a sentence stem to form your prediction</p>
<p>Connecting sections of the text: Prediction Make predictions based on something read earlier in the story</p>	<p>1 week -fiction</p>	<p>Prediction A sensible guess about what a text will be about or what might happen next based on evidence from a text, picture, prior knowledge or personal experience.</p>	<p>Fiction 1. A you read, draw pictures to illustrate the main events in the story. 2. Pause in your reading. 3. Think about what you have read so far. What has happened? Who are the characters? Where is the story set? Has there been a problem?</p>

			<p>4. Make a prediction about what might happen next using evidence from what you have read so far.</p> <p>5. Use a sentence stem e.g. "I think _____ will happen ___ because ___"</p>
<p>Connecting sections of the text:</p> <p>Prediction</p> <p>Make predictions based on links to personal experience or text</p>	1 week - fiction	<p>Prediction</p> <p>A sensible guess about what a text will be about or what might happen next based on evidence from a text, picture, prior knowledge or personal experience.</p>	<p>Fiction</p> <p>1. A you read, draw pictures to illustrate the main events in the story.</p> <p>2. Pause in your reading.</p> <p>3. Think about what you have read so far. What has happened? Who are the characters? Where is the story set? Has there been a problem?</p> <p>4. Think. Has anything like what you have read about ever happened to you? What happened next?</p> <p>5. Make a prediction about what might happen next using evidence from what you have read so far or your own experience.</p> <p>6. Use a sentence stem e.g. "I think _____ will happen ___ because ___"</p>
<p>Improve understanding of the text by Questioning (fiction and non-fiction)</p>	<p>2</p> <p>Fiction – 1 week</p> <p>Non-fiction – 1 week</p>		<p>Fiction</p> <p>1) Ask, "I wonder" questions before reading and while looking at the cover, title, and text. Base these "wonderings" on the art and by skimming the text.</p> <p>2) Ask questions about the setting, characters, problem, events, resolution, and theme.</p> <p>3) Ask questions about the author's choices in vocabulary and story line.</p> <p>Non-fiction</p> <p>1. Ask questions before reading and while previewing the cover, title, and text. Base these "wonderings" on the art and by skimming the text.</p> <p>2.Use text features (e.g., headings, maps, tables, charts, photos) to formulate questions.</p>

			<p>3.Ask questions about the main idea and details.</p> <p>4.Ask questions about the author's choice of vocabulary, text features, or ideas.</p> <p>5.Ask text-dependent questions about choices the author made, such as "What examples does the author include?" and "How does the heading/map/etc. help you understand ...?"</p>
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Year 2 Guided Reading Medium Term Plan Spring 2

Weekly Objectives

Main Objectives	Number of Weeks	Definitions	Steps to Success
<p>Show understanding by: What happened at that part? (explain details) How did it happen?</p>	2	Why – for what reason 	<p>What happened in that part?</p> <ol style="list-style-type: none"> 1. Read the text. 2. Draw alongside to create a text map to illustrate the main events. Include key words/phrases. 3. Use images to explain what happened. <p>How did that happen?</p> <ol style="list-style-type: none"> 1. Read the text before the event happened. Look for reasons to explain WHY it happened.
<p>Why did the character do that? Why did the character say that?</p>	2		<p>Why did the character say/do that?</p> <ol style="list-style-type: none"> 1. Read the text. 2. Draw alongside to create a text map to illustrate the main events. Include key words/phrases. 3. Identify the action of the character (speech or action). 4. Track back to before this happened to find the reason for the action.
<p>Why did the character change? Why did that happen?</p>	2		<p>Why did the character change? Why did that happen?</p> <ol style="list-style-type: none"> 1. Read the text. 2. Identify the key events in the story. What was the character like at each point? Consider their actions and words. 3. Find the point in the story where the character changes. 4. Read before the change happens to find the cause of the change.

Year 2 Guided Reading Medium Term Plan Summer 1/Summer 2 (Objectives repeated across both half terms due to time taken out to complete SATS)

Weekly Objectives

Main Objectives	Number of Weeks	Definitions	Steps to Success
<p>Connecting sections of the text/Monitoring reading Spotting errors and inconsistencies. Checking that the text makes sense to them as they read and correcting inaccurate reading.</p> <p><i>Refer to Improving Reading document by G Medd on Share Point</i></p>	<p>2 1 week spotting errors 1 week spotting inconsistencies</p>	<p>ERROR When something in a text is clearly incorrect and does not make sense. Errors mean the text does not make sense.</p> <p>INCONSISTENCY A subtle difference with what has been said previously. Disconnected ideas which can only be spotted if you are monitoring what you are reading.</p>	<p>Spotting Errors/Inconsistencies 1. Read the text. 2. Draw pictures to illustrate what is happening. 3. Think! Does this make sense? 4. Make links between what is happening now and what came before. 4. Find the part which does not match what has happened earlier in the sentence/text.</p>
<p>Making sense of the text Making inferences on the basis of what is being said. Collect synonyms for speech.</p>	<p>2 1 week – focus on the words being spoken 1 week – focus on the word for said being used</p>	<p>INFERENCE A sensible guess based on evidence and prior knowledge.</p> <p>SYNONYM Different words which have the same or very similar meanings.</p> <p>SPEECH The words someone says.</p>	<p>Inferences based on words spoken 1. Look for the inverted commas to find the speech. 2. Read what is being said. 3. Think! Does this give any clues about the character?</p> <p>Inferences based on speech verbs 1. Look for the inverted commas to find the speech. 2. Read what is being said. 3. Find the verb being used to tell us how the character is speaking. 4. Look at the anchor chart. In what way are they speaking? 5. Think! Does this give any clues about the character?</p>
<p>Making sense of the text Making inferences on the basis of what is being done. Collect synonyms for action.</p>	<p>1</p>	<p>INFERENCE A sensible guess based on evidence and prior knowledge.</p> <p>SYNONYM Different words which have the same or very similar meanings.</p>	<p>Inferences based on action 1. Read the text. 2. Highlight any parts which describe action (somebody doing something). Find the verbs. 3. Look for any adverbs which describe how the action is being done.</p>

		<p>VERB A word which describes an action or a feeling.</p> <p>ADVERB A word which describes how an action is being done.</p>	<p>4. Think! Does this give any clues about the character?</p>
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