

English Medium Term Planning

Talk for Reading

Year 2

Spring 1

National Curriculum Reading Comprehension Objectives

Pupils should be taught to:

- develop pleasure in reading, motivation to read, vocabulary and understanding by:
 - 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
 - discussing the sequence of events in books and how items of information are related
 - becoming increasingly familiar with and retelling a wider range of stories, fairy stories and traditional tales
 - being introduced to non-fiction books that are structured in different ways
 - recognising simple recurring literary language in stories and poetry
 - discussing and clarifying the meanings of words, linking new meanings to known vocabulary
 - discussing their favourite words and phrases
 - continuing to build up a repertoire of poems learnt by heart, appreciating these and reciting some, with appropriate intonation to make the meaning clear
- understand both the books that they can already read accurately and fluently and those that they listen to by:
 - drawing on what they already know or on background information and vocabulary provided by the teacher
 - checking that the text makes sense to them as they read, and correcting inaccurate reading
 - making inferences on the basis of what is being said and done
 - answering and asking questions
 - predicting what might happen on the basis of what has been read so far
- 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
- explain and discuss their understanding of books, poems and other material, both those that they listen to and those that they read for themselves

Text			Vocabulary		
<p>Fiction Granpa John Burningham</p> <p>Non-fiction The Big Earth Book – Out of Africa P56/57</p> <p>Poetry My Grandpa Kenn Nesbitt</p>			<p>Granpa seeds, worm, heaven, sunshine, soup, stream, Noah, ark, dove, olive branch, float, lollipop, sticks, wooden hoops, supper, whale, arrows, Christmas, Africa, captain,</p> <p>The Big Earth Book – Out of Africa birthplace; ancestors; continent; habitats; separated; survive; explore; herds; descended; traced; unique; incredible; extinct; population; increase.</p> <p>My Grandpa earlobes, baggy, bloodshot, rickety, groans, shade, creaks, misplacing, legally blind,</p>		
Lesson Objectives/Reading Skills					
Week 1 Fiction	Week 2 Fiction	Week 3 Fiction	Week 4 Non-fiction	Week 5 Non-fiction	Week 6 Poetry
<p>LO: Drawing on what they already know or on background information and vocabulary provided by the teacher.</p> <p>LO: Predict what might happen on the basis of the images that have been seen so far.</p> <p>LO: Ask and answer questions about the book.</p> <p>LO: Discussing and clarifying the meanings of words, linking new meanings to known vocabulary</p>	<p>LO: Retrieve information from an image.</p> <p>LO: Participate in discussions and explore the images in the book.</p> <p>LO: To infer and deduce, from the images in the book.</p> <p>LO: Ask and answer questions about the book.</p> <p>LO: Becoming increasingly familiar with and retelling a wider range of stories, fairy stories and traditional tales.</p>	<p>LO: Predict what might happen from details stated and implied.</p> <p>LO: Participate in discussions and explore the images in the book.</p> <p>LO: Ask questions to improve our understanding of the images in the book.</p> <p>LO: Discussing and clarifying the meanings of words, linking new meanings to known vocabulary.</p> <p>Reading comprehension assessment based on Granpa by John Burningham</p>	<p>LO: Retrieve information from a text.</p> <p>LO: Ask and answer questions to improve our understanding of the text.</p> <p>LO: Discussing and clarifying the meanings of words, linking new meanings to known vocabulary.</p> <p>LO: Explain and discuss their understanding of what they have read.</p>	<p>LO: Retrieve information from a text.</p> <p>LO: Ask and answer questions to improve our understanding of the text.</p> <p>LO: Discussing and clarifying the meanings of words, linking new meanings to known vocabulary.</p> <p>LO: Explain and discuss their understanding of what they have read.</p>	<p>LO: Listening to, discussing and expressing views about classic poetry.</p> <p>LO: Recognising simple recurring literary language in poetry.</p> <p>LO: Learn a poem off by heart.</p> <p>LO: Prepare poems and plays to read aloud and to perform, showing understanding through appropriate intonation, so that the meaning is clear to an audience.</p>

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National Curriculum

- read and discuss an increasingly wide range of fiction, poetry, plays, non-fiction and reference books or textbooks
- reading books that are structured in different ways and reading for a range of purposes
- increasing their familiarity with a wide range of books, including myths, legends and traditional stories, modern fiction, fiction from our literary heritage, and books from other cultures and traditions
- recommending books that they have read to their peers, giving reasons for their choices
- identifying and discussing themes and conventions in and across a wide range of writing
- making comparisons within and across books
- learning a wider range of poetry by heart
- preparing poems and plays to read aloud and to perform, showing understanding through intonation, tone and volume so that the meaning is clear to an audience
- understand what they read by:
 - checking that the book makes sense to them, discussing their understanding and exploring the meaning of words in context
 - asking questions to improve their understanding
 - drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence
 - predicting what might happen from details stated and implied
 - summarising the main ideas drawn from more than 1 paragraph, identifying key details that support the main ideas
 - identifying how language, structure and presentation contribute to meaning
- discuss and evaluate how authors use language, including figurative language, considering the impact on the reader
- distinguish between statements of fact and opinion
- retrieve, record and present information from non-fiction
- participate in discussions about books that are read to them and those they can read for themselves, building on their own and others' ideas and challenging views courteously
- explain and discuss their understanding of what they have read, including through formal presentations and debates, maintaining a focus on the topic and using notes where necessary
- provide reasoned justifications for their views

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