

Year 2 Scheme of Work – Shared Reading

Unit	Time (Wks)	Activities	Outcomes	Reading Objectives	Differentiation	Reading strategies	Curriculum Links
Previous learning: –Reception: The Giant Jam Sandwich, Oliver's Fruit- Find each vegetable and recognise which part Oliver ate, different vegetables Oliver eats. YR1: Handa's Surprise – the different fruits each animal eats				Next learning: reading strategies, read most words quickly and accurately, without overt sounding and blending, when they have been frequently encountered			
1.1 Oliver's Vegetables	6	<p>L1- write all the vegetables that Oliver might eat at Grandpas garden. Draw pictures to accompany the vegetables.</p> <p>L2- write about their favourite food – add details such as what it looks like, how it tastes.</p> <p>L3- Children make a healthy eating plate. – writing the names of each vegetable.</p> <p>L4- to write a diary from Monday to Sunday and write the food they ate on each day.</p> <p>L5- answer comprehension questions based on the text.</p> <p>L6- To make a healthy sandwich using vegetables.</p> <p>Levelled book reading - 30 min once a week</p>	<p>-add work to the guided reading book</p> <p>-Adding adjectives to develop adjectives that best describe each vegetables</p> <p>- write a diary of the vegetables each day</p> <p>- Explore healthy eating and importance.</p> <p>-- find synonyms for the verb 'ate'.</p>	<p>- To make predictions</p> <p>-Discussing word meaning and linking new meanings to words already known.</p> <p>- Linking to their own experiences</p> <p>- to read for meaning and checking that the text make sense.</p> <p>- To make inferences on the text and character</p> <p>-</p>	<p>Graphic organiser</p> <p>Colourful semantics</p> <p>Visual</p> <p>-Language bags</p> <p>-Guided writing and reading.</p>	<p>- to read words and predict what it might mean.</p> <p>- checking meaning - reread a sentence to check it make sense</p> <p>- inferring meaning from pictures and text</p> <p>- read to the end and come back to the word</p> <p>- point to each word as you read</p>	<p>-- drama</p> <p>- speaking and listening</p> <p>-writing</p> <p>-science – healthy eating</p> <p>DT – cooking</p>
Previous learning: : YR1: Great Kapok Tree and Handas Surprise, Owl baby and talking about emotions , Jolly postman – writing letters				Next learning: Hodgeheg – longer text from an animals perspectives -			
1.2 Zoo -Anthony Brown	6	<p>L1- children annotate page 3 - how the elephant must be feeling, what's wrong with animas in captivity.</p> <p>L2- Children to go over page 5 - 6 and highlight all the split diagraphs - some, have, and long vowels mood, seemed.</p> <p>L3- Provide chn of rhinos in the wild - chn compare the different life of the rhino in the wild and the rhino in the zoo.</p> <p>L4- to write a recount of a time they went to the zoo or farm (if ch have not been they can imagine by providing them pictures)</p>	<p>- add work to the guided reading book</p> <p>- predict what might happen in the story</p> <p>- ask relevant questions to extend their understanding and knowledge.</p> <p>-writing complaints letter</p> <p>-To write recount of a trip</p> <p>-extend phonics understanding</p> <p>- develop understanding of a character's thoughts and Feelings</p> <p>- make comparisons between characters and animals</p>	<p>- Predicting what might happen from details stated and implied</p> <p>- Read accurately by applying phonics knowledge.</p> <p>- Making inferences from the text based on what is said and done in the book.</p> <p>-.Linking their own experiences to their reading and using these to help understand the text.</p> <p>- Discussing word meanings and linking new meanings</p>	<p>- peer collaboration</p> <p>- modelling</p> <p>-metacognition</p> <p>-colour semantics</p>	<p>- Looking for clues in the picture and vocabulary in the blurb</p> <p>- phonics to read words – brought (ough), blending, problematic y.</p> <p>- inferring meaning from pictures and text</p> <p>- checking meaning - reread a sentence to check it make sense.</p> <p>- reading sentence to understand new words – crouching</p>	<p>--- drama</p> <p>- speaking and listening</p> <p>-writing</p>

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		L5- Give chn picture of the Gorilla – ask chn to think about how the Gorilla is feeling and find synonyms for miserable – sad, unhappy, upset, crying L6- Chn write a complaint letter to the ZOO about keeping animals in captive.	. – to annotate a text and picture	- Identifying the main ideas drawn from more than one paragraph and summarising these		- skimming for main information to summarise ideas - read to the end and come back to the word - point to each word as you read	
Previous learning: Reception: Astronaut and Rocket -how they work and labelling - Year 1- Dogger- asking questions				Next learning: Explanation text y3- when butterflies cross the sky			
2.1 Letters	6		- add work to the guided reading book - To make notes about comparison - to be able to make meaning of new words through child friendly explanations. - To write a description about an appliance - to write a book review.	- Predicting what might happen from details stated and implied. - Discussing word meanings and linking new meanings to words already known. - Making inferences from the text based on what is said and done in the book. - Linking their own experiences to their reading and using these to help understand the text - Identifying the main ideas in a paragraph	- Graphic organiser Colourful semantics Visual -ELKLAN Blank levels - provide adjective word mats - Provide emotion word mats -Metacognitive questions -self regulation	- Looking for clues in the picture and vocabulary in the blurb - inferring meaning from pictures and text - checking meaning - reread a sentence to check it make sense. - reading sentence to understand new words - point to each word as you read.	- speaking and listening -writing
Previous learning: YR1 – Owl babies – researching facts about owls, writing time they felt scared- exploring feelings.				Next learning: The Hodge-Heg – road safety and exploring feelings			
2.2 The owl who was afraid of the dark	6	L1- Provide an owl outline and chn to write inside the owl what they like about the dark and outside the owl what they dislike about the dark. L2- To find 5 words to describe Plop? Read out the description of Plop and chn draw the image of Plop. L3- to write four questions they have come up with about the text and answer those questions – L4-discussion about being at a fireworks night. Using flipchart sheet	-add work to the guided reading book -Adding adjectives to build interesting sentences - To attempt to give a simple opinion on the success of the text. -writing outcomes – owl outline – likes and dislikes, personal experience, poem.	-Predicting what might happen from details stated and implied. . -: explaining clearly their understanding of what is read to them. - making inferences from the text based on what is said and done in the book. - Explaining clearly their understanding of what is read to them.	-- Graphic organiser Colourful semantics Visual -ELKLAN Blank levels - provide adjective word mats - Provide emotion word mats -Metacognitive questions -self regulation	-Looking for clues in the picture clues and vocabulary in the blurb to predict. - using clues to infer meanings and use own personal experience use inference grid - predicting what word means using clues form the sentence	- speaking and listening -writing

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		<p>record things that the children see, hear, touch, taste, smell, feel and wish. The children have to then create a sense poem about fireworks - What new things has Plop learned about the dark</p> <p>L5- Discuss how Plop is afraid of the dark. Have discussion and encourage the children to discuss what their fears are. Then they children have to write about their fear, what makes it so frightening, how does it make them feel and how could they get over their fears?</p> <p>L6- How will the story end? What will happen to Plop- After group discussion the children have to decide which was their favourite chapter that described the darkness the best and to write why.</p>	<p>- talk about what the character is feeling from the writer's choice of words.</p>	<p>- Discussing the significance of the title and events</p> <p>- discussing and clarifying the meanings of words, linking new meanings to known vocabulary</p>		<p>- Visualising: read a section of text – ask children to think about what pictures they see in their head.</p> <p>- point to each word as you read.</p>	
<p>Previous learning: YR1- Jolly Postman Letters, character profile, writing letters, comprehension work.</p>			<p>Next learning: y4 – Diary of a Killer cat - diary writing</p>				
<p>3.1 Flat Stanley</p>	<p>6</p>	<p>L1- 1. Predict what will happen in the story. Challenge children to use evidence from the front cover and focus on using connectives: because, so, and-ask the chn to look at all the pictures of Stanley in the book. Ask them to work with a pair and make notes of any words or phrases that could describe Stanley's appearance. Discuss what they have found and brainstorm all the adjectives and similes of description.</p> <p>L2- design and decorate Stanley, Flat Stanley passport and letter to send Flat Stanley abroad to other countries.</p> <p>L3- Find past tense used in the story - Write a list of all the things you would do if you were flat!</p> <p>L4-Look for examples of onomatopoeia within the story. Make a picture frame for the world's most expensive painting.</p>	<p>- add work to the guided reading book</p> <p>- make predictions using front cover and title using connectives.</p> <p>- to use phrases and words to describe Flat Stanley</p> <p>-Writing outcome, write a letter, postcard,</p> <p>- to understand past tense and onomatopoeia</p> <p>- develop map skills by using globes and maps of the world</p>	<p>- Predict what might happen.</p> <p>-Discuss the significance of the title.</p> <p>-Participate in discussion about what is read to them, take turns and listen to what others say.</p> <p>- Read words with common suffixes (ed, ing</p> <p>-Discuss word meanings, linking new meanings to those already known.</p> <p>-Make inferences on the basis of what is being said and done</p> <p>- Asking and answering questions about books</p> <p>-being encouraged to link what they read or hear read to their own experiences</p>	<p>. Graphic organiser</p> <p>Colourful semantics</p> <p>Visual</p> <p>-ELKLAN Blank levels</p> <p>- provide adjective word mats</p> <p>- Provide emotion word mats</p> <p>-Metacognitive questions</p> <p>-self regulation</p> <p>-language bags</p>	<p>- Checking meaning – does that make sense?</p> <p>- Checking initial/ final sounds – does that look right?</p> <p>- Re-reading to check:</p> <p>- Applying phonics to read words:</p> <p>- point to each word as you read.</p>	<p>- speaking and listening</p> <p>-writing</p> <p>-Geography</p>

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		<p>L5- Write a postcard from Stanley to his parents detailing what he is doing with his time abroad.</p> <p>L6- Make a new noticeboard with all of Flat Stanley’s adventures on, and map of all the places he has visited.</p>					
<p>Previous learning: Handas Surprise – animal research, Kapiti plain</p>				<p>Next learning: Y3- Charlie and the Chocolate Factory,</p>			
<p>3.2 The Giraffe and the Pelly and Me</p>	6	<p>L1- Provide chn the front cover of the books and chn make predictions what will happen in the story based on the blurb and front cover.</p> <p>- L2- Read aloud a section of The Giraffe and the Pelly and Me that contains a number of adjectives. As a class, identify the adjectives - Have students look through copies of The Giraffe and the Pelly and Me and find examples of adjectives. Each student should write down at least five.</p> <p>-L3-Discuss teamwork and the roles each animal plays in the business - Make a poster for the animal business to encourage people to use the business -write catching words and phrases</p> <p>L4- Chn to choose a character from the book and write a character profile -their unique feature, role in the job, personality.</p> <p>L5- to write the sequence of the story on a Giraffe template (Beginning, Middle and End)</p> <p>L6- To write a book review – parts they liked, did not like and recommendation.</p>	<p>- add work to the guided reading book</p> <p>- make predictions using front cover and title using connectives.</p> <p>-To identify and write adjectives for details and descriptions.</p> <p>- write character profile and develop inference.</p> <p>- to retell the story and summarise the beginning, middle and end.</p> <p>- To develop reading longer text and to read for meaning</p> <p>- writing outcome, book review, poster, character profile</p>	<p>- Read and recognize alternate sounds for different graphemes</p> <p>- Explaining clearly their understanding of what is read to them</p> <p>- Discussing favourite words and phrases and explaining why they like</p> <p>- Making inferences from the text based on what is said and done in the book.</p> <p>- Discussing word meanings and linking new meanings to words already known.</p> <p>- Identifying the main ideas drawn from more than one paragraph and summarising these</p> <p>-to make predictions</p>	<p>- Graphic organiser</p> <p>Visual</p> <p>-ELKLAN Blank levels</p> <p>- provide adjective word mats</p> <p>- Provide emotion word mats</p> <p>-Metacognitive questions</p> <p>-self regulation</p>	<p>- - Checking meaning – does that make sense?</p> <p>- Checking initial/ final sounds – does that look right?</p> <p>- Re-reading to check:</p> <p>- Applying phonics to read words:</p> <p>-look for chunks</p> <p>- read to the end and come back to the word</p> <p>- point to each word as you read.</p>	<p>-- speaking and listening</p> <p>-writing</p>

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