

ONCE UPON A TIME...

Let your
imagination
be your
guide!

The more you read,
the more things you will know.

The more that you learn,
the more places you'll go.

-Dr. Seuss

INSPIRE

the best place for your nose, is in a book

READ

"There is more treasure
in books
than in all
the pirate's loot
on Treasure Island."

-Walt Disney

dream

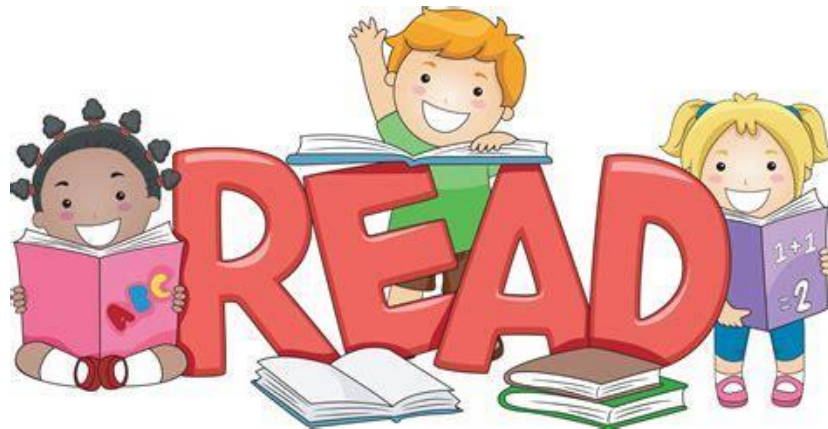
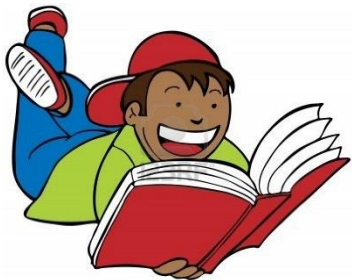
BOOK

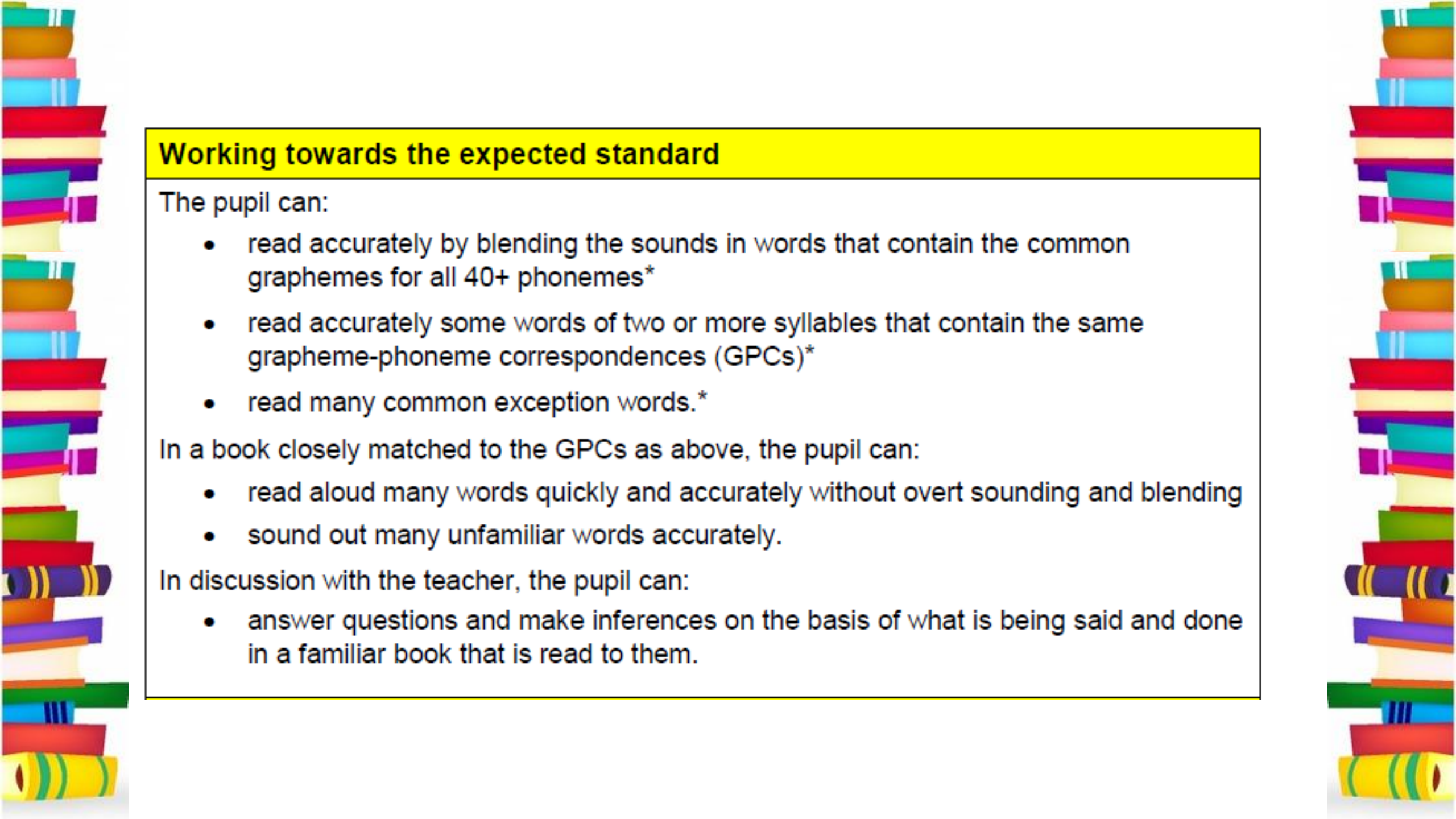
STORY

WORM

Get LOST in the story!

Year 2
Reading Workshop
Session 2
14.3.18





Working towards the expected standard

The pupil can:

- read accurately by blending the sounds in words that contain the common graphemes for all 40+ phonemes*
- read accurately some words of two or more syllables that contain the same grapheme-phoneme correspondences (GPCs)*
- read many common exception words.*

In a book closely matched to the GPCs as above, the pupil can:

- read aloud many words quickly and accurately without overt sounding and blending
- sound out many unfamiliar words accurately.

In discussion with the teacher, the pupil can:

- answer questions and make inferences on the basis of what is being said and done in a familiar book that is read to them.



Working at the expected standard

The pupil can:

- read accurately most words of two or more syllables
- read most words containing common suffixes*
- read most common exception words.*

In age-appropriate books, the pupil can:


- read words accurately and fluently without overt sounding and blending, e.g. at over 90 words per minute
- sound out most unfamiliar words accurately, without undue hesitation.

In a familiar book that they can already read accurately and fluently, the pupil can:

- check it makes sense to them
- answer questions and make some inferences on the basis of what is being said and done.

Working at greater depth within the expected standard

The pupil can, in a book they are reading independently:

- make inferences on the basis of what is said and done
 - predict what might happen on the basis of what has been read so far
 - make links between the book they are reading and other books they have read.
- 

Summer term

Book Band
LILAC
PINK Band 1
RED Band 2
YELLOW Band 3
BLUE Band 4
GREEN Band 5
ORANGE Band 6
TURQUIOISE Band 7
PURPLE Band 8
GOLD Band 9
WHITE Band 10
LIME Band 11
KS2 BROWN
KS2 GREY
KS2 BLUE
KS2 RED

Working towards = Purple

Working at = White/Gold

Greater depth = Lime/Brown

Questioning

Lets have a look at different types of questions.

Vocabulary Questions

Why did the author use the word to describe ?

How does this word/description make you feel about ?

Which words has the author used which make you feel ?

Can you use that word in a different sentence?

Can you find a word in the text that means the same as ?

Questioning

Retrieval Questions

Where/when is this story set?

Who is/are the main character(s)?

Who is the goodie/baddie? How can you tell?

How does the story end?

What is the problem that has to be solved in this story?

How are the problems solved?

Which is your favourite part of the story? Why?

What did you find out from reading this (non-fiction) text?

Can you explain... (non-fiction subject matter) in your own words?

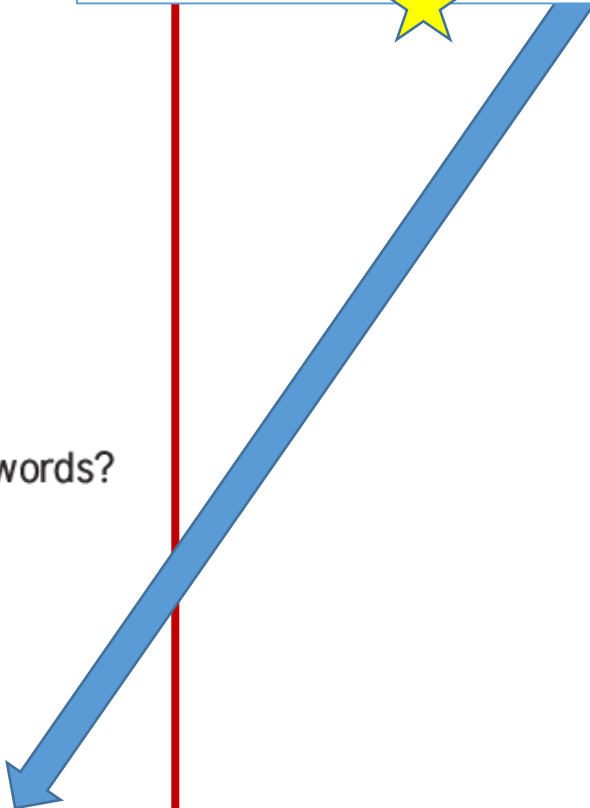
Who is telling this story?

Why does this story have that title?

Could you think of a different title for the story?

Can you think of another story that is similar to this one?

★ Greater depth
Make links
between the book
they are reading
and other books
they have read.



Questioning

Sequence Questions

How/where does the story start?

Who do we meet first?

What happens in the middle/at the end of the story?

What information did you find out first?

What is the first/second/last step in these instructions?

Make a story map to show the order things happen in this story.

Write four sentences to sum up what happens in this story.

Questioning

★ Greater depth
Make inferences
on the basis of
what is said and
done ★

Inference Questions

What do you think is thinking/feeling at this point? Why?

Why does the author use the word here?

What effect did the author want to create by ?

How do you think the author feels about ? Find words/sentences to back this up

I wonder why ?

Can you explain why ?

Why do you think ?

How do you think ?

When do you think ?

Where do you think ?

Questioning

Greater depth

Predict what might happen on the basis of what has been read so far

Prediction Questions

What do you think will happen next?

Where do you think will go next?

What do you think will say/do next?

How do you think this story will end?

What sort of features do you expect to find in this type of story/non-fiction text?

Can you think of any other stories that start like this? How do they end? Do you think this one will end the same way?

Write 3 questions you would like to find the answer to in this text.

Things to practice at home

*Read - The more you read to your child, the more vocabulary they will be exposed to. Children also make links to books that have been read to them.

*Fluency - It is important that your child reads with you for at least 15 minutes everyday. When children have finished reading their books, encourage them to re-read their books to build up their fluency and confidence in word reading.

*Encourage your child to read with expression and pace.

*Questioning - Use the question prompts to ask your child questions about the story they have read. Encourage your child to look for clues in the text to support their answer.

SATs

The reading test now has a greater emphasis on the comprehension elements of the new curriculum.

Within the test paper, there are a variety of question types:

- Multiple choice
- Ranking/ordering e.g. Number the events to show in which order they happened in the story
- Matching e.g. Match the character to the job they do in the story
- Labelling e.g. Label the text to show the title
- Find and copy e.g. Find and copy one word that shows what the weather was like in the story
- Short answer e.g. What does the bear eat?
- Open-ended answer e.g. Why did Lucy write the letter to her grandmother? Give two reasons.

SATs

The reading test now has a greater emphasis on the comprehension elements of the new curriculum.

There are 2 reading papers,
Paper 1 - Text and questions are combined

Paper 2 - More challenging text with questions in a separate booklet

Ants underground

Paper 1 - example

Who lives inside?

Inside the nest lives a big queen ant. Most of the ants who live in the nest are busy worker ants.

Queen ant

The queen ant spends all her time laying eggs.

An ant nest

Ants build their nests with hundreds of tiny rooms joined up by tunnels.

Worker ants and grubs

Worker ants are always busy. They like to keep their nest clean and tidy. Some feed and clean the queen. Others take her eggs to a special room where they hatch into grubs.

1 Which word in the text describes what worker ants are like?

Tick **one**.

sleepy

☐

noisy

☐

busy

☐

fast

☐

2 What does the queen ant do?

Tick **one**.

keeps the nest clean

☐

lays eggs

☐

moves eggs

☐

finds food

☐

3 What joins the rooms in an ant nest together?

4 Give **two** jobs that the worker ants do.

1. _____

2. _____

5 What happens to the eggs in the special room?

Paper 1 - example

"Where are we going?" Monster asked nervously.

"To that island," said Frog, pointing towards a tiny spot on the horizon.

"It's a long way," said Monster. "I don't think I like boats."

Monster was beginning to feel seasick.



8 What could Frog see on the horizon?

Tick **one**.

a boat

☐

the sun

☐

an island

☐

a beach

☐

9 **Find** and **copy one** word which tells you that Monster was not feeling well in the boat.

The Blackbird and his Wife

Paper 2 - example

Once upon a time there lived a blackbird and his wife. They sang so sweetly that everyone passing beneath the tree would stop and listen. It was the most beautiful music; it was as though gold and silver rain were falling into your ears.

One day the king was passing and he heard the two birds singing. He said to his servants, "Catch those birds! I will keep them in a silver cage and they will sing to me." So the servants set a trap, but they only caught one of the birds: the blackbird's wife. They put her into a silver cage and hung her over the king's bed. But she was so sad that she wouldn't sing at all.

As for the blackbird, when he saw that his wife had been trapped, he was angry. He took a sharp thorn for a sword and took half a walnut shell and wore it as a helmet. With the other half, he made himself a little drum. Soon he was marching towards the palace, beating the drum: rat-tat-tat.



Paper 2 - example

On the way he met a fox.

"Where are you going, Mr Blackbird?"

"To fight the king!"

"I'll come with you. For years he's hounded me and hunted me."

"Come with me," said the blackbird.

Next the blackbird met some ants.

"Where are you going, Mr Blackbird?"

"To fight the king!"

"We'll come with you. For years he's poisoned us and poured hot water onto our nests."

"Then come with me."

Next the blackbird met a river.

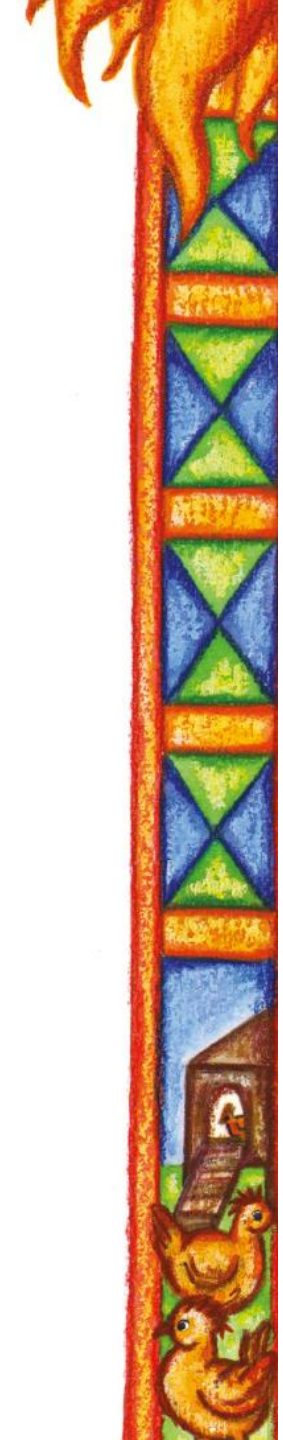
"Where are you going, Mr Blackbird?"

"To fight the king!"

"Can I come with you? For years he's drained me and dirtied me."

"Come with me."

And they marched along until they came to the king's palace. Rat-tat-tat! They marched up the golden steps to the door, and knocked. A servant opened the door. The blackbird drew his sword and said, "I've come to fight the king!" The servant led him to the king, sitting on his golden throne.



Questions 1 – 8 are about
The Blackbird and his Wife (pages 4 – 7)

(page 4)

- 1 Why did the king want to have the blackbirds?

☐

(page 4)

- 2 Why was the blackbird's wife sad?

☐

(page 4)

- 3 What instrument did the blackbird play on the way to the palace?

☐

(page 5)

- 4 The king treated the animals badly.

a) What had the king done to the fox?

☐

b) What had the king done to the ants?

☐

- 5 *For years he's drained me and dirtied me.*

What does the word *drained* mean?

Tick **one**.

filled up with water

☐

stirred up the water

☐

emptied out the water

☐

worn out the water

☐☐

- 6 The blackbird said: "*You and I are at war.*"

How do you know that the king was **not** worried by this?

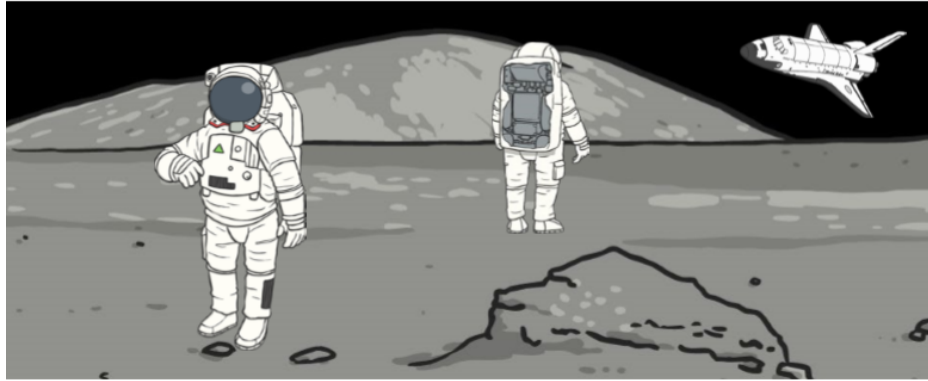
☐



Fiction

VS

Non-fiction



Marvellous Moon Tours

Have you ever dreamt about riding in a rocket and flying to the Moon?

Well, Marvellous Moon Tours could now make your dreams come true! For the tiny price of thirteen thousand pounds, you can book your place on a shuttle and become a real-life astronaut!

Before your space trip, you will need to take part in an exciting week of astronaut training. Then, it is time to fasten your seatbelts for your once in a lifetime journey into outer space!

Look at our website and book your space holiday today!

Quick Questions



1. Why do you think that the advert starts with a question?



2. How much does a Moon tour cost?



3. Why do people who book a Moon tour have to do a week of training?



4. Would you like to book a Moon tour?

Mary Anning's Diary

Dear diary,

As I walked down the beach in Dorset with my brother Joe, something odd caught his eye. When we looked closer, we could see it was a skull sticking out of a rock. I got my hammer and started to chip away at the rock until we uncovered a skeleton. It looked like a crocodile but I later found out that we had found the very first fossil of a dinosaur that lived in the sea. I am going to go fossil hunting every day now with my dog, Tray. I cannot wait to see what I will find.

Love from Mary.



Quick Questions



1. Number these facts from 1 to 3 to show the order they appear in the text.

- ☐ Mary got her hammer.
- ☐ Mary and Joe walked down the beach.
- ☐ They uncovered a skeleton.



2. What do you think Mary and Joe did with the fossil?



3. Why might Mary be excited to find more fossils?

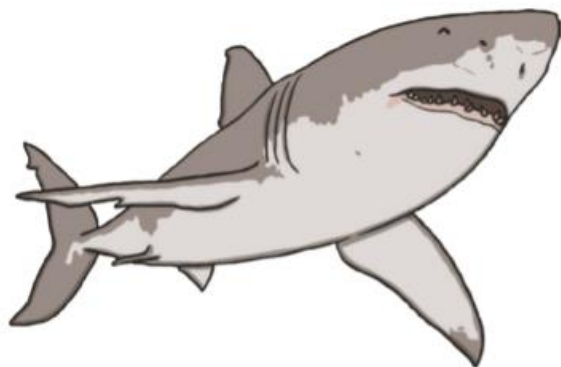


4. What was Mary's dog called?

The Great White Shark

Great white sharks are the top of the ocean's food chain. They are the biggest fish on our planet which eat other fish and animals. They are known to live between thirty and one hundred years old and can be found in all of the world's oceans, but they are mostly found in cool water close to the coast.

Even though they are mostly grey, they get their name from their white underbelly. The great white shark has been known to grow up to six metres long and have up to three hundred sharp teeth, in seven rows. Their amazing sense of smell allows them to hunt for prey, such as seals, rays and small whales from miles away.



Quick Questions



1. Why do you think that the great white shark is at the top of the ocean's food chain?



2. Where are most great white sharks found?



3. Find and copy the adjective that the author uses to describe the shark's sense of smell.



4. Number these facts from 1 to 3 to show the order they appear in the text.

- ☐ They live between thirty and one hundred years.
- ☐ They can grow up to six metres long.
- ☐ They have up to three hundred teeth.

How to Look After a Dinosaur Egg

If you have found a dinosaur egg, you need to act quickly and carefully. If you don't, you might end up with an angry baby dinosaur on your hands.

First, you need to find out which kind of dinosaur you will be raising. Different dinosaurs eat different things so make sure that you buy the correct kind of food for your new friend.

Next, put the egg somewhere warm. Wrap it in blankets and keep it under a warm lightbulb at all times so that the baby does not get cold.

- 1 Keep your eyes open... your new friend is on its
- 2 way.



Quick Questions



1. Number these commands from 1 to 3 to show the order they appear in the text.

- ☐ Keep your eyes open.
- ☐ Find out which type of dinosaur it is.
- ☐ Put the egg somewhere warm.



2. Find and copy two ways that you can keep the egg warm.

- 1) _____
- 2) _____



3. Why might the baby dinosaur be angry if you are not careful?



4. Find and copy two adverbs used in the text to describe how you must act when you have found a dinosaur egg.



