

i-read session objectives

Year 2



School Days

A Bunch of Keys (Fiction)

Unit objective: To read and respond to a story set at school with special reference to dialogue and characters.

Focus 1: respond to a school story.

Focus 2: focus on the use of words in the story.

Focus 3: focus on the use of dialogue in the story.

Focus 4: focus on story sequence.

Focus 5: plan another story about the same children.

School Days Poetry

Unit objective: To read and respond to the poetry of a significant poet, taking special notice of the humour.

Focus 1: respond to a poem.

Focus 2: focus on the use of words used in the poem.

Focus 3: focus on the correct reading of sentences; focus on choice of words for movement; concentrate on careful reading.

Focus 4: focus on performing a poem with actions and rhythm.

Focus 5: focus on writing new poems about funny characters.

Puppet Parade

Puppet Fun (Instructional text)

Unit objective: To introduce instructional texts – how to follow and write instructions; to look at multimodal texts.

Focus 1: read simple instructions; begin to note organisational features of a text (e.g. layout, hyperlinks, bullet points).

Focus 2: note organisational features of a text; focus on instructional language, including the imperative and time connectives.

Focus 3: read simple instructions; to identify and use connecting words and phrases; note key language features of an instructional text.

Focus 4: read and follow simple instructions; continue to note key language features of an instructional text; develop visual literacy skills.

Focus 5: write a set of instructions; to compose sentences using tense consistently (present, imperative).

The Sock Serpent (Fiction)

Unit objective: To use a text as the basis for creating new characters, stories and drama. Possible links include: QCA Design & Technology Unit 2B 'Puppets'

Focus 1: focus on active reading; to respond to a story.

Focus 2: use word endings to support reading (-ed).

Focus 3: use language to reveal detail of character (e.g. words used to show how a character is feeling).

Focus 4: improvise a story with an appropriate structure: for example, a beginning, a middle and an end.

Focus 5: make adventurous word and language choices appropriate to style and purpose of text; use Sock Serpent as a model for own writing.

Celebrate!

Celebrate! Poetry

Unit objective: To read and respond to poems about two kinds of festivals.

Focus 1: respond to a poem.

Focus 2: focus on the use of words in the poem.

Focus 3: enjoy a poem using dialect; focus on events described in a poem.

Focus 4: perform a poem, using music and drama to enhance meaning.

Focus 5: write some lines of a poem about a carnival.

Celebrate! (Non-chronological report, including instructions)

Unit objective: To read and respond to a non-fiction text about festivals.

Focus 1: respond to an information text.

Focus 2: focus on the use of proper nouns for names of festivals.

Focus 3: focus on the information in the text; to decide whether sentences are true or false.

Focus 4: focus on the instructions which are part of the information text.

Focus 5: write another set of instructions for the text about festivals.

Days Out

Shark Attack (Fiction)

Unit objective: To use a text as the basis for understanding the importance of making choices and how such choices can be used to structure a story.

Focus 1: focus on active reading; to explore the theme of a story (here: telling the truth; taking responsibility for own actions); respond to a story.

Focus 2: introduce and extend vocabulary; use syntax, context and words structure when reading for meaning.

i-read session objectives

Year 2



Focus 3: understand the role of dialogue in a text.

Focus 4: improvise a story with an appropriate structure (beginning, middle (central dilemma), end); improvise alternative endings according to the choice made at the point of the dilemma.

Focus 5: use a story as a model for own writing; plan a story with an appropriate structure (beginning, middle (central dilemma), end); plan alternative endings according to the choice made at the point of the dilemma.

Days Out Poetry

Unit objective: *To appreciate a poem; to recognise and use features of a poster as a model for own writing; to make comparisons and connections between texts (i.e. print, audio and visual).*

Focus 1: respond to a poem and explore its theme; examine how a poem can stimulate the different senses.

Focus 2: explore how particular words are used to create a poetic effect; use word endings to support reading and spelling (adding 'ing'); examine the poet's use of onomatopoeia.

Focus 3: consider how mood and atmosphere are created in a live or recorded performance; use drama techniques to interpret a poem through improvisation, with a particular focus on verse structure.

Focus 4: note key language features of a persuasive text; compare and contrast features between texts.

Focus 5: note organisational and presentational features of a persuasive text; use a poster as a model for writing.

Bella

Bella (Fiction)

Unit objective: *To read and respond to a story, taking special notice of characters, culture, setting and dialogue.*

Focus 1: use a variety of techniques to understand a new story; respond to a story; explore the familiar genre of the fairy tale.

Focus 2: focus on words and word-building in the text; look at words that express emotions.

Focus 3: focus on dialogue and dialect; focus on questions.

Focus 4: focus on the characters and how they are portrayed.

Focus 5: write and act out simple dialogues based on the characters in the story.

A Furry Tale (Non-fiction recount)

Unit objective: *To read a story which reports on events from another story; to focus on reading and understanding about character, points of view, language register, and setting; to write an invitation.*

NB As one of the main features of this story is the retelling of a story, we recommend that your class reads Bella before starting A Furry Tale.

Focus 1: generally understand the text; look at potentially difficult vocabulary.

Focus 2: focus on connectives and words that indicate time.

Focus 3: focus on how we retell stories; examine points of view, interpretation of events.

Focus 4: focus on setting; look at how a recount is structured.

Focus 5: prepare to write a short recount.

Down on the Farm

Down on the Farm Poetry

Unit objective: *To read and respond to the poetry of a significant poet, taking special notice of the humour.*

Focus 1: respond to a poem; understand the humour in a poem.

Focus 2: examine the use of words and expressions in the poem.

Focus 3: respond to another humorous poem; focus on animal noises.

Focus 4: practise reading a poem to performance level.

Focus 5: write some lines of a funny poem.

Fascinating Farmyard Facts (Non-chronological report)

Unit objectives: *To read and navigate a multimodal radial text; to focus on reading for a purpose; to write a short information piece.*

Focus 1: focus on the purpose of an information text; understand how to navigate the text.

Focus 2: focus on words and definitions arranged in alphabetical order.

Focus 3: focus on how pictures match the text and give information.

Focus 4: focus on accuracy of factual information and use of topic words.

Focus 5: write some information sentences for a class dictionary about animals.

Crazy Castles

The King of Cold Soup (Fiction)

i-read session objectives

Year 2



Unit objective: *To explore a humorous story by a well known author; to investigate why he chooses particular words for effect; to plan and write a story based on the text.*

Focus 1: read and respond to a humorous retelling of a traditional story by a well-known author.

Focus 2: focus on the unusual vocabulary in the text and the alternative words used by the author for 'said'.

Focus 3: revise the use of punctuation in a story, concentrating particularly on speech marks when reading aloud.

Focus 4: focus on the main characters in the story – their characteristics and how we feel towards them.

Focus 5: listen to compare similarities and differences; focus on planning and writing a humorous story using adventurous word choices appropriate to the style and purpose of the text.

Crazy Castles Poetry

Unit objective: *To read and respond imaginatively to descriptive poems; to plan and write a short poem based on one of the texts.*

Focus 1: listen and respond to a riddle and a poem about a visit to a castle; focus on the vocabulary used by the poet and create an effective choral reading with sound effects.

Focus 2: focus on the similes and images used in the poem 'Castle Visit'.

Focus 3: read and enjoy a descriptive poem about a wizard who lives in a castle; explore rhyming patterns and the use of commas in lists.

Focus 4: focus on the images in the poem 'Wizard'; explore how they are used by the poet to create mood and atmosphere.

Focus 5: produce a piece of descriptive poetry using simile, adventurous words and language choices.

Pirates Ahoy!

Pirates Ahoy! (Non-chronological report)

Unit objective: *To read and respond to a non-fiction text, identifying key features and important information; to write a short non-fiction piece.*

Focus 1: read, enjoy and respond to a text; draw together ideas and information from across a whole text, using simple signposts in the text.

Focus 2: use knowledge of word structure to support reading, including polysyllabic words; to secure meaning of unfamiliar words.

Focus 3: use syntax, context and word structure when reading for meaning; to discuss the key features of sentences.

Focus 4: explain reactions to text, commenting on important aspects; discuss the difference between fiction and non-fiction; identify important information in the text; respond to texts.

Focus 5: draw on knowledge and experience of texts in deciding and planning what and how to write.

Pirates Ahoy! Poetry

Unit objective: *To explain their reaction to texts, commenting on important aspects such as humour and rhyme.*

Focus 1: respond to the text with reference to characters and theme.

Focus 2: begin to understand the effects of different words and phrases to create humour; consider how rhyme and a repeated chorus make the poem more enjoyable.

Focus 3: identify key themes in the poem; focus on verbs showing actions.

Focus 4: read aloud with intonation, taking account of punctuation.

Focus 5: draw on knowledge and experience of texts in deciding and planning what and how to write.

Magical Journeys

Sir Tristan (Fiction)

Unit objective: *To enjoy a fantasy story and investigate plot structure*

Focus 1: read and enjoy a fantasy story.

Focus 2: investigate descriptive language; use knowledge of word structure to support reading.

Focus 3: focus on punctuation.

Focus 4: focus on plot, drawing together ideas and information from across a whole text using simple signposts in the text.

Focus 5: discuss alternative versions of the story; plan a new story.

Magical Journeys Poetry

Unit objective: *To read and enjoy poems, including a shape poem, looking at rhyme, rhythm and themes.*

Focus 1: read and enjoy poetry, explaining reactions and commenting on important aspects.

i-read session objectives

Year 2



Focus 2: look at rhyme and rhythm in a poem.

Focus 3: read aloud with intonation and expression taking into account the punctuation; look at the use of commas in lists.

Focus 4: identify key themes and events; look at layout.

Focus 5: write a simple poem.