NEWFIELD PARK
PRIMARY ACADEMY

Nurture
ResPect
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Guided Reading – Year 2

Content Domains (Focus on one or two in a session)

Vocabulary	**I**nfer	**P**redict	**E**xplain	**R**etrieve	**S**equence
NC: Draw upon knowledge of vocabulary in order to understand the text	NC: Make inferences from the text.	NC: Predict what might happen on the basis of what has been read so far.	NC: Identify / explain key aspects of fiction and non-fiction texts, such as character, events, titles and information.		NC: Sequence the key events in the story.
Finds a word in a sentence/page that has the same meaning as a given word or simple phrase. *What does the word ....mean in this sentence?* *Find and copy a word which means ....* *What does this word or phrase tell you about ....?* *Which word in this section do you think is the most important? Why? Which of the words best describes the character/ setting/mood etc? Can you think of any other words the author could have used to describe this?* *Why do you think .... is repeated in this section?*	Makes simple inferences about the character's actions from the text, based on a specific event - including 'How...?' and 'Why...?' questions. *Why was......... feeling........?* *Why did .... happen?* *Why did .... say ....?* *Can you explain why..........?* *What do you think the author intended when they said.......?* *How does .... make you feel?*	Makes a simple and sensible prediction of what might happen next based on what is stated. When prompted, justifies the prediction based on what has happened within the story *Look at the book cover/blurb – what do you think this book will be about?* *What do you think will happen next? Why?* *How do you think it will end?* *Can you spot patterns in the story/ rhyme? What comes next - can you join in?* *Using role play can you cast out what will happen next?*	Can make comparisons within the text. Identify specific words or phrases (e.g. alliteration) that they find interesting, explaining their opinions for their choice/s. *Who is your favourite character?* *Would you like to live in this setting? Why/Why not?* *Can you retell this part?* *Is there anything you would change about this story?* *Why has the author included a picture? What does it tell you?* *How did that happen?*	Understands simple cause and effect in texts, where the link is clearly stated or suggested. Explains why a character thinks/feels/behaves in a specific way (based on an event within the text). *What kind of text is this?* *Who did…..?* *Where did……?* *When did…..?* *How many…?* *Why did….. happen?* *How did?* *Can you find in the text…?*	Retells the key events, in the correct sequence, from the story they are reading. *Can you number these events 1-5 in the order that they happened?* *What happened after….?* *What was the first thing that happened in the story?* *Can you summarise in a sentence the opening / middle/ end of the story?* *In what order do these chapter headings come in the story?* *Can you sort these pictures into the correct order in which they happened in the story?*

Phonics and fluency (Focus in all guided reading sessions and comment)

Pupils can read with increasing fluency – comment on this	*Read out-loud accurately books that are consistent with a pupil's phonic knowledge.*	*Read most words quickly and accurately when they are frequently encountered.*	*Read accurately by blending the sounds in words, especially alternative sounds in words for graphemes.*	*Read further common exception words, noting unusual correspondences between spelling and sound.*
Read without overt blending	*Re-read books to develop fluency and confidence*	*Apply phonic knowledge and skills to decode words.*	*Read words containing common suffixes.*	*Read accurately words of 2 or more syllables.*

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Date:	10.10.24	Class:	2G	Group:	Parrots		Text:	What is CGI? (Big Cat)		Book band / phonics phase:	Orange

VIPERS:	**Vocabulary**	**Infer**	**Predict**	**Explain**	**Retrieve**	**Sequence**
Key Qs:	1. On Page 9, what do the words 'furry' and 'shiny' mean? Can you think of other words that mean the same?	2. On pages 10 and 11, can you find some describing words? Explain what these words mean to your partner.		3. Look at page 14, why is the 'sequence' or 'order' of the way Jon makes the shapes important? What would happen if not?		4. Look at page 22, then look at these cut out images – can you put them in the same order? (photocopy book and cut out)

	Fluency / Phonics comments	Question 1	Question 2	Question 3	Question 4
Child A					
Child B					
Child C					
Child D					
Child E					