

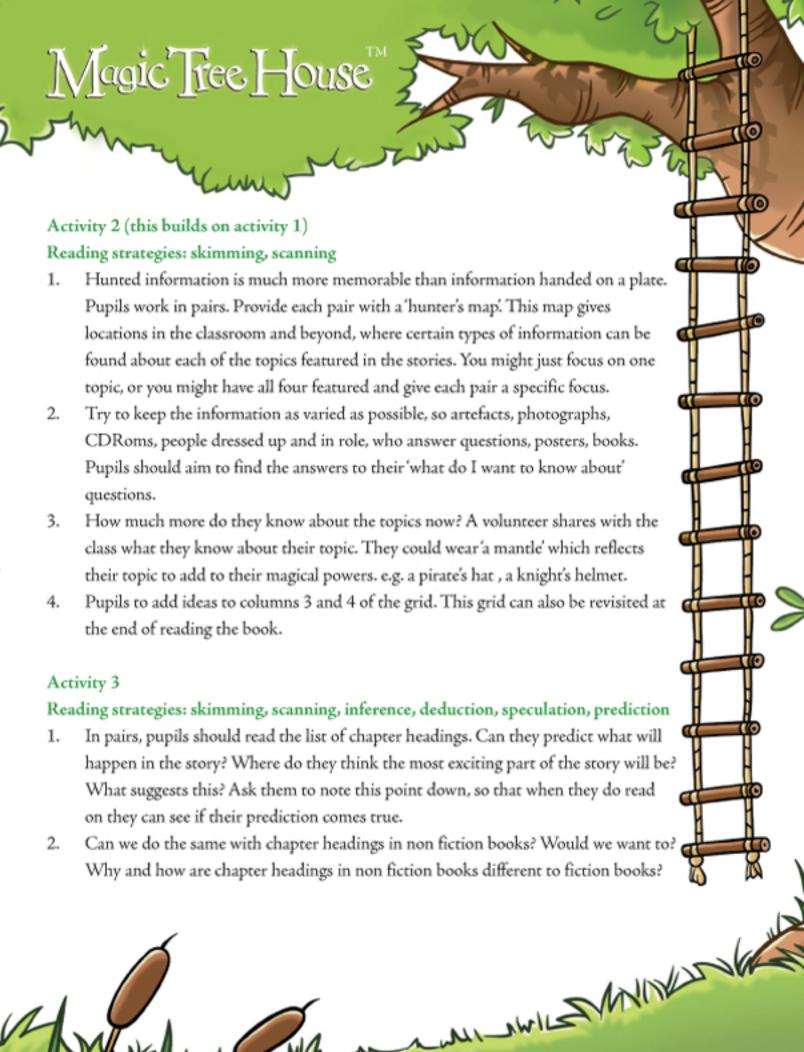
given the opportunity to write in a variety of forms. Prior to reading, shared focuses on all the stories include genre, prediction and inference skills based around the topics explored in the stories. During reading, activities focus on characterisation, setting and style. Post reading activities include structure and story telling.



- Firstly, ask pupils to discuss any words which they don't understand. What strategies can they use to help them work out the meanings e.g. phonic knowledge, then reading on to the end or rereading to work out what they think it means.
- 3. What do they think their book will be about? Encourage pupils to explore the genre and draw links to any other action/adventure/fantasy and non fiction books they may have read. What do they think the purpose of this book will be? Develop the pupils' inferential abilities by asking them to support their ideas with evidence.
- See if they can pick up clues as to what the topic will be about e.g. dinosaurs, pirates.

They can also refer to the title and cover pages to help them. What do they already know about their topic? As a group, pupils complete the first two columns of the grid:

What do I know about ?	What do I want to know about?	What have I learnt about ?	How did I learn it?
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Learning objectives (outlined below) taught in these resources have been taken from years 1 and 2 of the revised Primary Framework for Literacy:

Strand	Objective	
Speaking	Year 1: Interpret a text by reading aloud, with some variety in pace and emphasis Year 2 Speak with clarity and use appropriate intonation when reading and reciting texts Tell real and imagined stories using the conventions of familiar story language	
Listening and responding	Year 1 Listen to and follow instructions accurately, asking for help and clarification if necessary Year 2 Listen to others in class, ask relevant questions and follow instructions Listen to a talk by an adult, remember some specific points and identify what they have learned	
Group discussion and interaction	Year 1 • Explain their views to others in a small group, decide how to report the group's views to the class	
Drama	Year 1 Act out their own and well-known stories, using voices for characters Year 2 Present part of traditional stories, their own stories or work drawn from different parts of the curriculum for members of their own class	
Understanding interpreting and texts	Year 1 Identify the main events and characters in stories, and find specific information in simple texts Use syntax and context when reading for meaning Make predictions showing an understanding of ideas, events and characters Recognise the main elements that shape different texts Year 2 Draw together ideas and information from across a whole text, using simple signposts in the text Use syntax and context to build their store of vocabulary when reading for meaning	
Engaging with and responding to texts	Year 1 Visualise and comment on events, characters and ideas, making imaginative links to their own experiences Distinguish fiction and non-fiction texts and the different purposes for reading them Year 2 Engage with books through exploring and enacting interpretations Explain their reactions to texts, commenting on important aspects	
Creating and shaping texts	Year 1 Convey information and ideas in simple non-narrative forms	
Text structure and organisation	Year 1 • Write chronological and non-chronological texts using simple structures Year 2 • Use planning to establish clear sections for writing	