<table>
<thead>
<tr>
<th>Reading Level 2</th>
<th>We are learning to …….</th>
<th>What we are looking for is……..</th>
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| Students read independently and respond to short imaginative and informative texts with familiar ideas and information, predictable structures, and a small amount of unfamiliar vocabulary. | • Read and talk about narrative texts.  
• Read and talk about information texts.  
• Read and talk about different types of texts.  
• Read fluently.  
• Read with expression | • You to be able to order beginning, middle and ending of a story.  
• You to be able to identify the main ideas and main characters  
• You to be able to identify key facts in an information book  
• You to add expression by pausing at fullstops and commas.  
• You to add expression when exclamation marks are used or capital letters for emphasis. |
| They match sounds accurately to a range of letters, letter clusters and patterns, and work out the meaning of unfamiliar phrases and words in context. | • Use sounds to help work out unknown words.  
• Use the sentence to work out meaning of a word | • Use blending to work out unknown words.  
• Identify beginning, middle and ending sounds  
• Use word families to help work out words  
• Break unknown words into parts  
• Talk about the meaning from reading a sentence. |
| They locate directly stated information, retell ideas in sequence using vocabulary and phrases from the text, and interpret labelled diagrams. | • Find information in different text types.  
• Sequence ideas from a text.  
• Retell ideas from a text, using some of the words from the text.  
Explain information from a labelled diagram. | • Point to words that tell specific information  
• Put a story in order  
• Retell a story  
• Point to and talk about a diagram. |
| They predict plausible endings for stories and infer characters’ feelings. | • Predict possible endings for a story.  
• Describe the feelings of the characters in the story. | • You to suggest different endings that follow on from what has already happened.  
• You to suggest endings that solve any problems in the story. |
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<th>Task</th>
<th>Steps</th>
<th>Expected Outcome</th>
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| Identify feelings and emotions | - Use pictures to find out about feelings.  
- Explain why the character is feeling that way.  
- Think about how you might feel. | You can use the pictures to help you understand the character's feelings. |
| Self-correct when reading aloud | - Check our reading by asking:  
  - Does it look right?  
  - Does it sound right?  
  - Does it make sense? | You can use strategies to ensure your reading is accurate. |
| Identify real and imaginary texts | - Recognise that authors record their ideas for different reasons and in different ways.  
- Identify differences between real and imaginary texts. | You can find and explain the author’s name and their purpose. |
| Explain the parts of texts | | You can discuss the parts of real and imaginary texts. |