Reading Level 2	We are learning to …….	What we are looking for is……..
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.

		• You to use the pictures to find out about feelings. • You to explain why the character is feeling that way. • You to think about how you might feel.

They self-correct when reading aloud and describe strategies used to gain meaning.	• Check our reading by asking:
	  - Does it look right?
	  - Does it sound right?
	  - Does it make sense?
		• You to use pictures to help with your reading.
		• You to use the first sound to help work out words.
		• You to break up unknown words to help work them out
		• You to re-read and self correct if it doesn't sound right.

They identify that texts are constructed by authors, and distinguish between texts that represent real and imaginary experience.	• Recognise that authors record their ideas for different reasons and in different ways. • Identify differences between real and imaginary texts.	• You to find the author's name. • You to explain what an author does. • You to discuss the text and why the author may have written it. • You to explain the parts of a real (non-fiction) text. • You to explain the parts of an imaginary (fiction) text. • You to explain the differences between real and imaginary texts.