

KS1 Priority Therapy: Y2 Reading

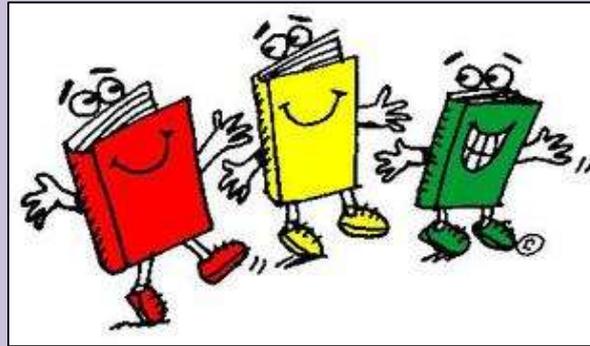
Commissioned by The PiX Club Ltd.
April 2018

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R3a. Recall main points with reference to the text
(who, what, where, when, how, why answers).



= teacher notes

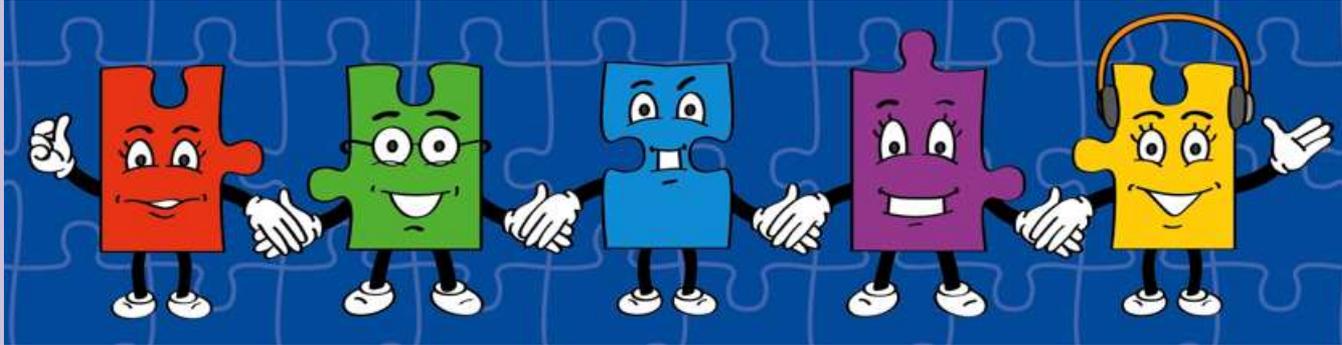


Teacher information

This resource should be used to support Key Marginal pupils for whom you have completed a PLC. It is designed to be delivered as a teaching activity to a small group or individual in order to fill a gap in their understanding.

Use of this resource should form part of normal, day-to-day teaching, as you would do with a guided teaching group. This teaching resource is based on the National Curriculum expectations for Key Stage 1, with a focus on the laser-sharp statements from the PiXL PLC.

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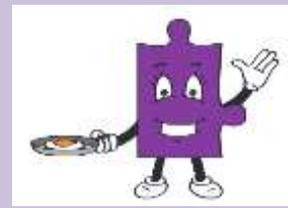


Our Primary Edge attributes help us to become better learners and today is no exception. Before you start this activity, here are some ideas for how you will need your Izzy Initiative skills today:

- Take responsibility for your learning
- Make suggestions
- Attempt, trial and develop ideas

Command words:
Volunteer Create
Research Develop
Set up Suggest
Enter

Developing Initiative Skills



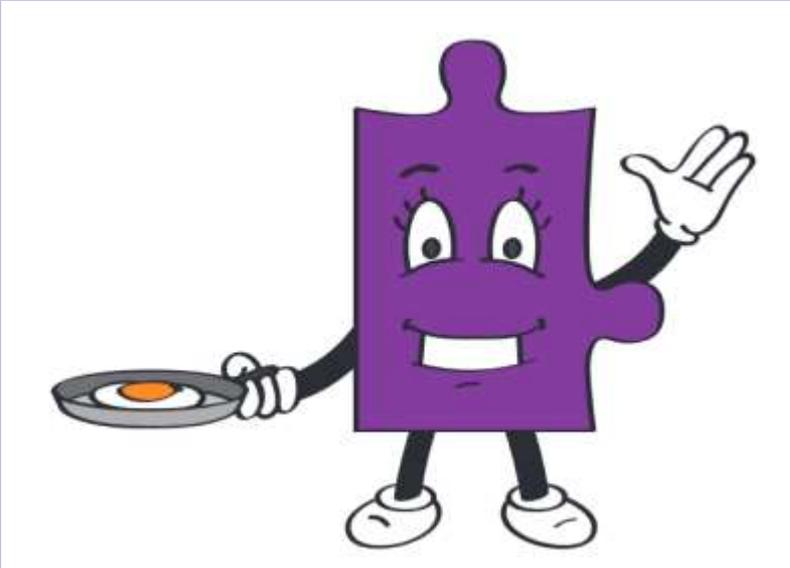
Use these activities to help children develop their initiative skills before you begin the therapy.

1. Give pupils two buckets or hoops and a pile of beanbags. Explain that you aren't going to give them any instructions, but that they have to work out what the learning is. Allow them to explore for a couple of minutes. Then reveal a Learning Intention: To improve your throwing accuracy. How does this change the activity they were going to do with the equipment? What can they do that will help them develop this skill?

2. Show pupils a badly drawn picture of a face. Explain that they need to help you to improve this by making positive suggestions. Give pupils some sentence frames for doing this e.g. 'Why don't you try..?' or 'Have you thought about...?'. Ask them to come up with one suggestion each and gradually improve the picture together. Explain that you might not agree with all of the suggestions but that this is part of the trial and development process.

3. Give pupils a set of small blocks. Ask them to build the tallest tower they can. Give them a few minutes to try. Ask pupils what else they might need that could help them. Take suggestions and allow them to collect other equipment that might help i.e. build it on a table, on top of a larger box, larger bricks etc. Explain that this is called 'trial and improvement' and discuss how this can be used in their day-to-day learning.

What I will be looking for today



You will have lots of chances to demonstrate your initiative skills today. Here's what I'll be looking for:

- Driving your own learning by choosing to challenge yourself
- Working independently and helping others by making suggestions
- Trying new ways of working

What does 'retrieve' mean?

To demonstrate your understanding of a text you can answer questions about the main points in the text. Things like who were the characters, where the action was taking place, how the problem was solved, why someone felt something... These are all examples of retrieval questions. You need to retrieve (go and get) the answer from the text.

Look for the question word

To help retrieve the answer you can use the question words (what, when, where, why, who and how) as a clue for what to look for.

All was quiet in the woods apart from a stuttering snore. The source of the snoring was the wicked wolf sleeping soundly after eating his prey.



Who was snoring?

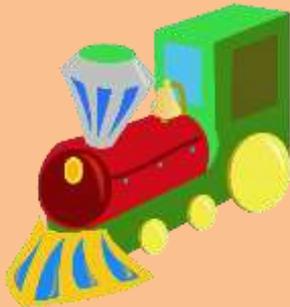
If the question is asking **who** we need to look for a name or character.

It is the wolf.

Look for the question word

Have a go with this example. This time there are two characters so we need to make sure we link the character to the action being asked about.

Just as the steam train started to chug out of the station, a frightened boy shouted for the driver to stop.



Who shouted for the train to stop?

We know we are looking for a character because the question is asking **who**. We then check which character shouted.

Look for the question word

Now try this one on your own.

A dreadful storm was battering the windows of the little bear's bedroom. He tried to ignore the noise but, try as he might, he could not get to sleep.



Who could not sleep?

We know we are looking for a character because the question is asking **who**.

Look for the question word

Some questions include the word **why**. These questions are asking for a reason for an action or reaction.



A dreadful storm was battering the windows of the little bear's bedroom. He tried to ignore the noise but, try as he might, he could not get to sleep.

Why could the bear not sleep?

For these questions find we find the action in the text. Then we check just before and after it to find the reason.

He did not sleep because of the noise from the storm.

Look for the question word

Now you have a go. Remember, you are looking for the reason **why** something happened.

Bees are very important to flowers as they help them spread their pollen. Bees spread the pollen when they fly to different flowers collecting nectar for their food.

Why did the bee land on a flower?



Look for the question word

Did you get it right?



Bees are very important to flowers as they help them spread their pollen. Bees spread the pollen when they fly to different flowers collecting nectar for their food.

Why did the bee land on a flower?

The bee landed on the flower to collect nectar.

Look for the question word

A similar type of question is asking **how** something happened or how someone is feeling.

Tim had to climb the majestic tree with great care to make sure he did not fall.



How did Tim climb the tree?

For these questions find we find the action in the text. Then we look for the description of **how** the action was done.

He climbed the tree with great care.

Look for the question word

Mary opened the lid of the brightly covered box and out popped a cute puppy. All her dreams had been answered and Mary could not contain her **excitement**.

How was Mary feeling?

When a question asks **how** someone feels we need to look for an 'emotion' (feeling) word.

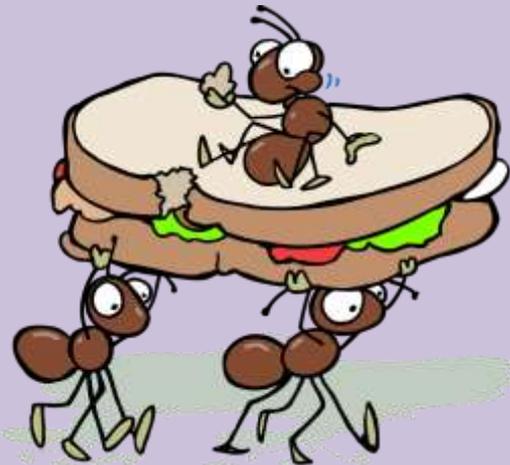
Mary was excited.

Look for the question word

Now try this example.

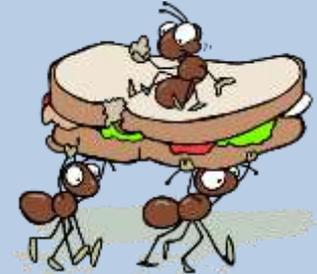
Ants ran quickly across the kitchen surface eager to get away, before they were caught stealing the leftover sandwich.

How did the ants cross the kitchen surface?



Look for the question word

Did you get it right?



Ants ran quickly across the kitchen surface eager to get away, before they were caught stealing the leftover sandwich.

How did the ants cross the kitchen surface?

They ran quickly across the kitchen surface.

Look for the question word

Some questions ask **where** the action is taking place.

Tim had to climb the
majestic tree with great
care to make sure he did
not fall.



Where was Tim?

For these questions look for
a place or setting in the
text. Tim is climbing a tree.

Tim is in a tree.

Look for the question word

Now try this example.

The devious witch flew into the gloomy cave on her broomstick. You could tell she was furious.

Where is the witch?



Look for the question word



Did you get it right?

The devious witch
flew into the gloomy
cave on her
broomstick. You
could tell she was
furious.

Where is the witch?

The text tells us she flew
into a cave.

The witch is in a cave.

Look for the question word



Some questions ask **when** the action is taking place.

Just as the sun was setting, the devious witch flew into the gloomy cave on her broomstick. You could tell she was furious.

When did the witch fly into the cave?

For these questions look for a time in the text.

The witch flew into the cave at sunset.

Look for the question word

Now try this example.

During the time when dinosaurs roamed the world, a goblin called Inca woke up after sleeping for eight hundred years.

When did the goblin wake up?



Look for the question word



Did you get it right?

During the time
when dinosaurs
roamed the world,
a goblin called Inca
woke up after
sleeping for eight
hundred years.

When did the goblin wake
up?

He woke up in a time when
dinosaurs were alive.

Look for the question word

Lastly, some questions ask **what** has happened or **what** object was used or needed.



The devious witch flew into the gloomy cave on her broomstick. You could tell she was furious.

What did the witch use to fly?

For a **what** question you are looking for an object or a specific action.

The witch used a broomstick to fly.

Look for the question word

Now try this example.

The only way to defeat the lion was to find the magical sword of Avenmore, which had not been seen for a thousand years.

What was needed to defeat the lion?



Look for the question word



Did you get it right?

The only way to defeat the lion was to find the magical sword of Avenmore, which had not been seen for a thousand years.

What was needed to defeat the lion?

To defeat the lion you needed the sword of Avenmore.

Can you spot the question word to find the main points of this story?

With a powerful kick of her tail, a beautiful mermaid swam frantically into the underwater cave. She was desperately looking for a place to hide as a vicious shark was chasing her, determined to catch her for his supper. In an instant she had an idea and grabbed lots of seaweed, binding it together to make a rope. As the shark swam closer, she bravely used the seaweed rope to tie his mouth firmly shut. The shark realised he was trapped and angrily swam away. For the next two days he rubbed the rope against the rocks until it finally came free. From that day forward the shark never chased a mermaid again. Clearly they were smarter than him!

Can you spot the question word to find the main points of this story?

1. Who was chasing the mermaid?
2. Why did the mermaid grab the seaweed?
3. When did the rope come free from the shark's mouth?
4. Where did the mermaid try to hide?
5. What did the mermaid use to make the rope?
6. How did the shark get the rope off his mouth?



Teacher information

Show Me Tasks

Once the therapy has been delivered you can use Show Me Tasks to demonstrate that the skill is now secure. They are not intended to be completed all at once and ideally should be done in intervals of a few days after the therapy has been delivered. The challenge in the tasks is progressive.

For these tasks, you will need to give children writing materials to demonstrate their understanding.

Show Me Tasks

R3a. Recall main points with reference to the text (who, what, where, when, how, why answers).

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Read the text, then answer the questions. Remember to underline the question words to help you.

By the light of the moon, the owl swooped like a silent ghost across the fields until she arrived back at the tall oak tree, where her chicks were waiting for her.

Who was waiting for the owl? _____

Where were the chicks? _____

Read the text, then answer the questions. Remember to underline the question words to help you.

As soon as they had finished their lunch, the children ran down to the sea in their swimming costumes and splashed about in the waves.

When did the children run to the sea?

What were they wearing? _____

Read the text, then answer the questions. Remember to underline the question words to help you.

Using a ladder she found behind the shed, Faisa quickly climbed up onto the flat garage roof to get away from the angry dog that had escaped from next door's garden.

How did Faisa get onto the garage roof?

Why did Faisa climb onto the garage roof?
