

# KS1 Priority Therapy: Y2 Reading

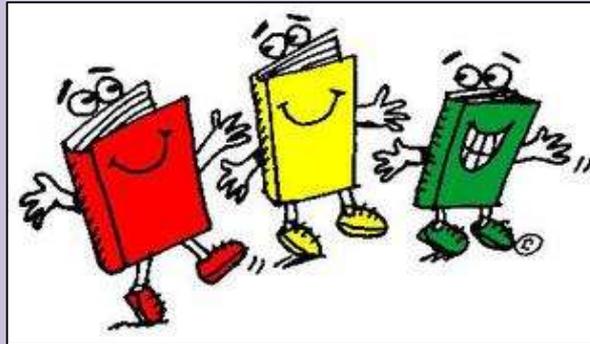
Commissioned by The PiX Club Ltd.  
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R3b. Can read closely to obtain specific information.



= teacher notes

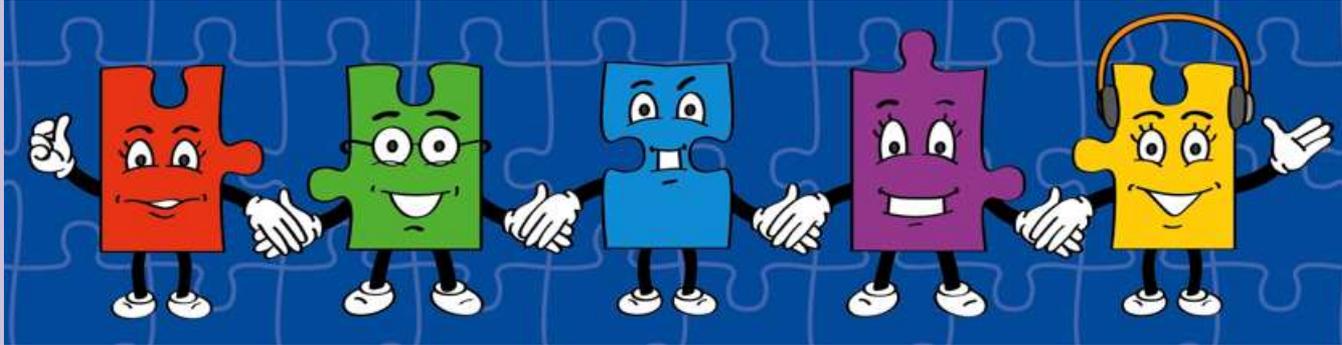


# Teacher information

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 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.

# LORIC

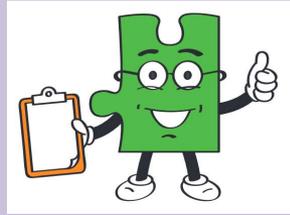


Our Primary Edge attributes help us to become better learners and today is no exception. Before you start this activity, here are some ideas for how you will need your Olly Organisation skills today:

- Breaking tasks down into small chunks
- Working as a team
- Develop an activity over time

## **Command words:**

Plan Prepare  
Create Organise  
Design Compile  
Support Assist



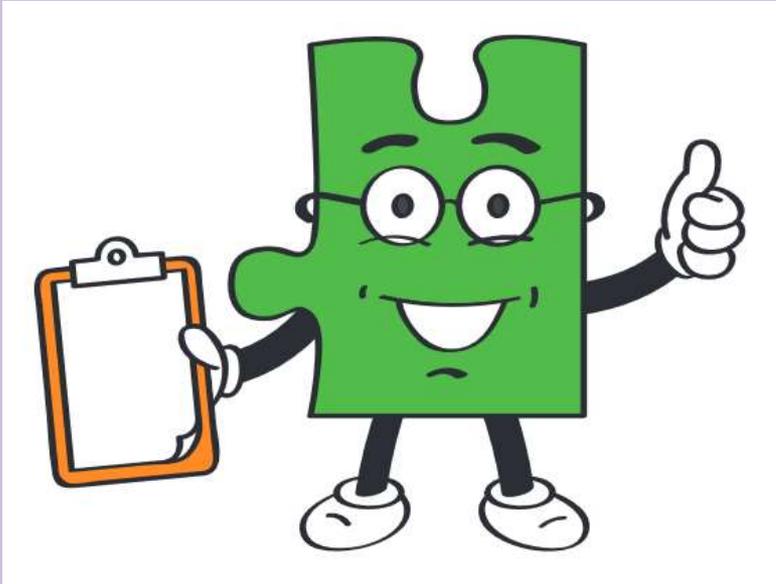
★ Use these activities to help children develop their organisation skills before you begin the therapy.

1. Ask children to spell a really long and complicated word or pseudoword e.g. supercalifrajilisticexpealidocius. Give them 1 min on their own to try and do so. Once they have had a first try, discuss why this is difficult. Now, break the word down and give each group member part of it to spell. Give them 1 min to write their section, then put it all together. Explain that breaking tasks down and working as a team helps us to achieve our goals!

2. Give children a whiteboard or piece of paper. Explain that you are going to ask them to draw some things in different places. Start by asking them to draw some flowers in the middle, then some grass at the bottom, then some insects around the flowers and finally some trees at the edges. What have they drawn? (A garden) Explain that by developing the drawing in stages, they have completed something much bigger than each individual drawing. This is how we learn.

3. Give children a group of shopping items. Ask them to arrange them in alphabetical order in 1 min. Afterwards, explain that if we are organised and work together, this is much easier. Now, lay out an alphabet line across the table, label each item and the first letter/s and take it in turns to place an item. How much easier was this? Can children explain what made it better?

# What I will be looking for today



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

- Work through each stage of the activities, developing your understanding as you go
- Organise your work carefully
- Break big concepts into small chunks

# What does 'read closely' mean?



When you 'read closely' you are looking carefully at the detail of what you are reading. It's a bit like being a detective, looking for all the clues.

Read this sentence closely.

Underline the nouns in this sentence.

What detail can you find out about them?

The old, rickety table was set with four shiny knives and four shiny forks.



We know that the table was old and rickety. Do you know what this means?

The old, rickety table was set with four shiny knives and four shiny forks.

We know that both the knives and the forks were shiny.

We also know that the table was set. How many people do you think were eating dinner? How do you know?

# What does 'read closely' mean?



Now you have a go with your partner. Remember, you are looking for the extra detail in the sentence.

Read this sentence closely.

Underline the nouns in this sentence.

What detail can you find out about them?

The brown dinosaur ambled slowly through the thick, green forest.

# What does 'read closely' mean?



What about with a trickier sentence? Which information is easy to find? Which information do you have to look harder for?

Read this sentence closely.

Underline the nouns in this sentence.

What detail can you find out about them?

Beneath the busy market stall, his filthy hands eagerly counted the few dirty coins he had managed to earn today.



We know that he was on a market stall and that it was busy.

Beneath the busy market stall, his filthy hands eagerly counted the few dirty coins he had managed to earn today.

We know that his hands were not very clean.

We know that he was counting money and that it was dirty.



# Obvious information

Some extra detail is easy for us to find because it says it clearly in the text. Look at these examples below.

A spiky, green cactus leaned lazily against the windowsill.

We definitely know the cactus was spiky, green and leaning over.

The picture inside the wooden frame was dusty and untouched.

We definitely know the picture was dusty, in a wooden frame and hadn't been touched for a long time.

Without the sound of the ticking clock, the enormous room would have been silent.

We definitely know the room was large, empty and very quiet and that the clock was ticking.



## Obvious information

Now you have a go. Write down what you definitely know about each sentence. Compare your ideas on the next page.

She flew straight down the narrow chimney, catching her wings on the sides as she fell.

The tatty football whizzed into the goal with a splat and a squelch.

Yet again, the sound of the pouring rain beat against the roof of his tiny boat.



# Obvious information

Did you have the same ideas? Can you point out where you found your information from in each sentence?

- 'It' was a girl
- She was flying
- She fell down a chimney
- The chimney was small

- The football was tatty
- Someone had kicked it hard
- It landed on the ground with a splat

- He was on a boat
- The boat was small
- It was raining hard
- It had rained before



# Hidden information

Some information is written in the text but isn't as obvious. Look at this example.

***Where were his hands?***

We know they were underneath the market stall because it says 'beneath'.

***How much money did he earn?***

We know he hadn't made much money because it says 'few coins'.

Beneath the busy market stall, his filthy hands eagerly counted the few dirty coins he had managed to earn today.

# Information I can guess



Some extra detail is trickier to find because you have to look harder for it. Sometimes we have to make an informed guess, based on what we know. This is called inference.

Beneath the busy market stall, his filthy hands eagerly counted the few dirty coins he had managed to earn today.

## Take this example.

- I could guess that the man is poor because he hasn't earned a lot of money today and he is counting it to see how much he has got.
- I could also guess that he wants to buy something as it says he is 'eagerly' counting his money.



## Information I can guess

Now you have a go. What could you guess and where are the clues? Compare your ideas on the next page.

She flew straight down the narrow chimney, catching her wings on the sides as she fell.

The tatty football whizzed into the goal with a splat and a squelch.

Yet again, the sound of the pouring rain beat against the roof of his tiny boat.



## Information I can guess

Now you have a go. What could you guess and where are the clues? Compare your ideas on the next page.

I can guess that 'she' is a bird because it says she flew and has wings. I can also guess that she didn't mean to fly down the chimney because it says she 'fell'.

I can guess that the football was old and well-used because it says it was tatty. I can also guess that it is muddy because it says the ball made a 'splat'.

I can guess that it rains often because it says 'Yet again...'. I can also guess that the man might be fed up of the rain because it is making a loud noise on the roof of his boat.

# Can you 'read closely' to find the detail?

**Now read this paragraph. Once you have finished, complete the table below. Share your ideas with a partner – did you both agree? Can you point out where the clues were in the text?**

*Sadie let Bailey off his lead at last. He bolted across the park as if he had never been let out before. Bailey stopped at the nearest tree and sniffed. He knew it – someone else had been in his park. Turning his nose up, he ran on. It had been a whole week since he had secretly buried it behind the deserted, old bike shelter. He hoped that no-one had found it in the meantime.*

Information that is obvious	Information that is hidden	Information that I can guess



# 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

**R3b. Can read closely to obtain specific information.**

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 **Read the text, then write three things you know about the playground.**

Luckily, the playground was empty. The girls went on the old seesaw with the peeling red paint, but not the slide which looked dirty.

1. \_\_\_\_\_
2. \_\_\_\_\_
3. \_\_\_\_\_

 **Read the text, then write three things you can guess about mashed swede and what Billy thinks about it.**

Billy groaned – mashed swede again! How could Mum still not know? He didn't care how healthy it was, he wasn't going to eat it. It looked like a lumpy mattress.

1. \_\_\_\_\_
2. \_\_\_\_\_
3. \_\_\_\_\_

 **Read the text, then answer the questions using the clues to help.**

Then Jack saw something that gave him hope for the first time since *The Ocean Princess* sank – footprints in the sand leading into the palm trees. He wasn't alone after all!

Where was Jack? \_\_\_\_\_

What was *The Ocean Princess*? \_\_\_\_\_

How had Jack been feeling before he saw the footprints? \_\_\_\_\_