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Reading Picture Clues - Year 2

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Teacher quick-start

The learners and the goal

Year 2 learners need to understand a short sentence read aloud and talk about a familiar picture. This unit teaches them to name what the words say, find an extra picture detail and explain how both help them understand. Reading speed, spelling, handwriting and drawing skill are not the learning target.

Prepare once

Have the presentation and quiz ready on a screen. Prepare the three displays, pupil sheets, colour card pages and Clue Trail mat. Keep red answer pages for teacher use. For the game, cut cards C1-C8, provide a small counter for each player and keep the cards beside the mat. Children may work in pairs with one mat. Pencils and scrap paper are useful; no special equipment is needed.

Teach the same routine

Read the words, then look closely, then point to a clue, then explain using both. A clue is something we can actually see that helps our thinking. Model one short explanation, let children rehearse it with a partner, then ask for an independent response. Use "I think ... because I can see ..." when an idea is possible rather than certain.

Make meaning accessible

Read captions, labels and prompts aloud. Children can speak, point, draw a clue or have an adult record their words. Offer a small number of visible clues during supported practice. During assessment, read the text without selecting the clue or supplying a clue. Record any help with meaning.

Use the pack

The lesson plans refer to resource IDs R01-R27 and the named presentation slides. Answers sit beside their practice sheets; the two assessment sheets share R25. R27 is placed before the final assessment section for easy access but is used after assessment in Lesson 5. The quiz is a separate editable file with eight questions and feedback. Use model keys as examples, not as the only possible words a child can say.

Lesson 1: Words and pictures work together

Goal and success checks

Explain what the words tell us and identify one useful detail added by a picture.

Success: the child can name a written fact, point to a visible clue and explain what it adds. Duration: 48 minutes.

Equipment and resources

Presentation slides 1–6; R01 routine display; R04 arrival cards; R06 sorting sheet and R07 teacher key. Have pencils and one set of arrival cards per pair. The top scene and caption, not the small pictures on claim cards, are the source evidence.

0-6 minutes | Oral baseline

Show the arrival sentence and scene. Read "Our class arrived early. As for the weather, it was perfect." Ask "What do the words tell us? What can you see that the words do not say?" Invite a few different responses. Note who names a detail and who explains its value. Do not give a score for simply naming a colour.

6-15 minutes | Explicit model

Use slide 3 to read the words before revealing the picture. Say: "The words tell me the class arrived early. They do not tell me the weather." Reveal the scene: "I can see wet coats and puddles. Those are clues that it has been raining. The words and picture help me understand the arrival. Point precisely to each clue and follow R01."

15-25 minutes | Guided information sort

Read A1–A6 aloud. Pupils place each claim under Words, Picture or Both on scrap-paper labels. Ask "Where is your evidence?" after each choice. The word early comes directly from the caption; coats, bags, teacher and puddles come from the scene.

Rain is a reasonable idea supported by the wet clues. Discuss defensible explanations rather than forcing a category without a reason.

Lesson 1: Practice and next steps

25-39 minutes | Independent application

Give R06. Read its sentence and instructions, then let children select sources and explain a picture clue. Accept an oral or pointed explanation recorded faithfully. Do not show R07 until responses are complete. Ask early finishers which clue changes their understanding most and why.

39-48 minutes | Share and exit

Compare two explanations: "There are puddles" names a detail; "The puddles show it has been raining" explains it. Let children improve a response without copying a model. Exit: say one thing from the words and one thing added by the picture. Record which children can make the distinction and which need another model.

Support, core and extension

Support: teacher reads, offers wet coats or puddles as two practical choices, and asks the child to point before speaking. Core: identify a clue and explain its added meaning. Extension: compare two useful clues and justify which gives stronger help; the image alone cannot prove a precise arrival time.

Marking guidance

R06 model sources: 1 Words; 2 Picture; 3 Picture; 4 Picture; 5 Both; 6 Picture. "Arrived" is stated and the school-gate arrival scene supports it; "early" needs the caption. Accept a different source choice only when the child gives a defensible explanation. A2-A5 are picture details supporting a picture-supported idea about rain. Wet coats or puddles are merely not-explanations.

What to notice and reach next

If a child retells the sentence only, reveal the picture after reading and ask what was missing. If a child invents an event, ask "Can you point to a clue for that?" If a child names an object without explaining, model a short because sentence. Keep a brief note to guide the opening of Lesson 2.

Lesson 2: Clues to where and when

Goal and success checks

Use visible details to explain a setting or weather clue absent from a sentence.

Success: distinguish an observation from a possible idea, compare two pictures with the same caption and justify a place or weather explanation. Duration: 48 minutes.

Equipment and resources

Presentation slides 7–9; R02 setting/time display; R08 weather comparison and R09 key; R10 extra-details sheet and R11 key. Each child needs a pupil sheet and pencil. Partners can point to the shared comparison rather than write every discussion answer.

0-5 minutes | Retrieve

Point to the four-step routine. Ask a child to name one *arrive* clue from Lesson 1. Say: "A clue is what we can see. An idea is what that clue may tell us." Visit only the misconception recorded yesterday.

5-13 minutes | Model observation and idea

Show R08 or slide 7. Read the same caption for A and B. Say: "I can see puddles in A. That is my observation. It suggests rain. B has dry ground and a sunhat. It suggests sunny weather. The words are the same; the pictures give different weather information." Do not use a tiny check or insist that a face proves a feeling.

13-23 minutes | Guide partner comparison

Partners use R09 and what is unchanged in the words, point to two different clues and explain each picture's weather. Model listening to a partner: "Show me the clue you used." Show two supported explanations. Use R02 to connect other familiar setting/time clues: pyjamas and a dark window may suggest bedtime, not prove an exact hour.

Lesson 2: Apply setting clues

23-38 minutes | Independent application

Give R10. Read "Sam opened the door" and "Our group stopped to eat." Children answer the place, evidence and extra-detail prompts for both scenes. Read a prompt again if needed without naming its answer. Children may explain a clue orally while an adult records it.

38-48 minutes | Explain and exit

Share one library explanation and one picnic explanation. Ask which picture detail supplies information missing from the short sentence. Exit: "I think they are ... because I can see" Record whether the reason is visible and relevant, not whether the child uses the exact model wording.

Support, core and extension

Support: point to the scene with the child, read its caption, then use books or a rug as two practice clues. Core: name the place and justify it with a visible detail.

Extension: combine two clues, or explain why an unrepresented idea does not yet have picture evidence. More writing is not the extension goal.

Teacher examples

R08: both captions say the class arrived early, A has wet coats/puddles, B dry ground/a sunhat. R10 library: visible library, shown by shelves of books; a reading rug is another added detail. Picnic: observing at a picnic table, supported by trees and lunchboxes; bags under the bench are another visible detail. Accept other supported observations.

What to notice and reach next

A place label is helpful, but ask the child to link it to the source sentence. If children only name an object, model "The books help me know where Sam went." If they assume an exact time without a clue, compare what is certain with what is only possible. Use those notes when introducing actions in Lesson 3.

Lesson 3: Clues to actions and reactions

Goal and success checks

Use actions and context to explain a possible meaning, allowing more than one supported idea. Success: point to an action, suggest a reasonable explanation and give a clue; avoid claiming that a face alone proves a feeling. Duration: 48 minutes.

Equipment and resources

Presentation slides 10–12 and 17; R03 action display; R05 stage cards; R12 comparison and R13 key; R14 independent sheet and R15 key; R16 mat with R17–R18 cards C1–C8 and counters. Prepare all eight cards, including the library and factual examples.

0-5 minutes | Retrieve

Ask for an observation and an idea from the weather comparison. Say "I can see ..." for the observation and "It may mean ..." for the idea. A possible explanation still needs a visible clue.

5-13 minutes | Explicit model

Read "Leila stepped onto the stage." Point to the script and watching classmates.

Say: "She may be getting ready to read because she holds a script. A friend's thumbs-up may help her feel supported. I cannot know exactly how she feels."

Compare picture B: "She may not be finished because she waves and the class claps." Make the difference between action and possible meaning clear.

13-22 minutes | Guided evidence

Pairs use R05 to point to two clues in each scene and explain a possible event. Read R05 claims and ask where the evidence comes from. B2–B4 and B6 are picture details; B5 is a possible explanation supported by the script and stage context. B1 is written and the picture shows Leila on stage; Words is also defensible if the child explains that a still picture cannot show the whole step.

Lesson 3: Clue Trail and independent practice

22-32 minutes | Play Clue Trail

Model C1: read the caption, point to a wet clue, explain it, then ask a partner to check. Each counter starts on stop 1. On a turn, read the matching card, point and explain, then move to the next numbered stop. At stop 8, answer C8 before finishing. Both players answer all eight cards; there is no dice roll or skipped stop. Teacher reads unfamiliar captions/labels without supplying a clue.

Card discussion key

C1 wet coats/puddles suggest rain. C2 sun, dry ground or sunhat add sunny weather. C3 the script suggests preparation to read. C4 raised script, wave and clapping support a possible finish. C5 tipped basket/books on the floor and how the spill happened. C6 two children sorting show help. C7 mint is in pot. C8 books are on a shelf; point to books or the Shelf label. Accept other relevant clues and explanations.

32-42 minutes | Independent R14

Read "They worked together." Children identify new detail and explain how it shows working together. The block tower, placing a block and holding it steady are useful clues. Do not assess drawing skill; accept pointing or an oral answer recorded in the child's words. Keep R15 private until responses are complete.

42-48 minutes | Plenary and differentiation

Support: choose two possible actions during practice and use "I think ... because"
Core: one supported explanation. Extension: combine two clues or offer a second reasonable interpretation. Share two different ideas and check the clue for each. Do not accept an invented event just because it sounds interesting.

Record and next step

R14 model: one child steadies the tower while another adds a block; the picture shows how they helped. Note children who give a clue but cannot link it to meaning. In Lesson 4, model that link again using the library sequence rather than rerunning the whole game.

Lesson 4: A sequence and a fact picture

Goal and success checks

Explain added meaning across a short sequence and transfer the routine to a labelled picture. Success: identify an action omitted from a caption, and use a picture/label to explain a plant's location. Duration: 48 minutes.

Equipment and resources

Presentation slides 13–16; R19 library sequence and R20 key; R21 herb picture and R22 key; game cards C5–C8 from R18 for retrieval. Pencils, pupil copies and the four-step display are sufficient. No plant knowledge, coordinates or route calculations are required.

0-4 minutes | Retrieve

Use C5 or C6 for a quick partner clue explanation. Ask "What did the short words leave out?" Do not replay the whole trail.

4-12 minutes | Model the sequence

Read the three captions in order: "The book fell. The books were so close. The corner was ready." Point to the same children helping in pictures. Say: "The words name the events. The pictures show the tips and bases. Two children helping and a tidy place to read. They tell us more about how the corner became ready." Check that observations agree with the order.

12-22 minutes | Guide R19 response

Partners choose one panel, name an extra visible detail and explain its value. A child can choose picture 1, 2 or 3. Ask for a precise point before an explanation. Invite an independent sentence or oral response. Use R20 as an example after children have thought; this is not a fixed answer to every panel choice.

22-30 minutes | Model factual transfer

Read "Our class grew herbs." On R21 say: "The sentence does not tell us which plant is where. MINT points to this plant; POT points to its container. Here mint is in a pot, while basil is in a garden bed." Trace the leaders. This is information about this class garden, not a rule for all plants.

Lesson 4: Explain added factual information

30-42 minutes | Independent R2I

Read both prompts. Children explain the mint's location and what the labels/picture add. They may point to MINT and POT while explaining orally. Keep the meaning independent: reading a label aloud is access support, while selecting the correct container for a child is help with meaning and should be noted.

42-48 minutes | Review and exit

Compare the story and factual examples. Ask "Did the words tell us this detail, or did the picture add it?" Exit: each child names an extra detail and the clue that supports it. The same reading routine works for a story illustration and a useful labelled picture.

Support, core and extension

Support: isolate one library panel; read the two plan names; let a child point before speaking. Core: explain a picture's added detail with a matching clue. Extension: link two clues, or suggest a useful missing detail that would fit the words without changing the story. Keep that extension brief; this unit focuses on reading meaning, not a week of picture design.

Teacher examples

R19: picture 2 shows two children helping sort; the scene adds how they got the reading corner ready. A panel 1 clue about a tipped basket, or panel 3 about children reading in a quiet corner, can also be supported. R21: mint is in a pot; basil is in the garden bed. The labels and container pictures give locations absent from the main sentence.

What to notice and teach next

If a child reads labels but cannot explain what they add, contrast the single sentence with the container detail. If a child retells the sequence without a clue, ask which pictured action was left out of the caption. Record one specific need for Lesson 5; do not repeat every activity.

Lesson 5: Read, explain and reflect

Goal and success checks

Apply the routine to two fresh tasks and explain how a picture clue adds meaning.

Success: distinguish written information from an added detail, name or point to evidence, and link it to the words. Duration: 55 minutes.

Equipment and resources

Presentation slides 18–20; fresh assessments R23 and R24; model key R25; rubric R26; reflection R27; separate quiz with eight questions and feedback. Keep assessment models and quiz feedback hidden until responses are complete. R27 is filed before assessment pages but used afterwards.

0-5 minutes | Brief retrieval

Use the picnic picture on slide 18, read its short sentence and ask for one extra clue. Recall the success checks on slide 19. Do not model the fresh bus, alter or map answers.

5-17 minutes | Narrative assessment

Give R23. Read "The children waited together and each prompt. Children explain a possible place and reason, with visible support. Read again or record an oral/pointed response without selecting the clue. Note any prompting about meaning separately. A small drawing may show a clue but drawing polish is not assessed.

17-27 minutes | Fact-based assessment

Give R24. Read the sentence, map labels and prompts. Children explain one useful extra detail and identify its support. Do not ask for coordinates, directions, distances or arithmetic. Keep responses independent even when text is read aloud.

27-39 minutes | Purposeful quiz review

Use all eight quiz questions after collecting the assessments. Let children choose or explain before revealing the matching feedback. Ask for the actual clue, not just an answer letter. Record common misconceptions for a short targeted reteach rather than turning the quiz into a reading-speed test.

Lesson 5: Interpret evidence and plan the next step

39-46 minutes | Reflection and transfer

Use R27 after the assessment and quiz. Children tick a strategy, identify a new picnic clue and explain what it adds. Packing lunchboxes or folding a blanket supports preparing to leave. Accept a clear oral, pointed or written explanation. This response is a fresh transfer opportunity, not a copying exercise.

46-55 minutes | Review evidence

Use R26 to record each child's observed level for word/image information, evidence, combined meaning and explanation. Keep a brief example of what the child said or pointed to. Share a useful reading strategy and close the presentation. Plan a next step from the actual misconception, not a total made-up percentage.

Assessment model and alternatives

R23: they may be waiting for a bus; shelter and approaching bus are clues. The roof may keep them out of rain. Other ideas can work when tied to visible details and the sentence. R24: the map shows books on a shelf inside the rug, supported by books and the Shelf label. A supported answer about rug or doorway position also works. R25 provides examples and response-cue support guidance.

Quiz key

1 A: the written snack statement. 2 B: art room, shown by easel/paints. 3 C: puddles are a rain clue. 4 B: a friend may have the picture; a watching friend's thumbs-up supports this, without certainty about feelings. 5 C: packed gear near the door supports going out. 6 A: a friend helps put crayons away. 7 B: pencils are in a jar. 8 open: an extra visible clue and explanation; the kite/string can show what they played with.

Support, extension and reteach

Read text and allow speaking, pointing or a scribed response while preserving independent meaning. Extension: explain two clues or a supported alternative. For an unsupported idea, return to one scene and ask "Show me what helps." For picture-only answers, read the sentence first and ask how both fit. For label confusion, trace one correct leader with the child during reteach.

Use the Words and the Picture

Good readers use both the words and the picture to find out more.

1

Read the words.

Read the sentence carefully.
Think about what it tells you.



What do the words say?

2

Look closely.

Look carefully at the picture.
Notice the details.



What can you see?

3

Point to a clue.

Find something in the picture that helps.

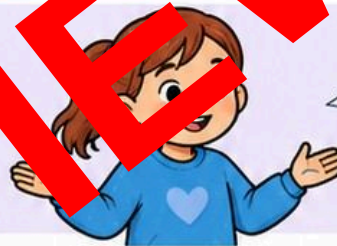


Where is the clue?

4

Explain using both.

Tell how the words and the picture together help you understand.



How do the words and the picture fit together?

Example



Our class arrived early.

The words tell us the class arrived early.
The puddles show it has been raining.

Clues to **where** and **when**

We can look for clues in the things we see to help us work out where something is happening and when it is happening.

Puddles



It has been raining.

Schoolbags and a school gate



They are at school.

Open lunchboxes



It is lunchtime.

Pyjamas and a dark window



It may be bedtime.



Use the **words** and **picture** together.

What can we infer?

Look at the picture. Use the clues to think about what might be happening.



Let's stop onto the stage.



She may be getting ready to read: she has a script.



She may feel supported: a classmate gives a thumbs-up.



More than one idea may fit.

Point to a clue.

Arrival information cards



Our class arrived early.

Sort each card: words, picture, or both.

A1

The class arrived early.



A2

There are puddles.



A3

The coats are wet.



A4

The children have schoolbags.



A5

A teacher is at the door.



A6

It has been raining.



What can we infer?

Look at the picture. Then cut out the cards and sort each one:

words, **picture**, or **both**.



Leila stepped onto the stage.

B1



Leila stepped onto the stage.

B2



Leila holds a script.

B3



Children are watching.

B4



A classmate gives a thumbs-up.

B5



Leila may be preparing to read.

B6



The stage is in a classroom.

Name: _____

Words, picture or both?



Our class arrived early.

Sort each statement. Tick the box that shows the evidence comes from words, the picture, or both.

No.	Statement	Words	Picture	Both
1	The class arrived early.	☐	☐	☐
2	There are puddles.	☐	☐	☐
3	The coats are wet.	☐	☐	☐
4	The children are at school.	☐	☐	☐
5	The class arrived.	☐	☐	☐
6	The children carry bags.	☐	☐	☐

Choose one picture clue. How does it help you?

Words, picture or both?



Our class arrived early.

Sort each statement. Tick the box that shows the evidence comes from words, the picture, or both.

No.	Statement	Words	Picture	Both
1	The class arrived early.	☒	☐	☐
2	There are puddles.	☐	☒	☐
3	The coats are wet.	☐	☒	☐
4	The children are at school.	☐	☒	☐
5	The class arrived.	☐	☐	☒
6	The children carry bags.	☐	☒	☐

Choose one picture clue. How does it help you?

The wet coats show that it has been raining.

Other supported clues may work.

Name: _____

Same words, different weather.

Look at the two pictures. Read the captions. Then answer the questions.



1 What is the same in the words?

2 Point to two different picture clues.

3 What does each picture tell you about the weather?

Picture A: _____

Picture B: _____

Name: **ANSWERS**

Same words, different weather.

Look at the two pictures. Read the captions. Then answer the questions.



Our class arrived early.



Our class arrived early.

1 What is the same in the words?

Both say the class arrived early.

2 Point to two different picture clues.

A has puddles and wet coats. B has dry ground and a sunhat.

3 What does each picture tell you about the weather?

Picture A: A suggests rain.

Picture B: B suggests sunny weather.

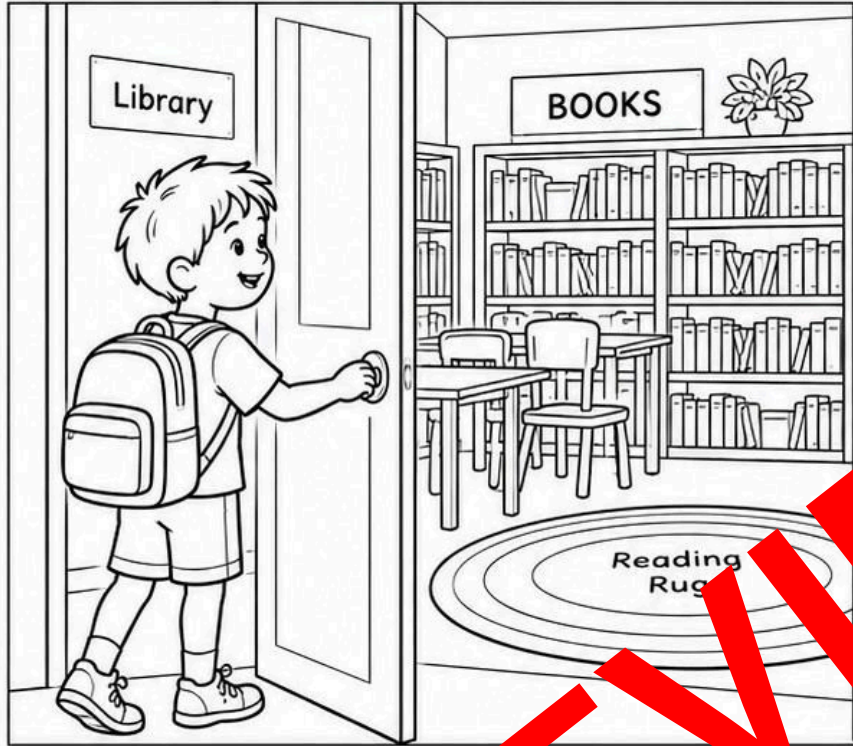
Other visible weather clues may work.

Name: _____

Pictures add details

Look at each picture. Read the sentence. Use the picture to help you answer the questions.

Sam opened the door.



1. Where is Sam?

2. What picture clue helps you?

3. Write one more thing you can see in the picture.

Our group stopped to eat.



1. Where are they?

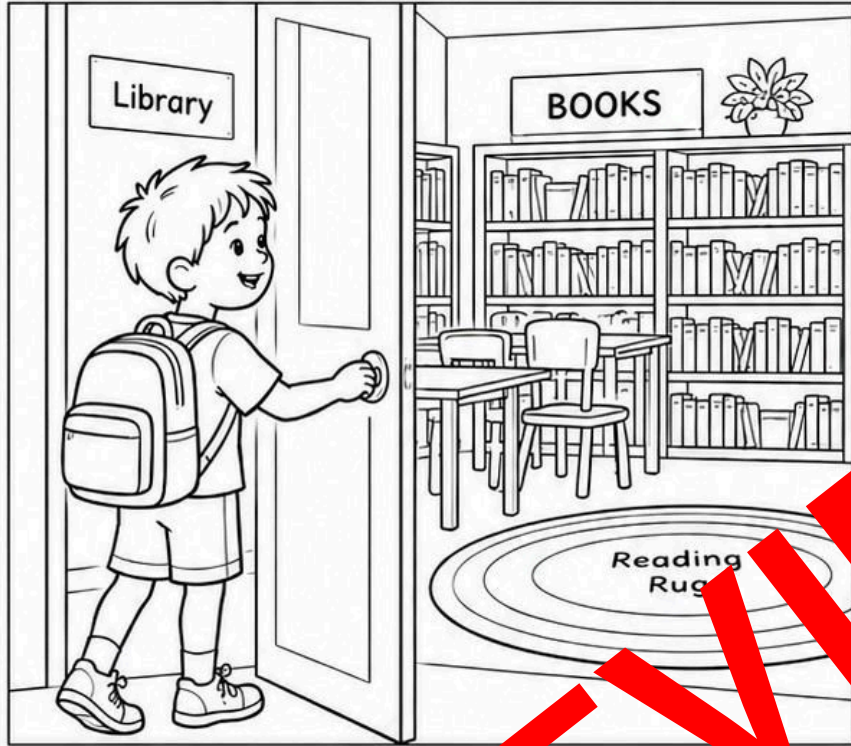
2. What picture clue helps you?

3. Write one more thing you can see in the picture.

Pictures add details

Look at each picture. Read the sentence. Use the picture to help you answer the questions.

Sam opened the door.



1. Where is Sam?

At the library.

2. What picture clue helps you?

I can see shelves of books.

3. Write one more thing you can see in the picture.

There is a reading rug.

Our group stopped to eat.



1. Where are they?

Outside at a picnic table.

2. What picture clue helps you?

Trees and lunchboxes.

3. Write one more thing you can see in the picture.

Schoolbags are under the bench.

Other visible clues may work.

Name: _____

Date: _____

What can we infer?

Leila stepped onto the stage.

Look at both pictures. What might be happening?



1 Circle or point to two clues in each picture.

Find two things in Picture A. Find two things in Picture B.

2 What might be happening? Tell a clue that supports your idea.

Picture A

What might be happening?

A clue that supports my idea:

Picture B

What might be happening?

A clue that supports my idea:



More than one idea may fit.

What can we infer?

Leila stepped onto the stage.
Look at both pictures. What might be happening?



1 Circle or point to two clues in each picture.

Find two things in Picture A. Find two things in Picture B.

2 What might be happening? Tell a clue that supports your idea.

Picture A

What might be happening?

She may be getting ready to read.

A clue that supports my idea:

She holds a script.

Picture B

What might be happening?

She may have finished.

A clue that supports my idea:

She waves; the class claps.



More than one idea may fit.

Name: _____

Show me the clue.



They worked together.

1. What extra details does the picture show?

2. How does your clue help you understand the words?

Name: **ANSWERS**

Show me the clue.



They worked together.

1. What extra detail does the picture show?

They are building a block tower. One child holds it steady.

2. How does your clue help you understand the words?

It shows how they helped each other while they worked together.

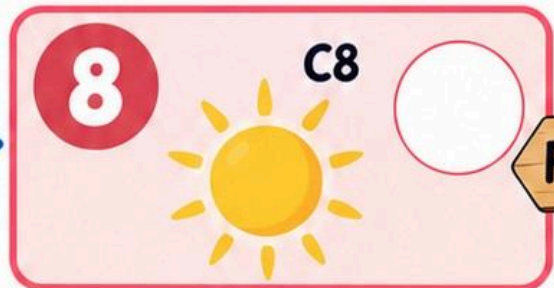
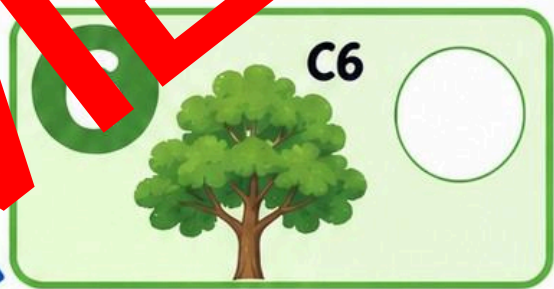
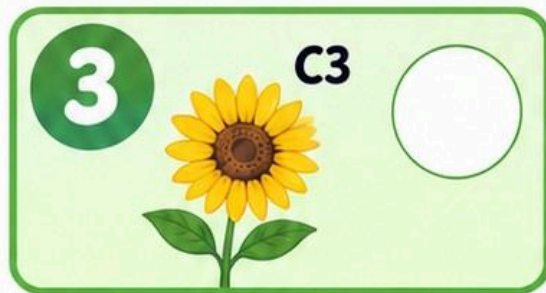
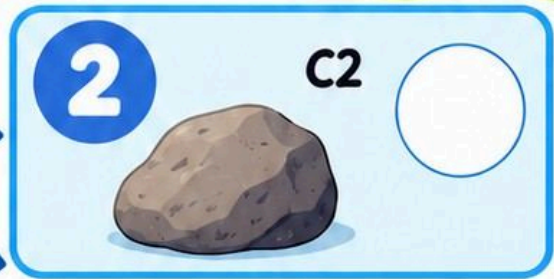
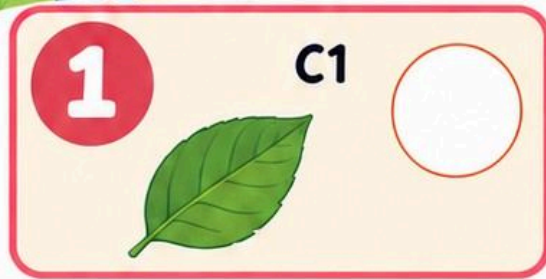
Other visible details and supported explanations may work.

Clue Trail

Read. Think. Explain. Move!

Small clues
lead to big
ideas!

Start



Finish

Rules

- 1 Take turns.
- 2 Read the matching card.
- 3 Point to a clue.
- 4 Explain using the words and picture.
- 5 Move one stop after your partner checks the clue.
- 6 Every player visits all eight stops. No dice needed.

Look closely.
Ask questions.
Discover more!

Look closely and make inferences

Use the picture to find clues and think about what might be happening.

C1



Our class arrived early.

What tells you it has been raining?

C2



Our class arrived early.

What weather clue is added?

C3



Leila stepped onto the stage.

What is Leila holding?
How does it help?

C4



Leila stepped onto the stage.

What might be happening?
Point to a clue.

Look closely and make inferences

Use the picture to find clues and think about what might be happening.

C5



The books fell.

What extra detail can you see?

C6



We sorted the books.

How are the children helping?

C7



Our class grew herbs.

Where is the mint?
Show the clue.

C8



We use our reading corner.

Where are the books kept?
Show the clue.

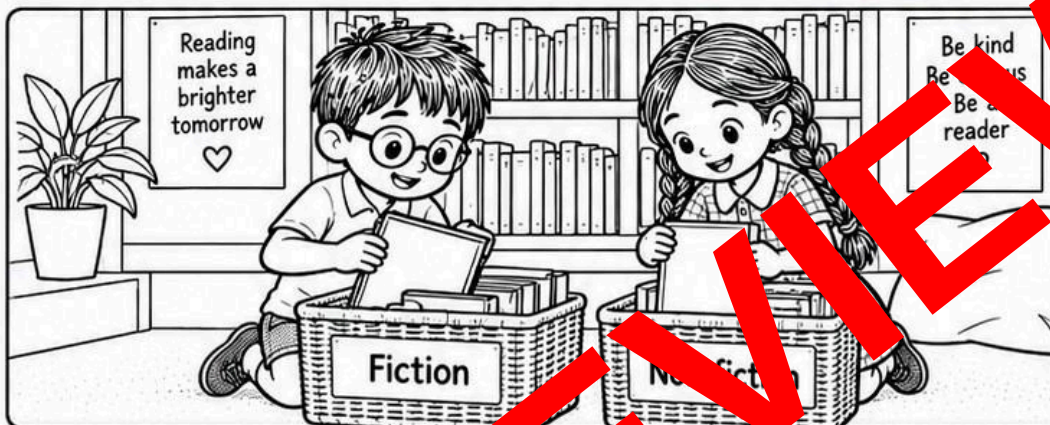
Name: _____

Our class library

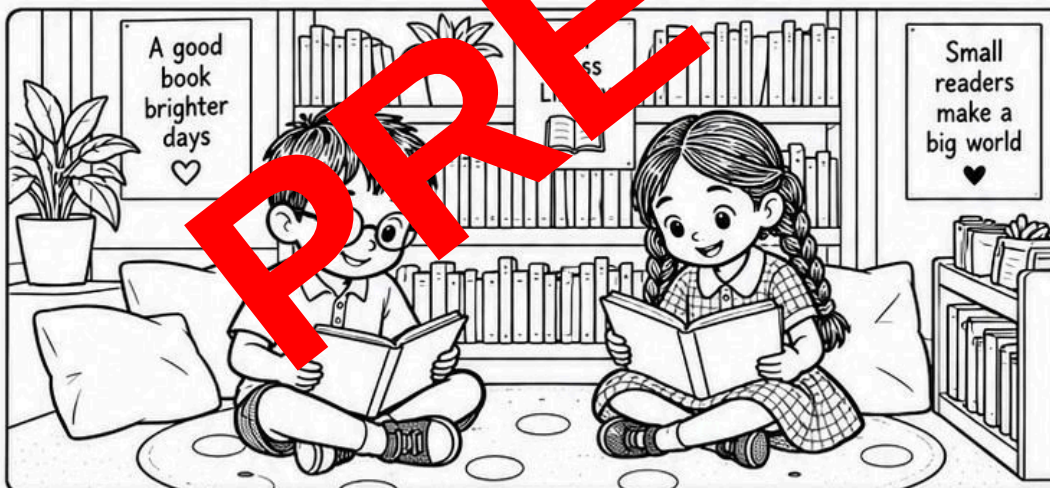
Look closely at the pictures. They show what happened in our class library.



The books fell.



We sorted the books.



The corner was ready.

Choose one picture.

What extra detail does it show? _____

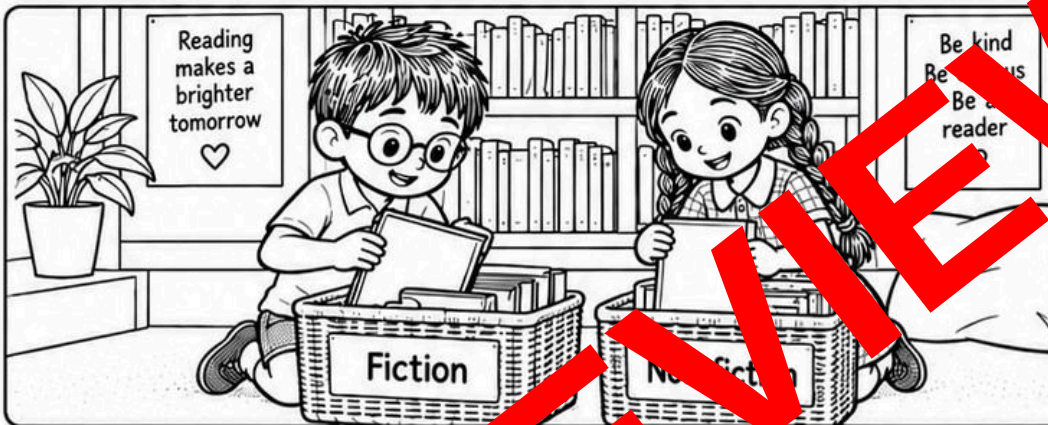
How does that help you? _____

Our class library

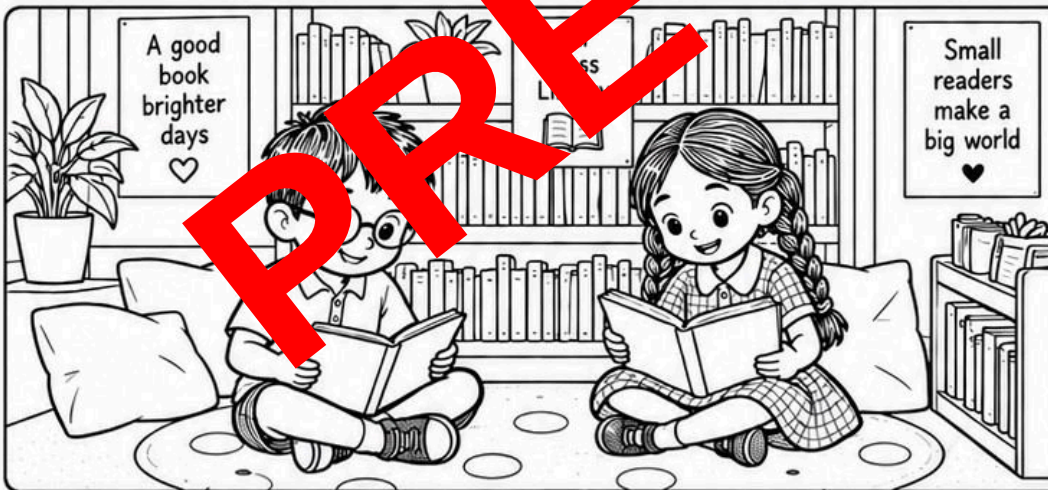
Look closely at the pictures. They show what happened in our class library.



The books fell.



We sorted the books.



The corner was ready.

Choose one picture.

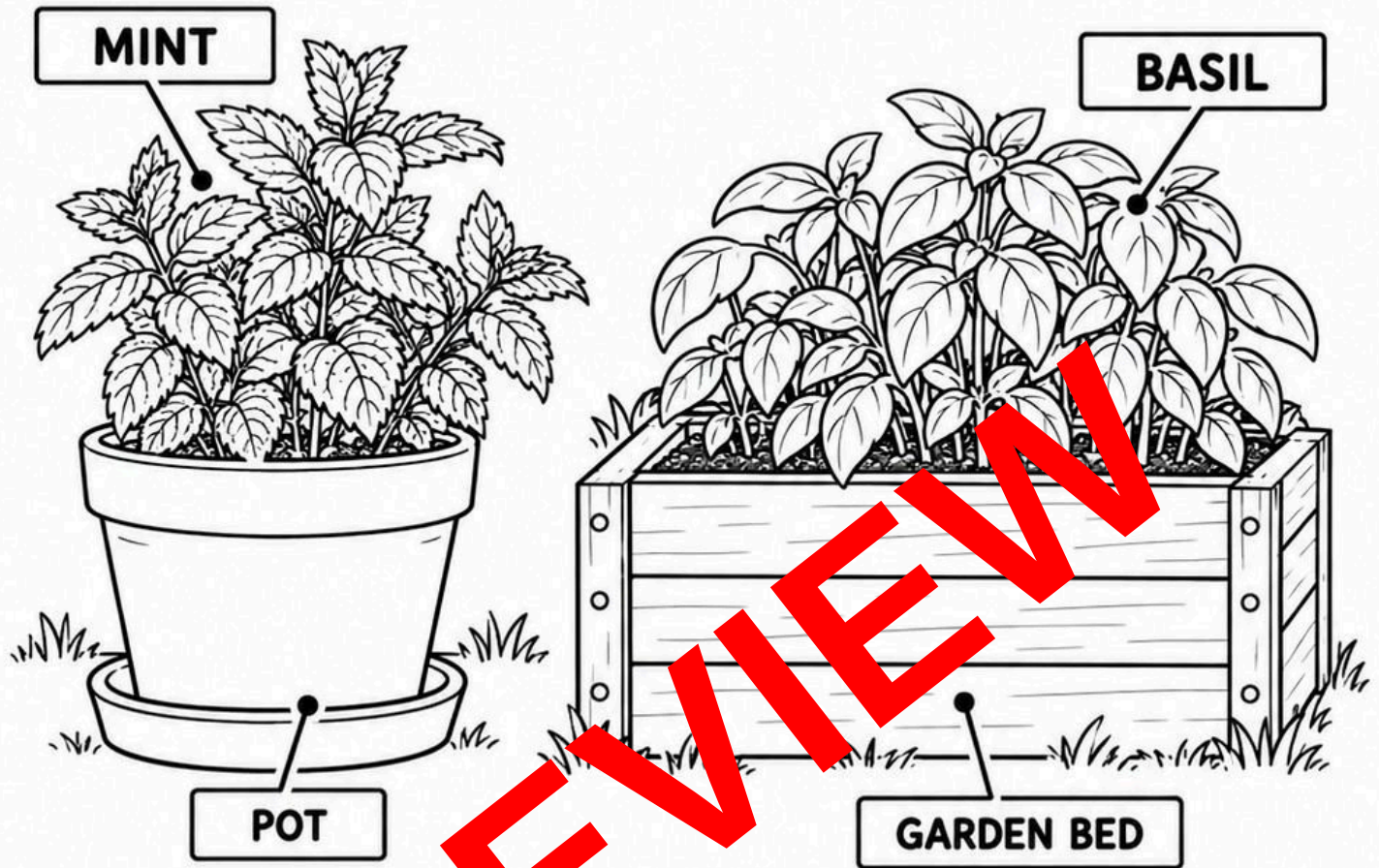
What extra detail does it show? Two children help to sort.

How does that help you? It shows they worked together to get the reading corner ready.

Other panel choices need visible evidence.

Name: _____

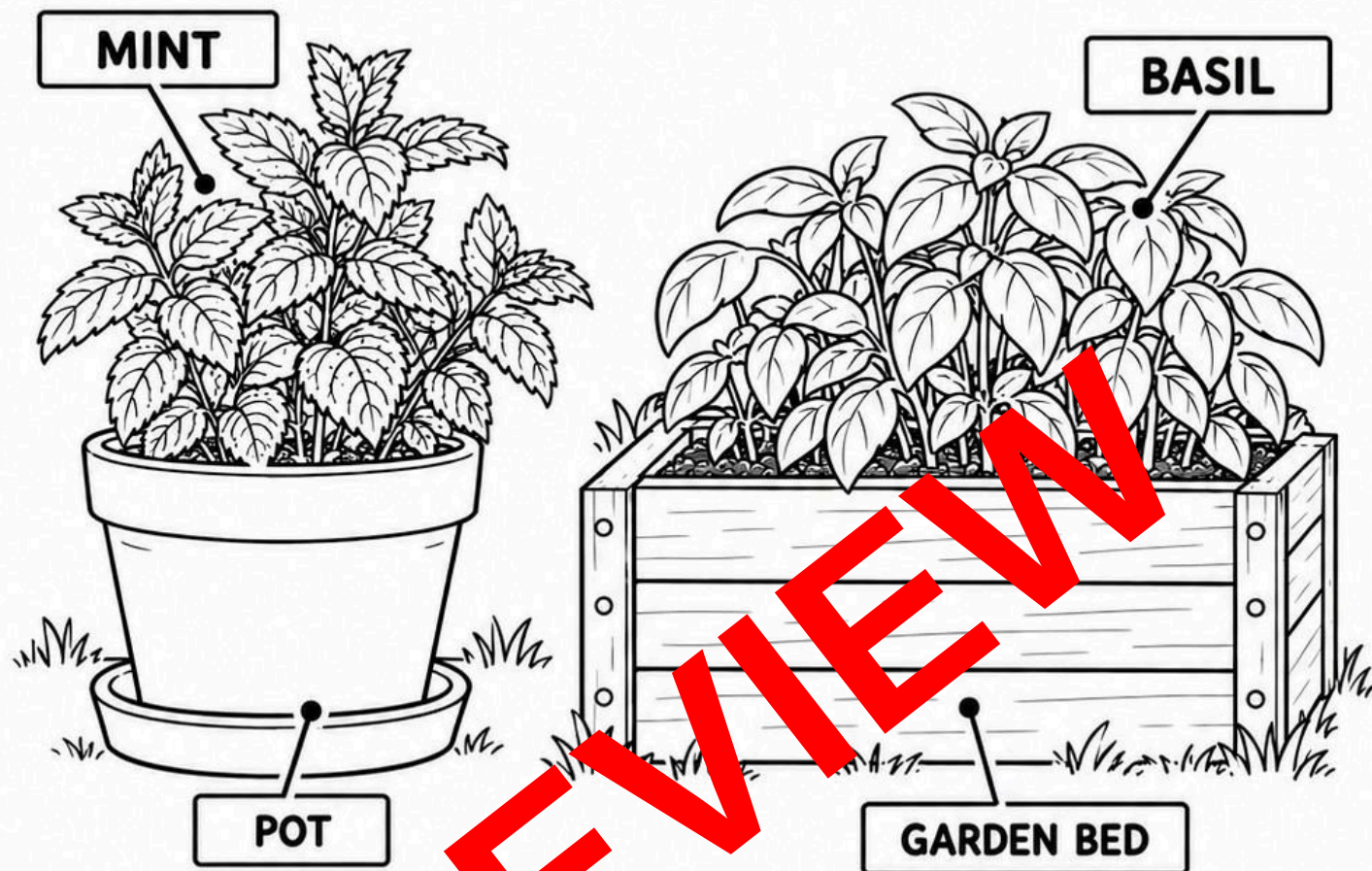
Our class grew herbs.



- ① Where is the mint? Point to the clue.

- ② What extra information do the picture and labels give us?

Our class grew herbs.



- ① Where is the mint? Point to the clue.

The mint is in a pot. The picture and POT label show it.

- ② What extra information do the picture and labels give us?

They tell us mint grows in the pot and basil grows in the garden bed.

Name: _____

My picture clue strategy

Tick a strategy you used.

☐

Read the words

☐

Look closely

☐

Point to a clue

☐

Explain using both



It was time to leave.

1. What extra clue can you see?

2. How does it help you understand the words?

I can share my answer by speaking, pointing or writing.

Name: _____

Waiting together.



The children waited together.

1 Where might they be waiting? Show a picture clue.



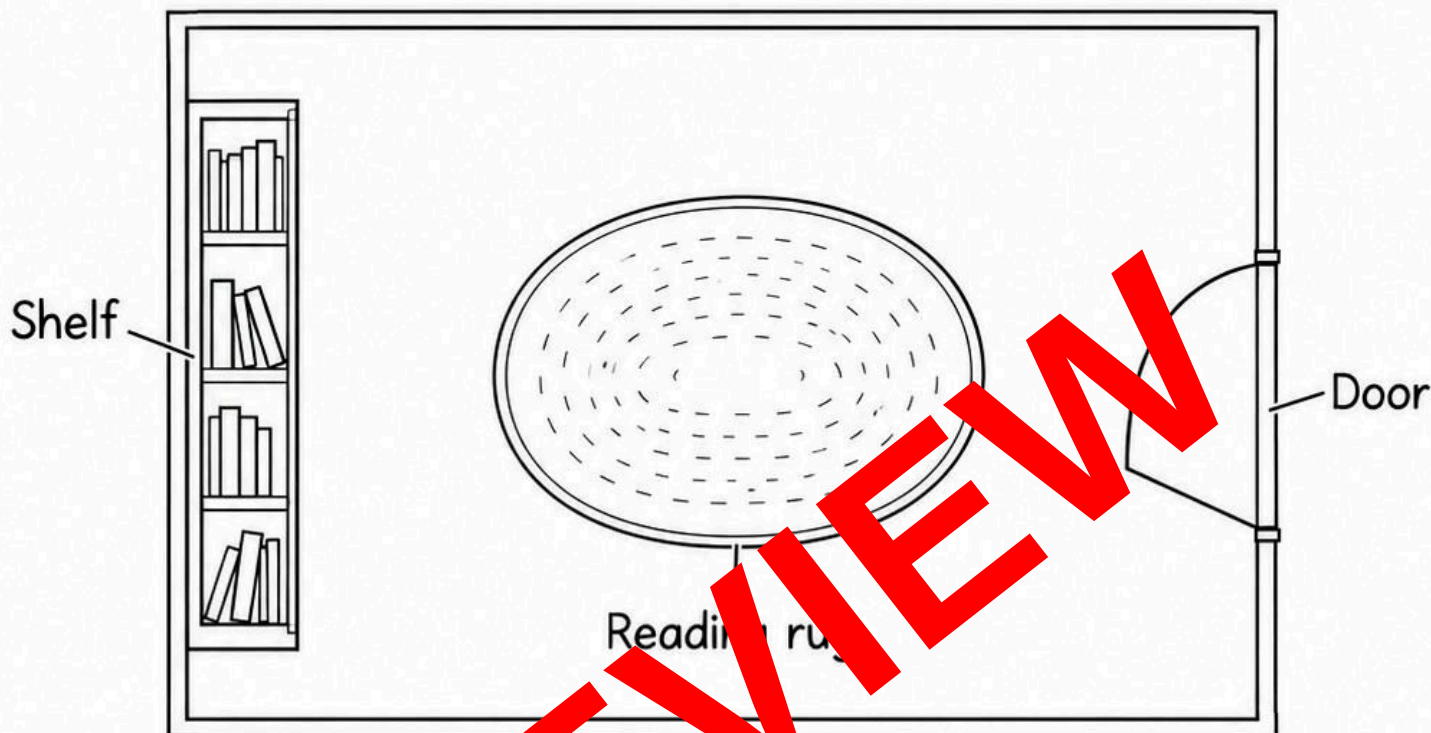
2 Why might they be waiting there? Use the words and a picture clue.



Name: _____

Our reading corner

We use our reading corner.



1. What extra information does the map give us?

2. Point to a label or picture that supports your answer.

Assessment examples

Waiting together



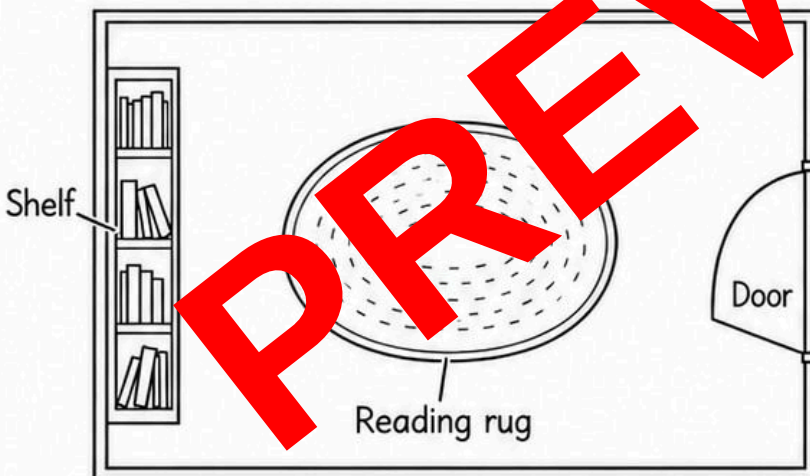
Model answer:

They may be waiting
for a bus.

The shelter and
approaching bus are clues.

The roof helps keep them
out of the rain.

Our reading corner



Model answer:

Books are kept on the
shelf beside the reading
rug.

The shelf label and books
show this.

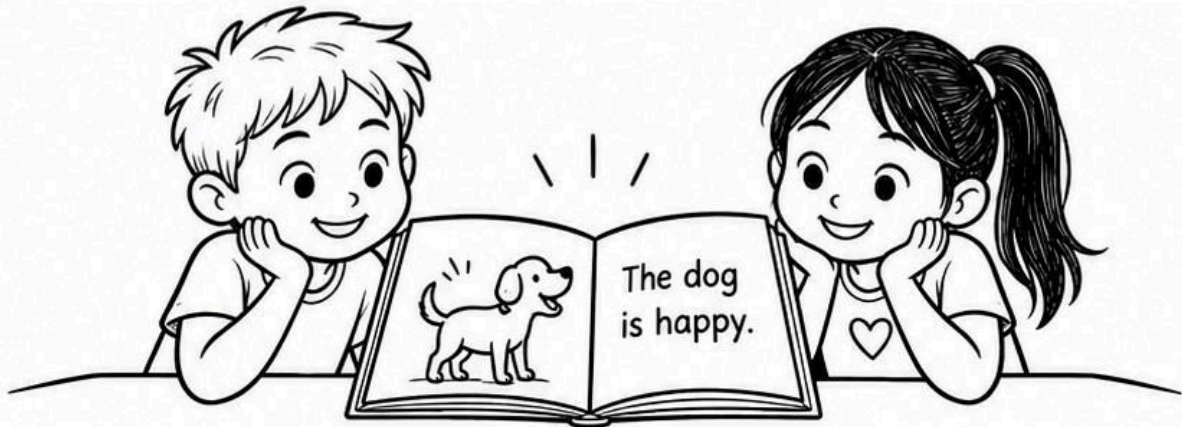
Teacher guidance:

- Read the prompt aloud if needed.
- Accept pointing, speaking or a scribed response.
- Accept different ideas when the child names a useful visible clue and links to the words.
- Do not assess neatness, spelling or reading speed.

Reading picture clues rubric

Name: _____

Date: _____



Skill	Emerging	Developing	Secure
Word and picture information	Needs help to tell what the words say.	Tells one word or picture detail with a prompt.	Separates what the words say from an extra picture detail.
Visible evidence	Gives an idea without a visible clue.	Points to a relevant clue with a prompt.	Names or points to a useful clue independently.
Meaning together	Repeats a clue without linking it.	Links a picture clue to the words with a prompt.	Explains how the picture adds meaning to the words.
Explanation	Meaning is unclear even with support.	Gives a brief understandable idea with support.	Gives a clear supported idea; alternatives may fit.

Evidence I noticed:

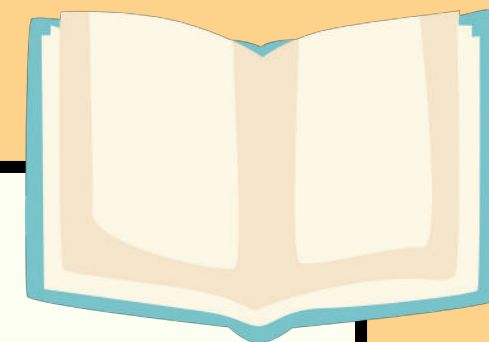
Next teaching step:

Judge meaning, not drawing, handwriting or reading speed.

Reading Picture Clues

Year 2





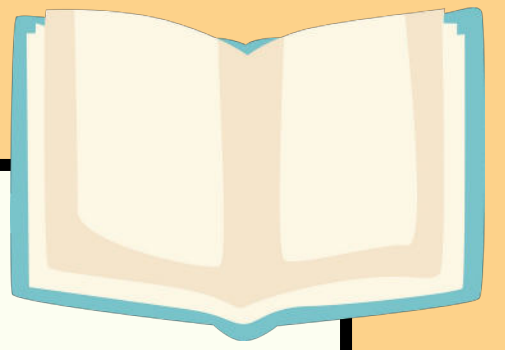
Words and pictures



The words and picture work together.

Look for a detail the words do not tell you.



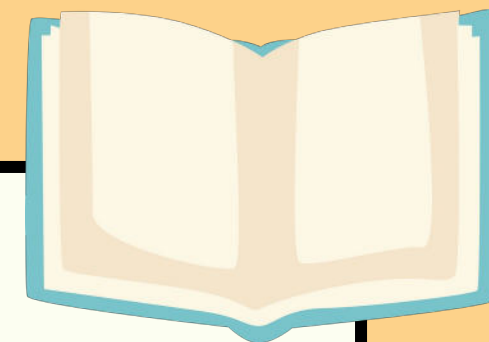


Read the words

Our class arrived early.

What do we know from these words?



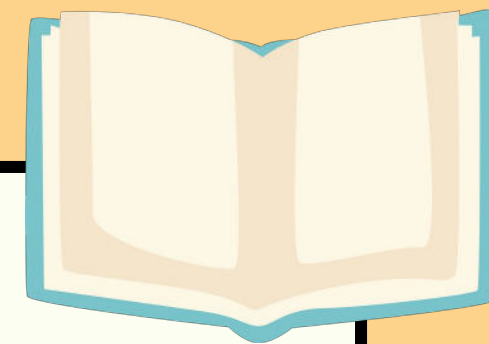


Look closely

Our class arrived early.

What extra clues can you see?



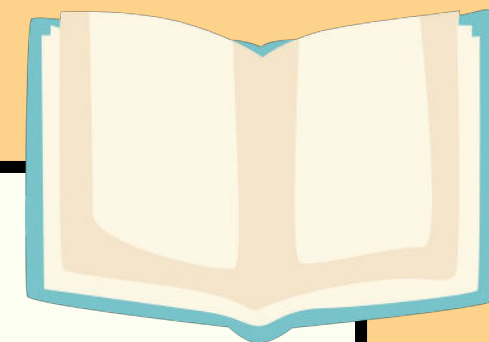


Use both



Forced: the class arrived early.
Picture: wet coats and puddles.
Together: it has been raining.





Where is the information?

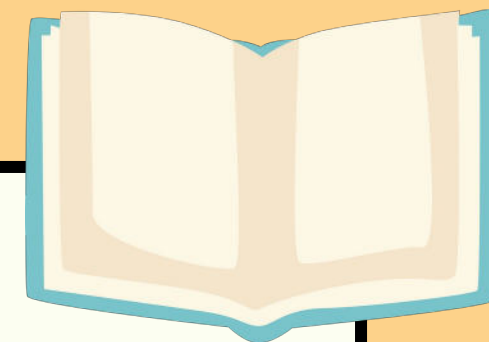


The clothes are wet.

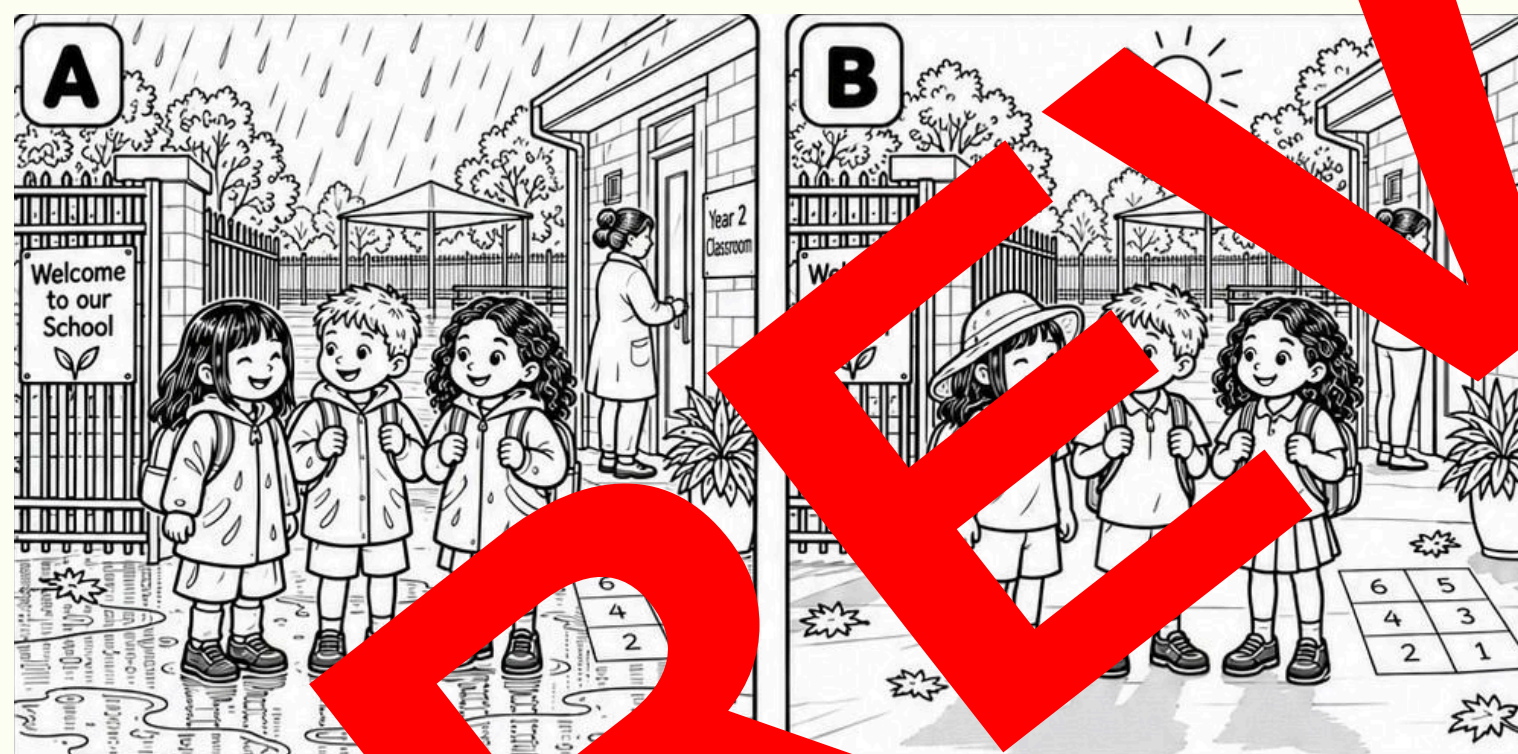
Do the words tell you this, the picture, or both?

Point to the clue.





Same words, different weather

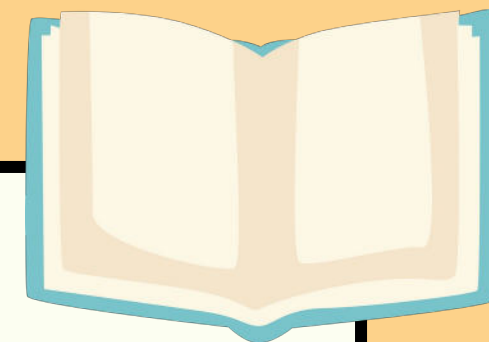


Our class arrived early.

What changes in the pictures?

What stays the same in the words?





A clue helps an idea

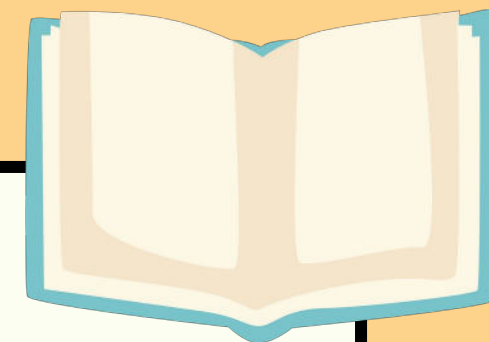


can puddles.

It may mean it has been raining.

A useful idea needs a picture clue.





Clues to where

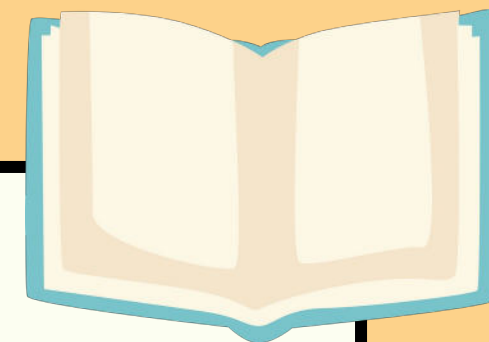


Sam opened the door.

Where is Sam?

What picture clue helps you?





Actions give us clues

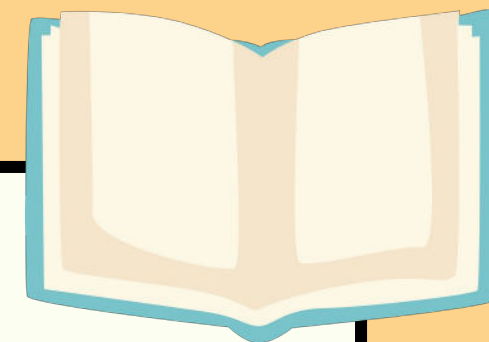


A girl jumped onto the stage.

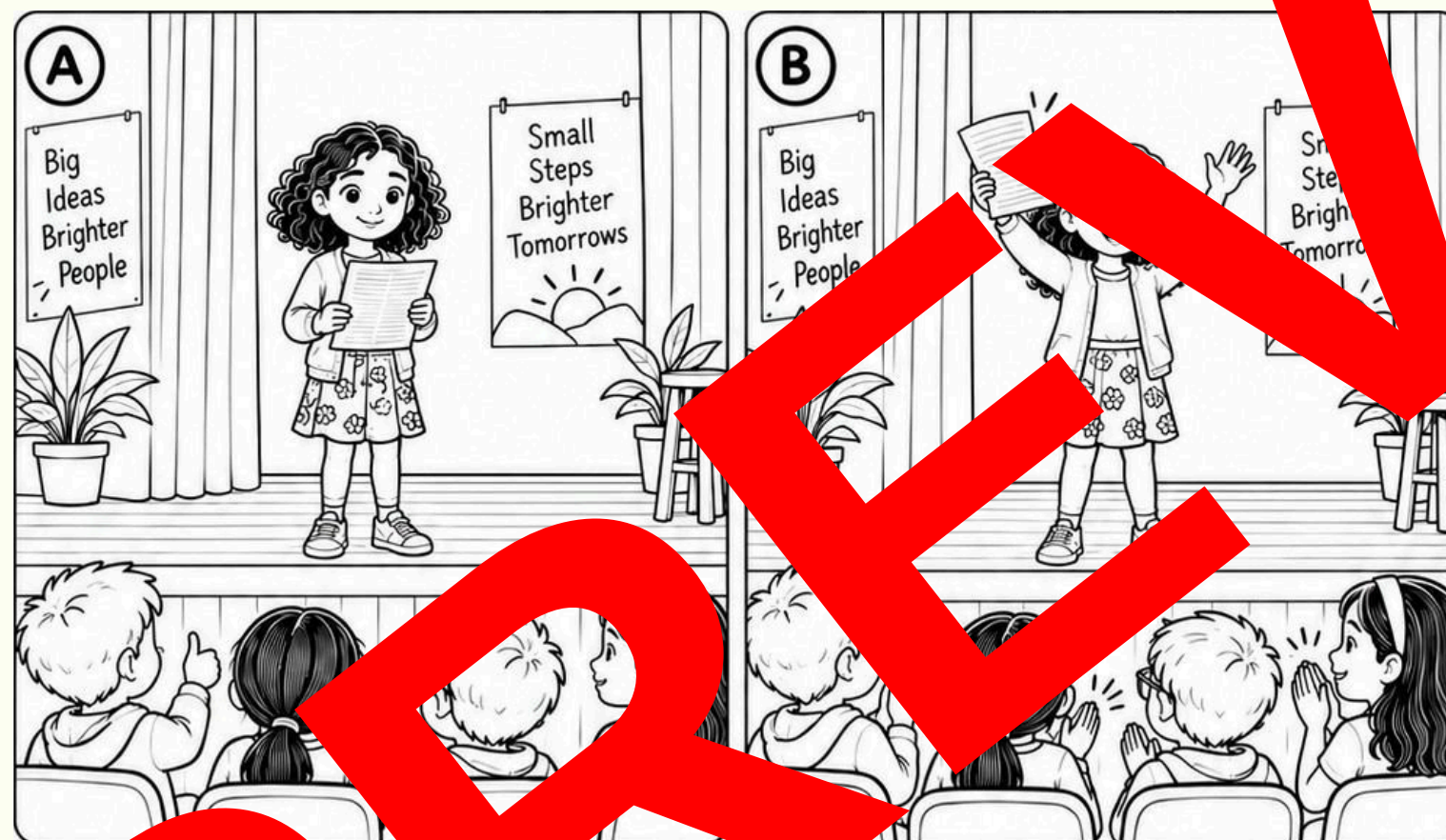
What is she holding?

What are the other children doing?





More than one idea may fit

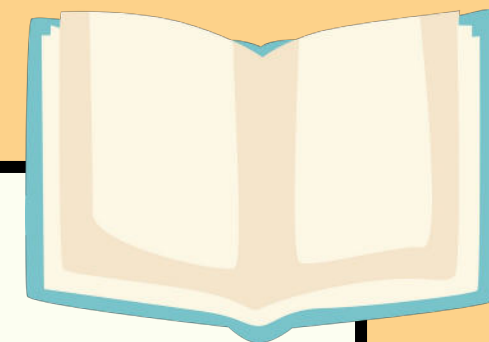


She may be getting ready to read.

She may have finished.

Which picture clue helps each idea?





Show a partner

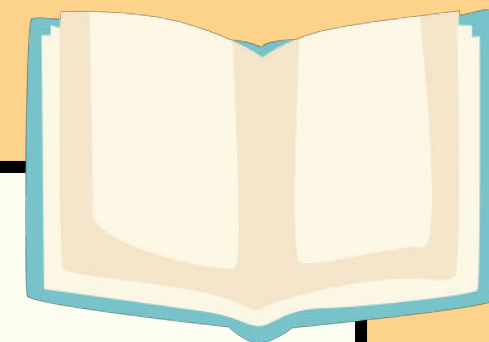


They worked together.

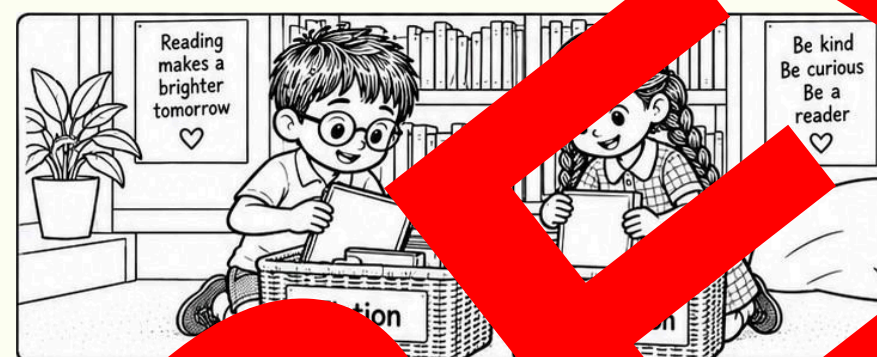
Point to one action.

How does it help the other child?





Our class library



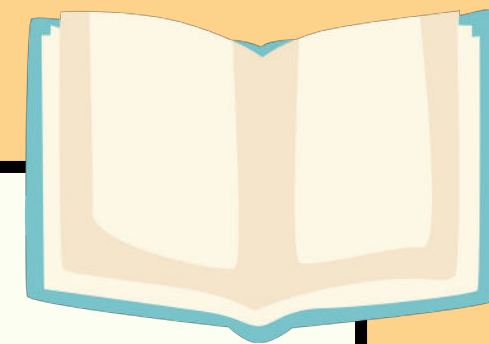
The books tell.

We sorted the books.

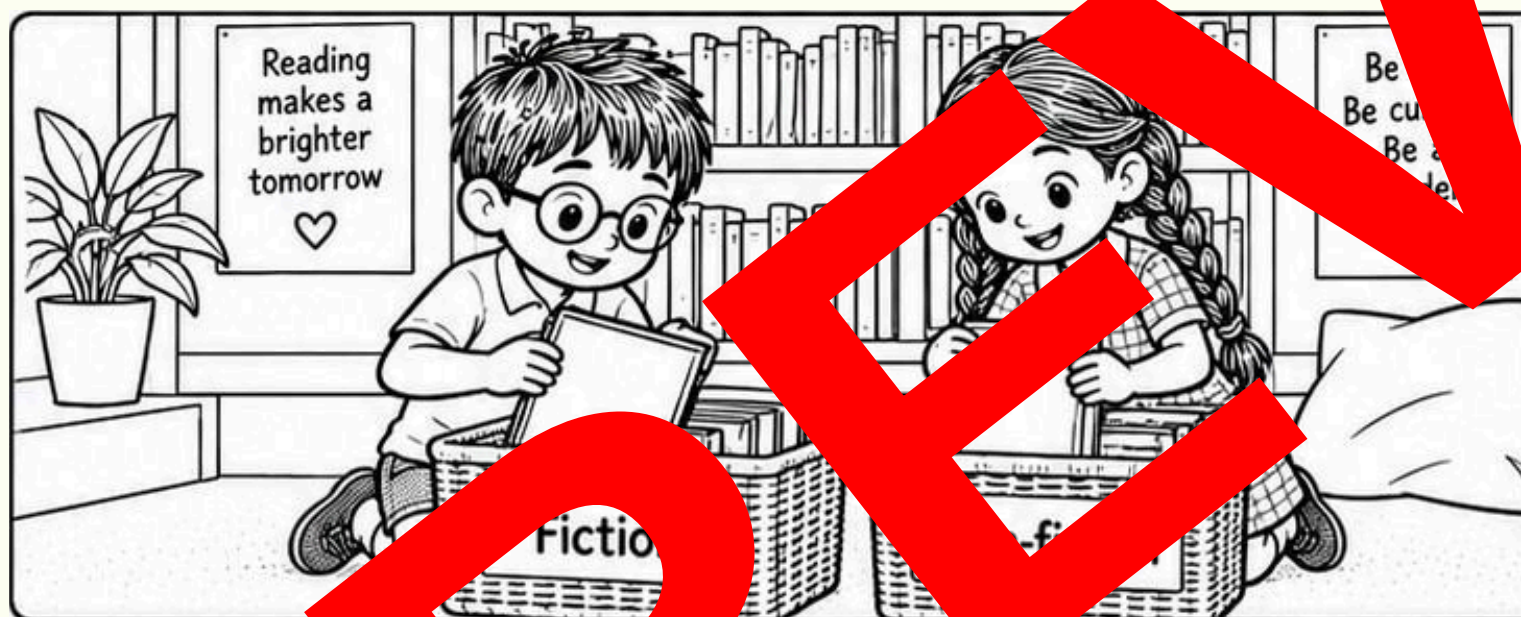
The corner was ready.

What extra actions can you see?





Pictures show how we help

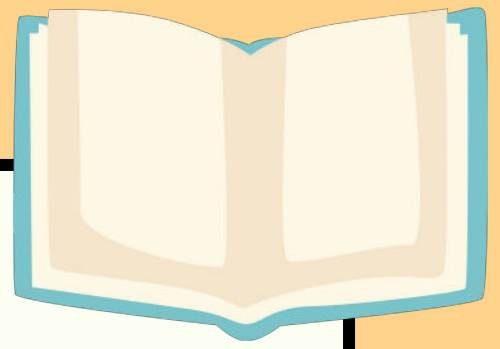


We see the books.

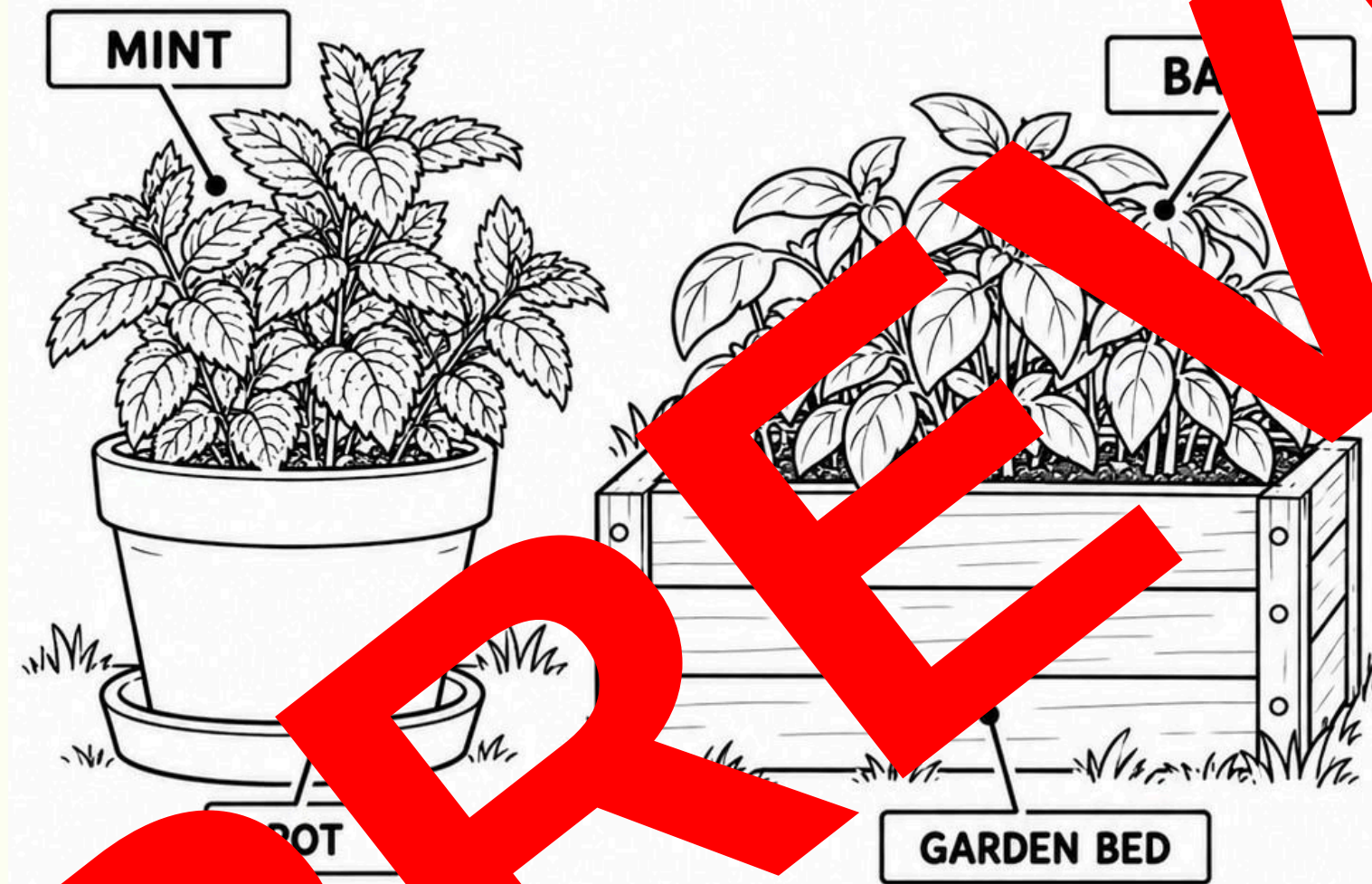
The picture shows two children helping.

How does that add to the words?





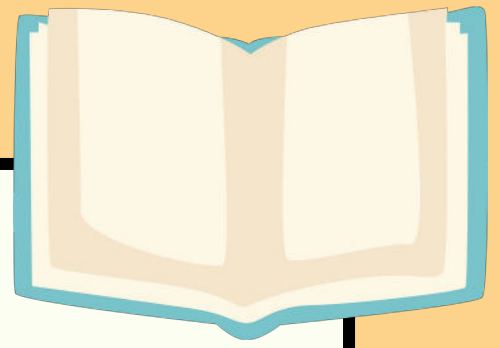
A labelled picture



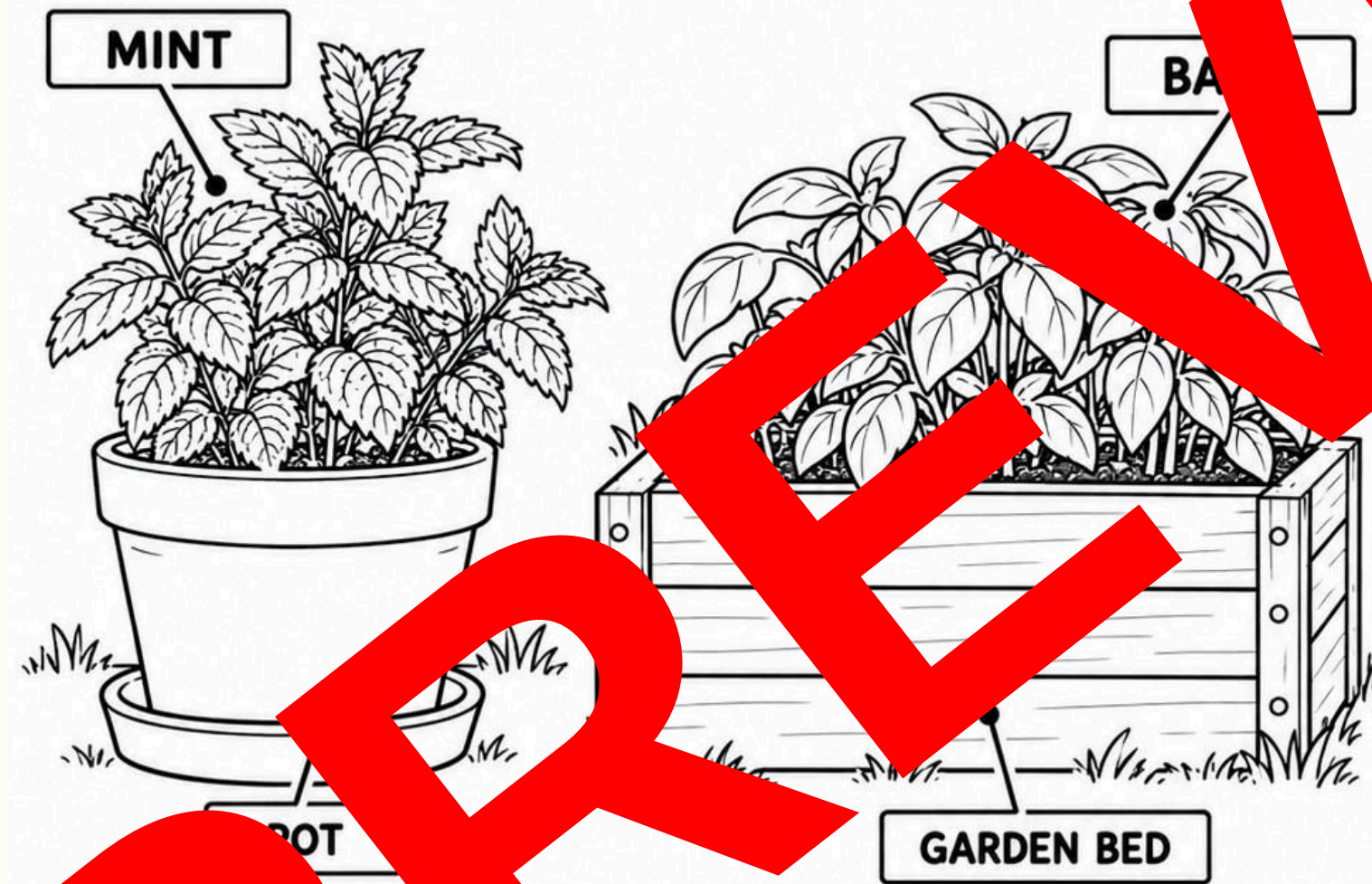
Our class grew herbs.

What do the picture and labels add?





Explain a picture

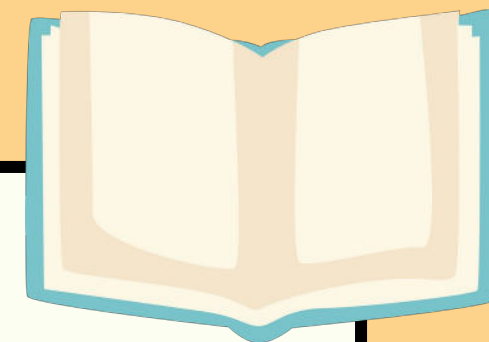


The mint is in a pot.

The basil is in a garden bed.

Point to a label that helps.





Clue Trail



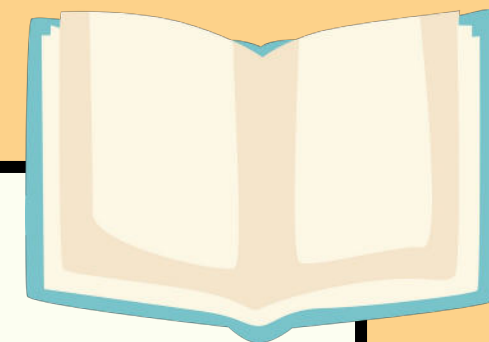
Your class arrived early.

Point to a clue.

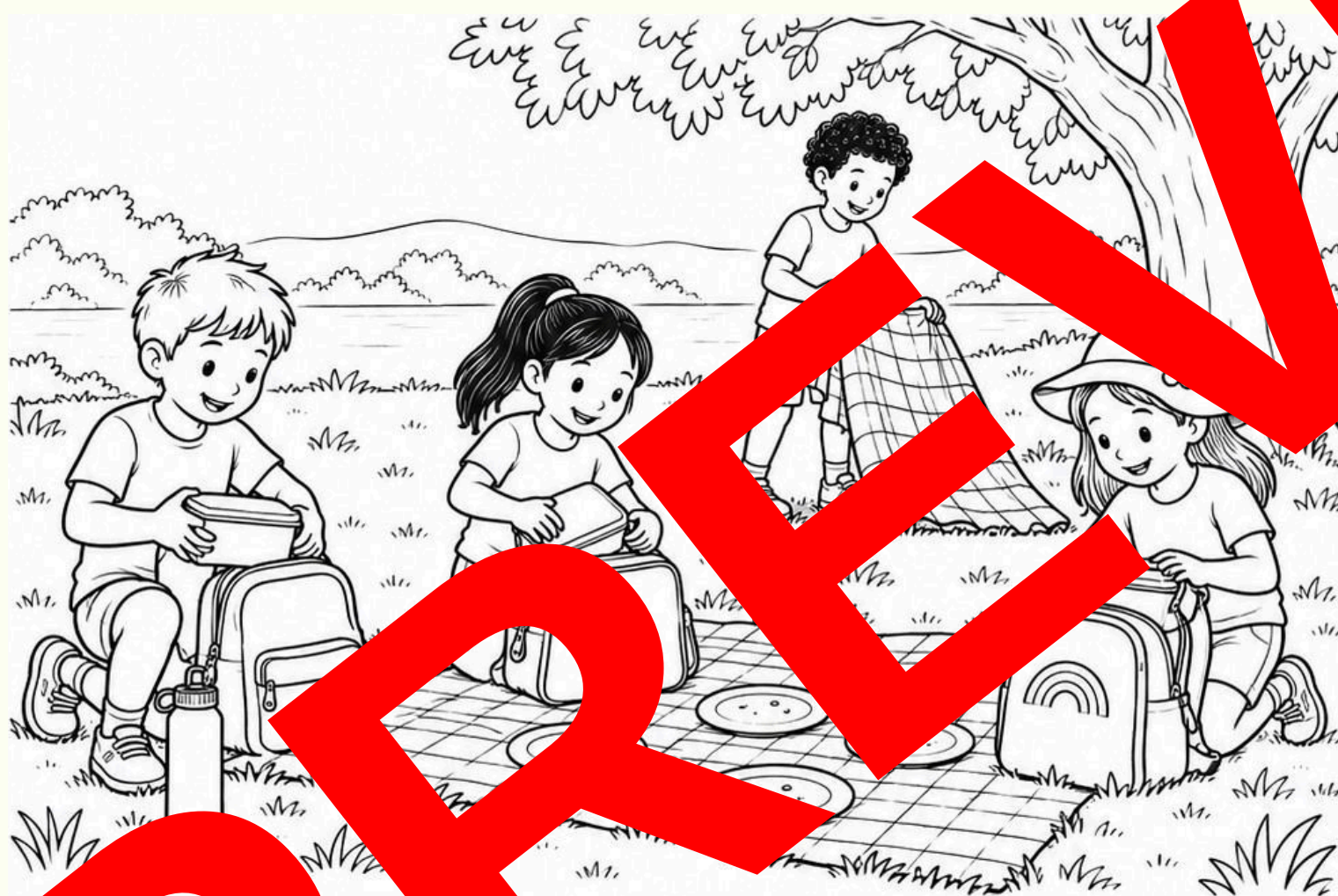
Explain what the picture adds.

Your partner checks the clue.





A new picture clue



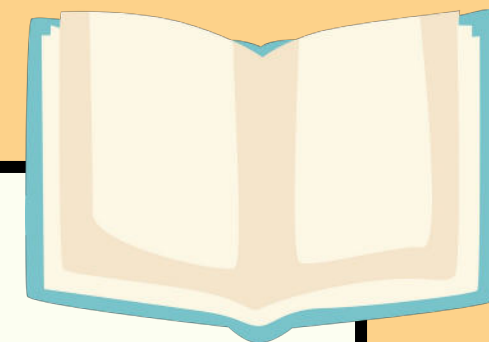
was going to leave.

What extra clue can you see?

Explain how it helps.



Show what you know



Read the words.

Point to a useful clue.

Explain using both.

You can speak, point or write.





Well done!

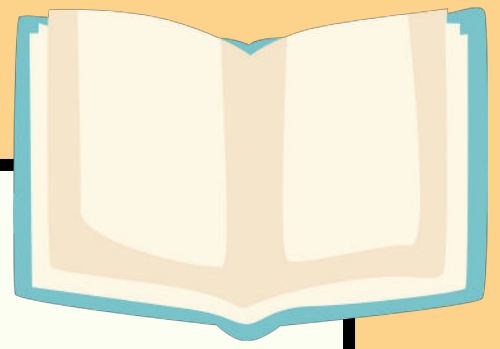


PREVIEW

Reading Picture Clues Quiz

Year 2





I - Words



Milo ate his snack.

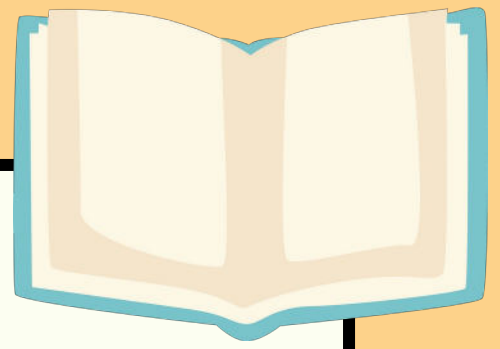
What do the words tell us?

A Milo ate his snack.

B Milo sits on a bench.

C A bag is under the bench.





I - Words - Explain



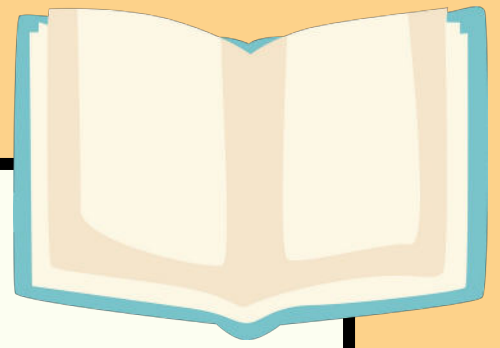
- Make his snack.

This is written in the sentence.

The bench and bag are extra picture details.



2 - A place clue

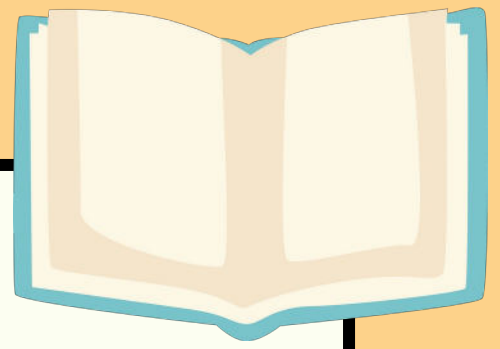


She opened the door.

What place does the picture show?

- A A swimming pool.
- B An art room.
- C A kitchen.





2 - A place clue - Explain

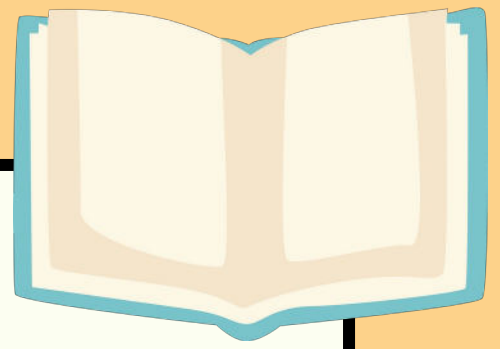


- An art room.

The easel, paint pots and brushes are clues.

The words only tell us Jo opened the door.





3 - A rain clue



It couldn't go to school.

Which clue shows it has been raining?

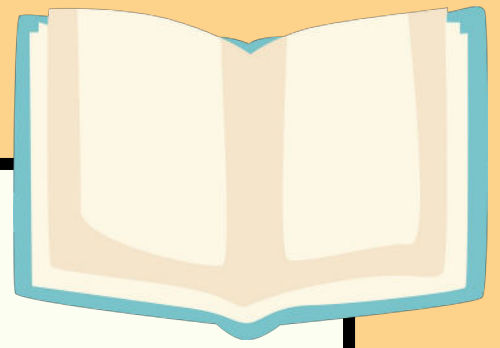
A A schoolbag.

B A closed book.

C Puddles.



3 - A rain clue - Explain



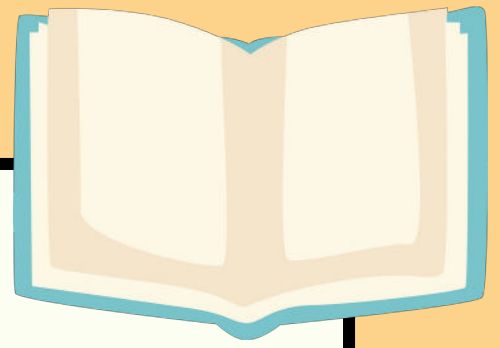
– puddles.

Puddles are a clue that it has been raining.

Kit's wet coat is another rain clue.



4 - A supported idea



Nia showed her picture.

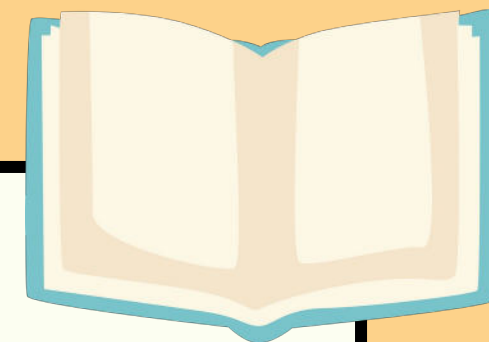
Which idea has a picture clue?

A Nia is alone.

B A friend may like her picture.

C No one can see the picture.





4 - A supported idea - Explain

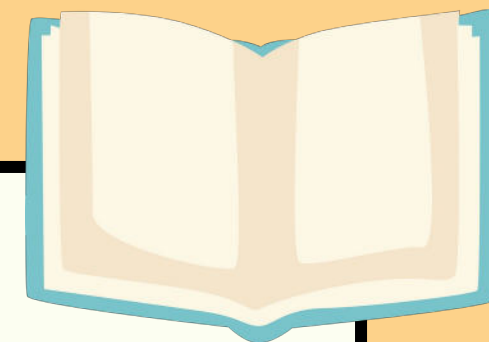


- A friend may like her picture.

The friend watches and gives a thumbs-up.

It is a clue. More than one idea may fit.





5 - Use a clue



They are ready.

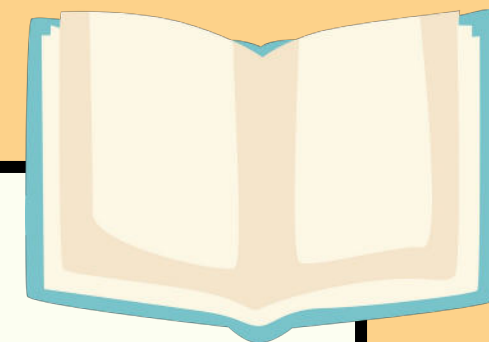
Which idea has a picture clue?

A Looking for a lost dog.

B Washing their bags.

C Getting ready to go out.





5 - Use a clue - Explain.

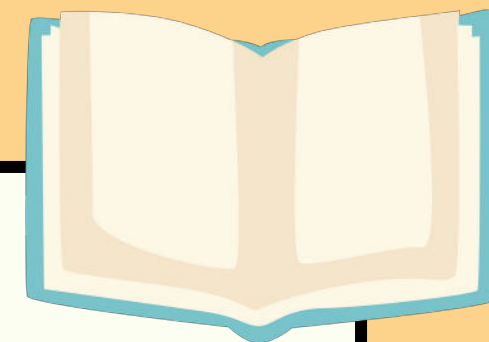


– Getting ready to go out.

They pack a bag near the door.

Shoes and coats are extra clues.





6 - The next picture



We tried p.

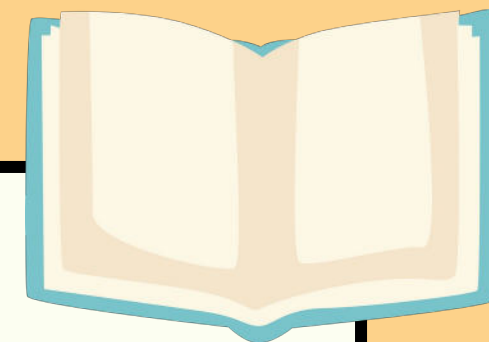
What does the second picture
add?

A A friend helps tidy the
crayons.

B All the crayons disappear.

C The child goes home.





6 - The next picture

Explanation

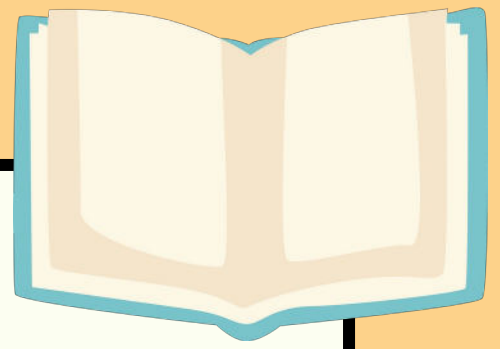


– A girl helps put crayons away.

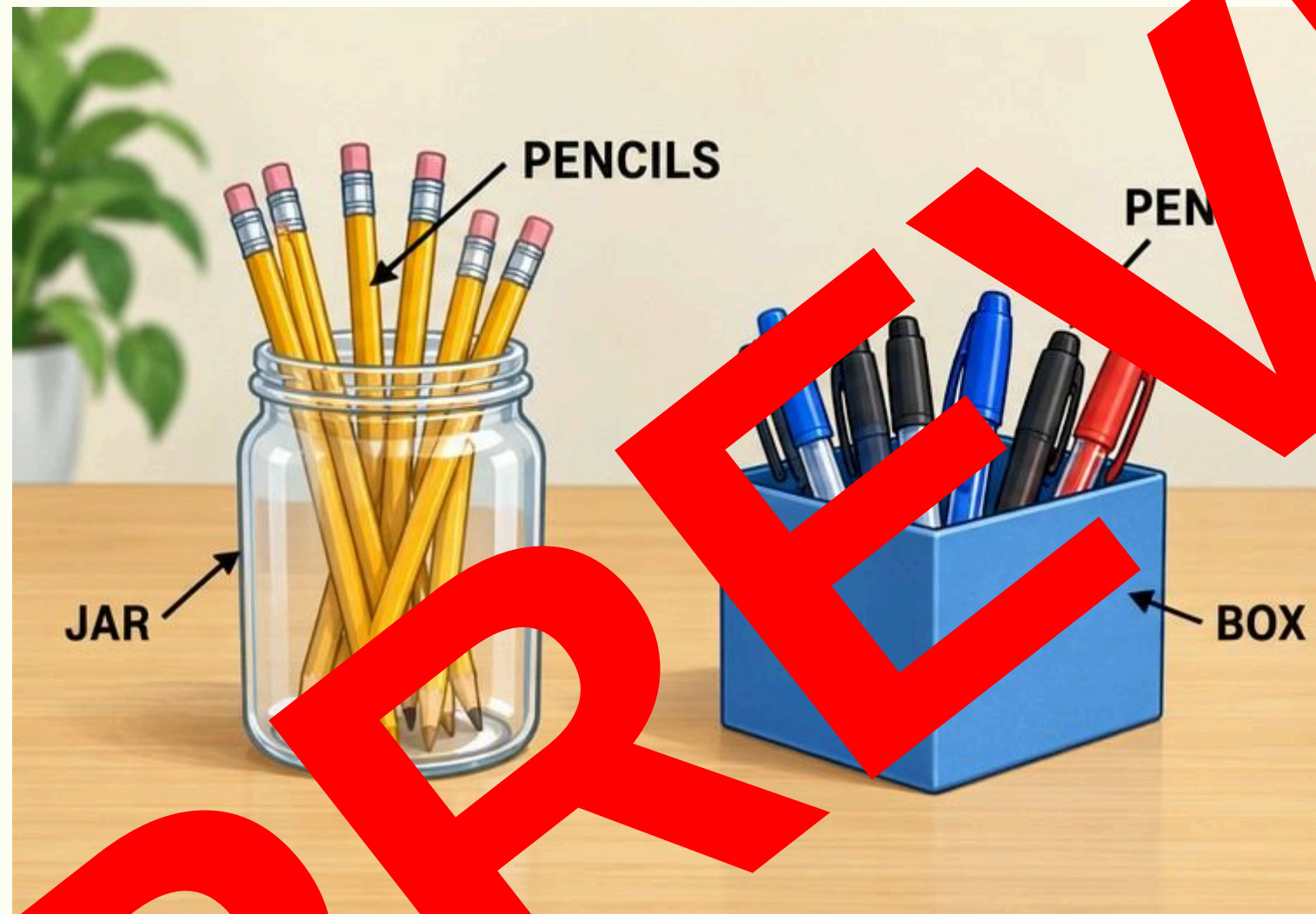
The second picture shows two children helping.

That detail is not in the short words.





7 - Picture and Labels

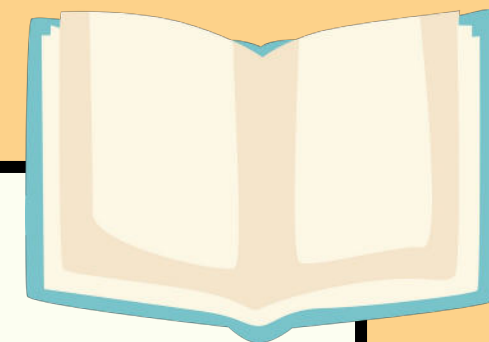


These are our tools.

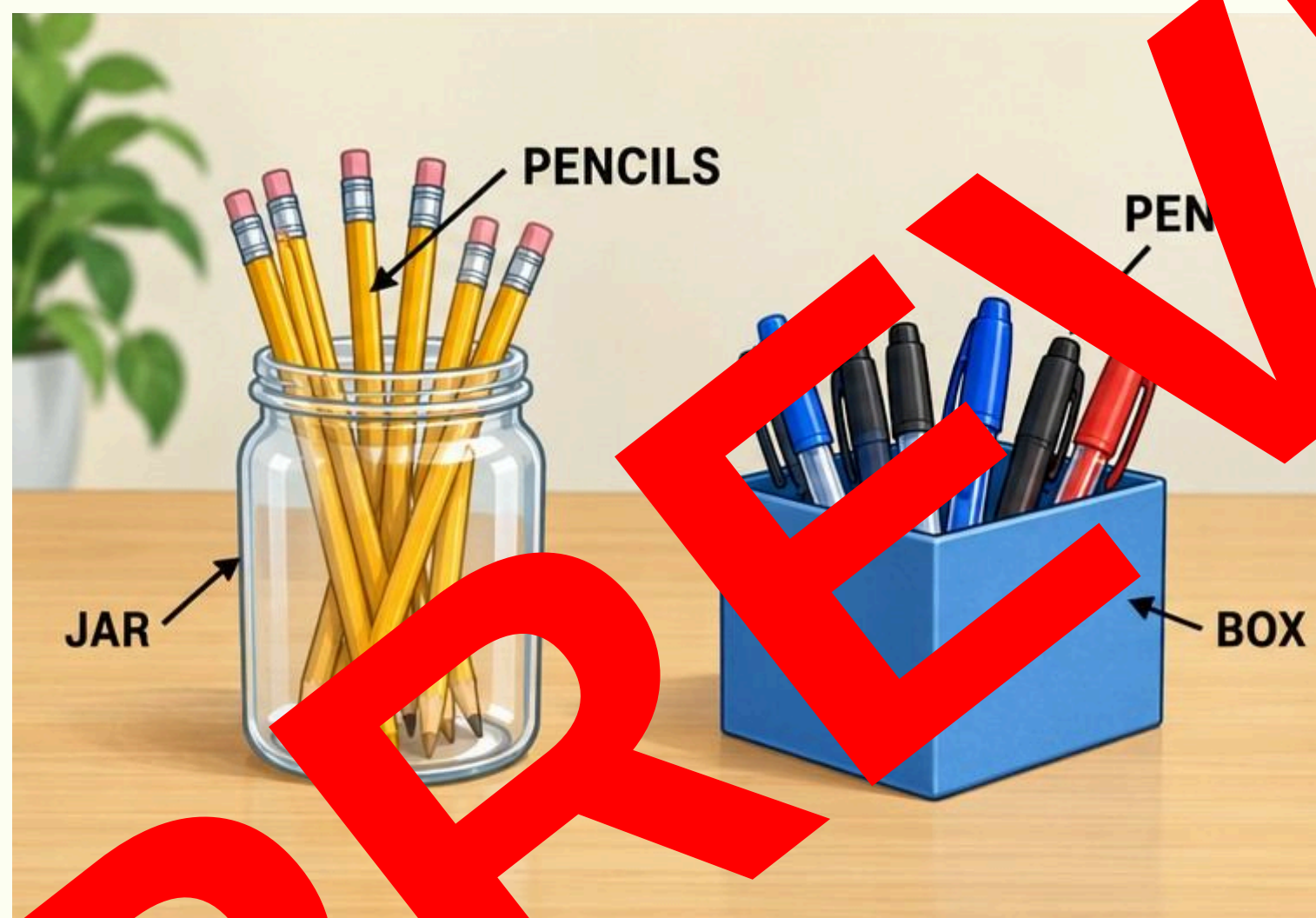
What extra detail does the picture add?

- A Everyone likes writing.
- B Pencils are in a jar.
- C All the pencils are new.





7 - Picture and labels - Explain

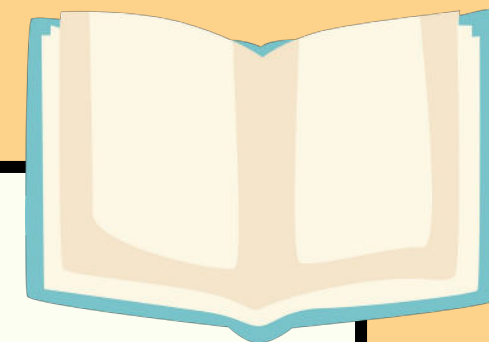


– Pencils are in a jar.

The labels and container picture show this.

The words do not name the container.





8 - Show and explain

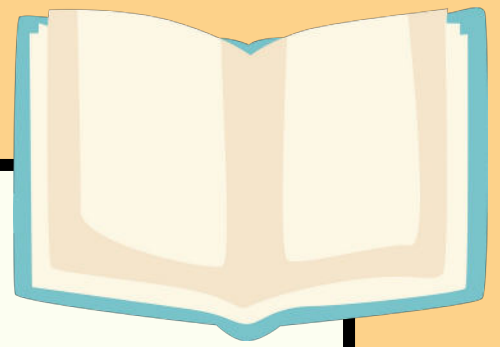


le p outside.

Text or show one extra picture
clue.

How does it help you
understand the words?





8 - A possible answer



One possible answer:

The kite shows what they played with.

I can see the kite string.

Other ideas can work with a clue.



Well done!



PREVIEW