**English Progression Map Year 2**

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|  | **Skills** |
| **Reading:**  **Word Recognition** | * Continue to apply phonic knowledge and skills as the route to decode words until automatic decoding has become embedded and reading is fluent. * Read accurately by blending the sounds in words that contain the graphemes taught so far, especially recognising attentive sounds for graphemes. * Read further common exception words noting unusual correspondence between spelling and sound and where these occur in the word. * Read accurately words of two or more syllables that contain the taught GPCs. * Read most words quickly and accurately, without overt sounding and blending, when they have been frequently encountered. * Read aloud books closely matched to their improving phonic knowledge, sounding and unfamiliar words accurately, automatically and without undue hesitation. * Re-read these books to build up their fluency and confidence in word reading. * Read words containing common suffixes. |
| **Reading: Comprehension** | **Develop pleasure in reading, motivation to read, vocabulary and understanding by:**   * Listening to discussing and expressing views about a range of contemporary and classic poetry, stories and non-fiction at a level beyond that at which they can read independently. * Discussing the sequence of events in books and how items of information are related. * Becoming increasingly familiar with a retelling a wider range of stories and traditional tales. * Discussing their favourite words and phases. * Continuing to build up a repertoire of poems learnt by heart, appreciating these and reciting some, with appropriate intonation to make the meaning clear. * Being introduced to non-fiction books that are structured in different ways. * Recognising simple recurring literary language in stories and poetry * Discussing and clarifying the meaning of words, linking new meanings to know vocabulary.   **Understand both the books that they can already read accurately and fluently and those that they listen to by:**   * Drawing on what they already know or on background information and vocabulary provided by the teacher. * Checking that the text make sense to them as they read and correct inaccurate reading. * Make inferences on the basis of what is said and done. * Predicting what might happen on the basis of what has been read so far. * Answering and asking questions. * Participate in discussion about books, poems and other words that are read to them and those that they can read for themselves, taking turns and listening to what others say. * Explain and discuss their understanding of books, poems and other material, both those that they listen to and those that they read for themselves. |
| **Writing:**  **Transcription – Handwriting** | * From lower-case letters of the correct size relative to one another. * Start using some of the diagonal and horizontal strokes needed to join letters and understand which letters when adjacent to one another, are best left unjoined. * Write capitals of the correct size, orientation and relationship to one another and to lower case letters. * Use spacing between words that reflects the size of the letters. * Write digits of the correct size and orientation. |
| **Writing:**  **Transcription – Spelling** | * Spell by segmenting words into phonemes and representing these by graphemes, spelling many correctly. * Learn new ways of spelling phonemes for which one or more spellings are already known, and learn some words with each spelling, including a few common homophones. * Spell common exceptions * Spell more words with contracted forms * Distinguish between homophones and near homophones * Add suffixes to spell longer words:- ment, -ness, -ful, -less and –ly * Write from memory simple sentences dictated by the teacher that include words using the GPC’s, common exception words and punctuation taught so far. * Spell by learning the possessive apostrophe. |
| **Writing:**  **Word, sentence, text punctuation and terminology** | **Word Structure**  Formation of **nouns** using **suffixes** such as –*ness*, *–er* and by compounding [for example, *whiteboard*, *superman*]  Formation of **adjectives** using **suffixes** such as *–ful*, *–less*  (A fuller list of **suffixes** can be found on page 57 in the year 2 spelling section in English Appendix 1)  Use of the **suffixes** *–er*, *–est* in **adjectives** and the use of –ly in Standard English to turn adjectives into **adverbs**  **Sentence Structure**   * Subordination (using when, if, that, because) and co-ordination (using or, and, or but). * Expanded noun phrases for description and specification * How the grammatical patterns in a sentence indicate its function as a statement, question, exclamation or command.   **Text Structure**   * Correct choice and consistent use of present tense and past tense throughout writing. * Use of the progressive form of verbs in the present and past tense to mark actions in progress   **Punctuation**   * Use of capital letters, full stops, question marks and exclamation marks to demarcate sentences. * Commas to separate items in a list. * Apostrophes to mark where letters are missing in spelling and to mark singular possession in nouns.   **Terminology for Pupils**  noun, noun phrase, statement, question, exclamation, command, compound, suffix, adjective, adverb, verb, tense (past, present), apostrophe, comma |
| **Writing: Composition** | * develop positive attitudes towards and stamina for writing by: * writing narratives about personal experiences and those of others (real and fictional) * writing about real events * writing poetry * writing for different purposes * consider what they are going to write before beginning by: * planning or saying out loud what they are going to write about * writing down ideas and/or key words, including new vocabulary * encapsulating what they want to say, sentence by sentence * make simple additions, revisions and corrections to their own writing by: * evaluating their writing with the teacher and other pupils * re-reading to check that their writing makes sense and that verbs to indicate time are used correctly and consistently, including verbs in the continuous form * proof-reading to check for errors in spelling, grammar and punctuation [for example, ends of sentences punctuated correctly] * read aloud what they have written with appropriate intonation to make the meaning clear. |