**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.
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| **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.
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| **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.
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| **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.
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| **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.
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