****

**Year 2**  **English Progression Map**

|  |  |
| --- | --- |
|  | **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 | * Developing pleasure in reading, motivation to read, and understanding.
* 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 poems.
* 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.
* Discussing and clarifying the meaning of words, linking new meanings to know vocabulary.
* Understand both the books they can already read accurately and fluently and those they listen to.
* 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: 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: Punctuation and Grammar | 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.
 |
| Writing: Composition | * Develop positive attitudes towards and stamina for writing by writing narratives about personal experiences, about real events, poetry and for different purposes
* Plan or say out loud what they are going to write about.
* Write idea and/or key words including new vocabulary.
* Encapsulate what they want to say, sentence by sentence,
* Make additions, revision and corrections to their own writing by, evaluating their writing with the teacher or other pupils, re-read to check it makes sense and that verbs to indicate time are used correctly and consistently, including verbs in the continuous form.
* Proof read to check for errors in spelling, grammar and punctuation.
* Read aloud their writing with appropriate intonation to make the meaning clear.
 |
| Writing: Spelling | * Spelt 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
 |