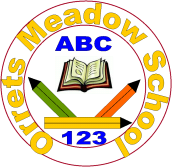
****

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

|  |  |
| --- | --- |
| 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 |