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.