

English Progression Map - Year 2 English Lessons



We carry out English in a cycle:

Key Stage 1: 3 week RWI lessons / 1 week whole class English lessons. Once children have completed RWI they then just have English lessons.

This document sets out the expected reading and writing progression within **English** lessons. This is a flexible document which can be adapted over the year as teaching takes place to ensure learning is taught in small steps and is progressively building on prior skills. This teaching happens within discrete lessons and is then further embedded across the curriculum.

| | | Autumn 1 | Autumn 2 | Spring 1 | Spring 2 | Summer 1 | Summer 2 | | | | |
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| Year 2 | Topic | Great People who Changed the World | | Mythical Creatures | | Land Ahoy! | | | | | |
| | Key Texts | Fiction: Amazing Grace/Grace and family (Mary Hoffman)POR | | Fiction: Hodgeheg - World book week focus: (Dick-King Smith) Alice in Wonderland (Lewis Carroll) POR | | Fiction: The Storm Whale (Benji Davies) POR Dear Greenpeace (Simon James) | | | | | |
| | | Non-fiction: Great Women who Changed the World (Kate Pankhurst) | | Non-fiction: Habitats and Food Chains (Ruth Owen) Living or Non-Living (Ruth Owen) | | Non-fiction: Whales (Laura Marsh - National Geographic Kids) | | | | | |
| | | Poetry: What If... (Samantha Berger and Mike Curato) | | Poetry: Jinnie Ghost (Berlie Doherty) | | Poetry: Shiver Me Timbers – Rhyming focus (Oakley Graham) | | | | | |
| | | Cultures/Themes: Ada's Violin (Susan Hood) | | Cultures/Themes: Matisse's Magical Trail (Tim Hopgood) | | Cultures/Themes: Gregory Cool (Caroline Binch) | | | | | |
| | | Literacy Shed Clip: A Cloudy Lesson | | Literacy Shed Clips: Origins The Dragon Slayer | | Literacy Shed Clips: Catch A LOT! | | | | | |
| For more key texts please see Reading Spine | | | | | | | | | | | |
| Core knowledge and Skill Development | Reading – Word Reading: | | | | | | | | | | |
| | - I know how to read all Year 1 common exception words on-sight. - I know how to use known phonics to read words within sentences. - I know how to read some year 2 common exception words (<i>last, fast, past, pass, class, grass, path, plant, because</i>). | | Recap on Autumn 1 plus: - I know how to use strategies to read multi-syllabic words. - I know how to read words with suffix endings learnt in year 1 with accuracy (<i>s/es,ing,ed,er,est</i>). - I know how to read some year 2 common exception words (<i>bath, after, old, told, cold, gold, hold, any, many, most, both, would, should, could, Christmas</i>). | | Recap on Autumn plus: - I know how to read multi-syllabic words confidently using phonics and known strategies. - I know how to read further year 2 common exception words (<i>again, find, mind, kind, behind, child, wild, even, steak, break, eye</i>). | | Recap on Autumn and Spring 1 plus: - I know how to read with developed pace and fluency, at a speed of around 60-70 words per minute. - I know how to use decoding strategies independently when reading unfamiliar vocabulary. - I know how to read further year 2 common exception words (<i>only, move, rove, improve, who, hour, people, half, Mr, Mrs</i>). | | Recap on Autumn and Spring plus: - I know how to use expression when reading. - I know how to read further year 2 common exception words (<i>poor, floor, door, climb, whole, every, great, pretty, children, father</i>). | | Recap on Autumn, Spring and Summer 1 plus: - I know how to read with pace and fluency, at a speed of around 80-90 words per minute. - I know how to read further year 2 common exception words (<i>everybody, beautiful, busy, clothes, sure, sugar, parents, money, water</i>). |

Reading – Comprehension:

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| <ul style="list-style-type: none"> - I know how to use texts clues to give a range of predictions (VIPERS). - I understand how to share and explain my opinions and thoughts on books through guided questioning (VIPERS). - I know how to retrieve information from the text (VIPERS). | <p><i>Recap on Autumn 1 plus:</i></p> <ul style="list-style-type: none"> - I know the meaning of unfamiliar vocabulary (VIPERS). - I understand the sequence of events in texts (VIPERS). - I know what non-fiction books are and the difference between fiction and non-fiction. - I know how to answer a range of questions, based on VIPERS, in <i>simple written form</i>. | <p><i>Recap on Autumn plus:</i></p> <ul style="list-style-type: none"> - I know that non-fiction books can be structured in different ways. - I know how to make inferences using the text (VIPERS). - I know how to answer a range of questions, based on VIPERS, in <i>written form</i>. - I know how to discuss what my favourite books are and explain and give reasons for my ideas (VIPERS). | <p><i>Recap on Autumn and Spring 1 plus:</i></p> <ul style="list-style-type: none"> - I know how to confidently discuss my favourite books, words and phrases and explain and give reasons for my opinions. (VIPERS). - I know how to discuss and clarify the meaning of unfamiliar vocabulary (VIPERS). - I know how to answer a range of questions about longer pieces of text, based on VIPERS, in <i>written form</i>. | <p><i>Recap on Autumn and Spring plus:</i></p> <ul style="list-style-type: none"> - I understand what poetry is. - I know how to participate in discussion about poems. - I know what recurring language I can hear in poetry and comment on it. - I know how to discuss my own opinions about a poem. | <p><i>Recap on Autumn, Spring and Summer 1 plus:</i></p> <ul style="list-style-type: none"> - I know how to answer a range of questions about longer pieces of text, based on VIPERS, in <i>written form</i>. |
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Writing - Transcription:

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| <ul style="list-style-type: none"> - I know how to spell all Year 1 common exception words on-sight. - I know how to spell words using suffixes taught in year 1 (s/es,ing,ed,er,est correctly). - I know how to spell all days of the week. - I know how to spell some year 2 common exception words (last, fast, past, pass, class, grass, path, plant, because). | <p><i>Recap on Autumn 1 plus:</i></p> <ul style="list-style-type: none"> - I know how to spell words with contracted forms. - I know what homophones and near-homophones are and can give examples. - I know how to spell some year 2 common exception words (bath, after, old, told, cold, gold, hold, any, many, most, both, would, should, could, Christmas). | <p><i>Recap on Autumn plus:</i></p> <ul style="list-style-type: none"> - I understand the use of a possessive apostrophe. - I know how to spell further year 2 common exception words (again, find, mind, kind, behind, child, wild, even, steak, break, eye). | <p><i>Recap on Autumn and Spring 1 plus:</i></p> <ul style="list-style-type: none"> - I know how to spell words using the suffix -ly. - I know how to spell further year 2 common exception words (only, move, rove, improve, who, hour, people, half, Mr, Mrs). | <p><i>Recap on Autumn and Spring plus:</i></p> <ul style="list-style-type: none"> - I know how to spell words using the suffixes -ful, -less. - I know how to spell further year 2 common exception words (poor, floor, door, climb, whole, every, great, pretty, children, father). | <p><i>Recap on Autumn, Spring and Summer 1 plus:</i></p> <ul style="list-style-type: none"> - I know how to spell words using the suffixes -ment, -ness. - I know how to spell further year 2 common exception words (everybody, beautiful, busy, clothes, sure, sugar, parents, money, water). - I know how to spell all year 2 common exception words and spell them mostly correctly within all written work. |
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Writing - Composition:

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| <ul style="list-style-type: none"> - I know how to write about real events. - I know how to write for different purposes (diary, instructions, speech bubbles). - I know how to plan my writing by saying out | <p><i>Recap on Autumn 1 plus:</i></p> <ul style="list-style-type: none"> - I know how to for different purposes (poster, description, acrostic poem). - I know how to plan to write by encapsulating what I want to say, sentence by sentence. | <p><i>Recap on Autumn plus:</i></p> <ul style="list-style-type: none"> - I know how to write for different purposes (invitation, letter, character description). - I know how to proofread own work more independently to check for errors in | <p><i>Recap on Autumn and Spring 1 plus:</i></p> <ul style="list-style-type: none"> - I know how to proofread own work to check for errors in spelling, grammar and punctuation with a level of independence. - I know how to write for different purposes (non- | <p><i>Recap on Autumn, Spring and Summer 1 plus:</i></p> <ul style="list-style-type: none"> - I know how to write a form of poetry (rhyming). - I understand how to plan to write by encapsulating what I want to say, sentence by sentence and writing down key ideas and vocabulary. - I know how to write for different purposes (a story retell, informal letter, rhyming poem, recount, report, instructions, newspaper report– over all of summer term). |
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| | <p>loud what I am going to write about.</p> <ul style="list-style-type: none"> - I know how to write down ideas and/or key words, including new vocabulary. - I know how to re-read to check writing makes sense and I understand the importance of this. | <ul style="list-style-type: none"> - I know what an acrostic poem is and I understand how an acrostic poem is written. - I know how to begin to evaluate my writing with the teacher. | <p>spelling and punctuation.</p> <ul style="list-style-type: none"> - I know how to evaluate my writing with the teacher and begin to evaluate with other pupils. | <p>chronological report, non-fiction book, alternative ending, book review).</p> | <ul style="list-style-type: none"> - I know how to read aloud what I have written with appropriate intonation. | |
| Writing – Vocabulary, grammar and punctuation: | | | | | | |
| | <ul style="list-style-type: none"> - I know how to write in 'first person'. - I know how to use co-ordination (and) and subordination (because). - I understand how to use full stops, capital letters and finger spaces accurately. - I understand what verbs are and to recall some. | <p><i>Recap on Autumn 1 plus:</i></p> <ul style="list-style-type: none"> - I know the difference between a statement, question and exclamation. - I understand what adjectives are and can recall some. - I understand what expanded noun phrases are. - I understand how to write in past tense correctly. | <p><i>Recap on Autumn plus:</i></p> <ul style="list-style-type: none"> - I know how to use co-ordination (but) and subordination (if). - I know how to write statements, questions and exclamations. | <p><i>Recap on Autumn and Spring 1 plus:</i></p> <ul style="list-style-type: none"> - I know how to use co-ordination (or) and subordination (when, that). - I know how to use commas in a list. | <p><i>Recap on Autumn and Spring plus:</i></p> <ul style="list-style-type: none"> - I know how to use subordination and co-ordination in writing confidently. - I know how to write in past and present tense accurately and independently. - I know how to write in first person accurately and independently. | <p><i>Recap on Autumn and Spring plus:</i></p> <ul style="list-style-type: none"> - To use a variety of learnt vocabulary confidently and accurately in writing. - To use a variety of punctuation correctly and accurately. - I know what a simile is and I can give an example. |
| Handwriting (see separate 'Handwriting and Presentation Expectations' for more detail): | | | | | | |
| | <ul style="list-style-type: none"> - I know how to form lower-case letters of the correct size relative to one another (short, tall, tail). | <p><i>Recap on Autumn 1 plus:</i></p> <ul style="list-style-type: none"> - I know how to form capital letters and digits of the correct size and orientation within words. | <p><i>Recap on Autumn plus:</i></p> <ul style="list-style-type: none"> - I know how to form capital letters of the correct size and orientation within sentences. - I understand that I need accurate spacing between words that reflects the size of the letters. | <p><i>Recap on Autumn and Spring 1 plus:</i></p> <ul style="list-style-type: none"> - I know how to use some of the diagonal and horizontal strokes needed to join letters – word level. | <p><i>Recap on Autumn and Spring:</i></p> <ul style="list-style-type: none"> - I know how to use some of the diagonal and horizontal strokes needed to join letters – sentence level. | <p><i>Recap on Autumn, Spring and Summer 1 plus:</i></p> <ul style="list-style-type: none"> - I know how to use some of the diagonal and horizontal strokes needed to join letters and recognise those that are best left un-joined – sentence level. - I know how to write with accurate lower and upper case letters of the correct size, orientation and relationship to one another. |

| Main Writing Piece: | | | | | | |
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| | <ul style="list-style-type: none"> - Speech bubbles - Diary writing - Instructions <p>- I know what 'genre' of writing means and can recall some.</p> <p>- I know what first person means.</p> <p>- I know that we need to write in first person when writing speech bubbles and a diary entry.</p> <p>- I know what the word 'features' means.</p> <p>- I know what the features of instructions are and can recall them.</p> <p>- I know what the features of a diary entry are.</p> | <ul style="list-style-type: none"> - Persuasive poster - Acrostic Poem - Comparison (topic link) <p>- I know what 'persuade/persuasive' means.</p> <p>- I know how to write an acrostic poem.</p> <p>- I know how to sequence sentences to write a comparison.</p> | <ul style="list-style-type: none"> - Character description - Invitation - Letter <p>- I know the features of a letter.</p> <p>- I know what first person means.</p> <p>- I know the features of a character description.</p> <p>- I know that I need to include interesting adjectives within my expanded noun phrase in my character description.</p> <p>- I know what the features of an invitation, are.</p> <p>- I know how to write an invitation.</p> | <ul style="list-style-type: none"> - Book review - Alternative ending - Non-chronological report / non-fiction book <p>- I know what 'alternative' means.</p> <p>- I know how to write an alternative ending.</p> <p>- I know what a non-chronological report is.</p> <p>- I know what the features of a non-chronological report are.</p> <p>- I know the difference between fiction and non-fiction texts.</p> <p>- I know what a non-fiction book is.</p> <p>- I know the features of a non-fiction book.</p> <p>- I know what a book review is.</p> <p>- I know the features of a book review.</p> | <ul style="list-style-type: none"> - Rhyming poem - Retell - Newspaper report (topic link) - Report <p>- I know how to write a poem which rhymes.</p> <p>- I know how to sequence my sentences so that I can write a retell of a story.</p> <p>- I know what the features of a newspaper report and a report are.</p> | <ul style="list-style-type: none"> - Recount - Informal letter - Setting description - Instructions <p>- I know the difference between a formal and informal letters.</p> <p>- I know what the features of an informal letter.</p> <p>- I know what the features of a recount are.</p> <p>- I know what the features of a setting description are.</p> <p>- I know what the features of instructions are.</p> |
| Critical Vocab | co-ordination, subordination, first person, evaluate, genres, vocabulary, comprehension, punctuation, diary, features, letter, suffixes/suffix, speech bubble, instructions, verbs, chronological order, ascenders, descenders, VIPERS (vocabulary, inference, prediction, explain, retrieve, sequence), | <i>Recap on Autumn 1 plus:</i> statement, question exclamation, past tense, apostrophe, persuade/persuasive, similes, poster, poetry, acrostic, poem, description, contractions, noun, noun phrase, expanded noun phrase, adjective, homophones, near-homophones, compare, similarities, differences. | <i>Recap on Autumn plus:</i> proofread, verb, adverb, possessive/possession, invite, appealing, persuading, letter, description, adjectives, expanded noun phrases. | <i>Recap on Autumn and Spring 1 plus:</i> present tense, non-fiction, fiction, contents, index, glossary, captions, headings, sub-headings, labels, real photographs, factual favourite, review, discuss. diagonal and horizontal joining strokes, comma, opinion, review, alternative, non-chronological report, information. | <i>Recap on Autumn and Spring plus:</i> Intonation/expression, poem/poetry, recurring language, rhyme, formal, informal, repetition, similes, describing, imagination, comparing, report, opinion, debate, for and against. | |
| Enrichment opportunities | <ul style="list-style-type: none"> - Topic link – history. Write facts about significant person - Receive a letter from 'The Girl' (hook) – features of a letter. - Write and send a letter to the Gregg Family - Clues to introduce the text 'Ada's violin (hook) | | <ul style="list-style-type: none"> - Topic link/hook (Mythical creatures – letter from someone passing the school) - Beegu text – coded message from alien (hook) - Alice in Wonderland (tea party in quiet area hook) - Write a non-fiction book (link to science learning) - Write a non-chronological report on Hedgehog (book week link) | | <ul style="list-style-type: none"> - Topic link/hook (Land Ahoy!) – Write newspaper report about Christopher Columbus' voyage. - Write a poem to display/perform in school - Hold a debate about whaling to inform whaling report. - Bake banana muffins to inform writing instructions. - White post farm/camp trip to inform recount writing. - Write informal letter to new teacher. | |

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| | <ul style="list-style-type: none"> - Create a poster to advertise 'Ada's orchestra' (persuasive writing) - Written comparison of slum in Paraguay compared to Bingham (topic link – geography) - Christmas acrostic poem. | <ul style="list-style-type: none"> - Write a book review on Hodgeheg (world book week text) and share with other classes/Bingham library. - Origins – film clip - Write an alternative ending to 'Origins'. | |
| Assessing impact. | <p>Writing assessment - Independent assessed writes, quick quizzes, independent written morning work</p> <p>Spelling assessment - common exception words (spelling), quick quizzes, formative assessment when marking to check spellings, whole class spelling practise, independent morning work</p> <p>Phonics assessment – RWI sound knowledge assessments, phonics screening scores</p> <p>Reading assessment - common exception words (reading), 1:1 reading (running records), SATs comprehension papers, RWI comprehension papers, independent reading activities in books, pace of reading, book bands (running records).</p> <p>Grammar assessment - quick quizzes, RWI grammar papers, independent morning work</p> | | |