

English Progression Map - Year 2 English Lessons



We carry out English alongside our SSP (Read, Write Inc.).

Key Stage 1: 2 week English block every half-term. English every Friday. 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 is adapted over the year as teaching takes place to ensure teaching is progressively building on previous knowledge and knowledge is taught in small steps. 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 |
|-------------------------------------------------------------------------------------------|------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Topic | | Great People who Changed the World | | All Creatures Great and Small | | Commotion in the Ocean! | |
| Key Texts | Non-fiction/Cultures/Themes: Ada's Violin (Susan Hood) | | | Fiction: The Tale of Peter Rabbit (Beatrix Potter) | | Fiction: The Storm Whale (Benji Davies) POR | |
| | Literacy Shed Clip: A Cloudy Lesson | | | Hodgeheg - World book week focus: (Dick-King Smith) | | Cultures/Themes: Dear Greenpeace (Simon James) Literacy Shed Clips: Catch A LOT! | |
| For more key texts which children are exposed to please see Reading Spine document | | | | | | | |
| Year 2 | Core knowledge and Application | Reading – Word Reading: | | | | | |
| | | <ul style="list-style-type: none"> - 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>). - 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 all days of the week. | <p><i>Recap on Autumn 1 plus:</i></p> <ul style="list-style-type: none"> - I know how to use strategies to read multi-syllabic words, using phonics. - I know how to read further year 2 common exception words (<i>bath, after, old, told, cold, gold, hold, any, many, most, both, would, should, could, Christmas</i>). | <p><i>Recap on Autumn plus:</i></p> <ul style="list-style-type: none"> - I know how to read multi-syllabic words confidently, using known strategies (e.g. identifying a known word within a word). - I know how to read further year 2 common exception words (<i>again, find, mind, kind, behind, child, wild, even, steak, break, great</i>). | <p><i>Recap on Autumn and Spring 1 plus:</i></p> <ul style="list-style-type: none"> - 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, prove, improve, who, hour, people, half, Mr, Mrs</i>). - I know how to read words with the suffix ending (<i>-ly</i>). | <p><i>Recap on Autumn and Spring plus:</i></p> <ul style="list-style-type: none"> - 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, eye, pretty, children, father</i>). - I know how to read words with the suffix ending (<i>-ful -less</i>). | <p><i>Recap on Autumn, Spring and Summer 1 plus:</i></p> <ul style="list-style-type: none"> - 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>). - I know how to read words with suffix endings learnt in year 2 with accuracy (<i>-ly, -ful, -less, -ment, -ness</i>). |

| | | | | | |
|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| | | | | | |
| Reading – Comprehension: | | | | | |
| <ul style="list-style-type: none"> - I know what comprehension means. - I know what the VIPERS stand for. - I know how to answer a range of questions (about a clip), based on VIPERS, in <i>simple written form</i>. - I know that poetry/poems is a genre of text. | <p><i>Recap on Autumn 1 plus:</i></p> <ul style="list-style-type: none"> - I know the meaning of unfamiliar vocabulary (VIPERS). - I know that non-fiction means an information text and fiction means a made-up text. - I know how to use texts clues to give 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 plus:</i></p> <ul style="list-style-type: none"> - I understand the sequence of events in a text (VIPERS). - I know how to make inferences using the text (VIPERS). - I know how to answer a range of questions (about a text), 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 and can confidently explain the difference between fiction and non-fiction. - I know that non-fiction books can be structured in different ways. - 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 know how to confidently discuss my favourite books, words and phrases and explain and give reasons for my opinions. (VIPERS). | <p><i>Recap on Autumn, Spring and Summer 1 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. - I know how to answer a range of questions about longer pieces of text, based on VIPERS, in <i>written form</i>. |
| Writing - Transcription: | | | | | |
| <ul style="list-style-type: none"> - I know how to spell all Year 1 common exception words. - 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 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 know how to use a possessive apostrophe. - I know what homophones and near-homophones are and can give examples. - I know how to spell further year 2 common exception words (again, find, mind, kind, behind, child, wild, even, steak, break, great). | <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, eye, 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. |

| Writing - Composition: | | | | | |
|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <ul style="list-style-type: none"> - I know how to write about real events. - I know how to write for different purposes (instructions, structured poem: riddle). - I know how to plan my writing by saying out loud what I am going to write about. - 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. - I know how to write a form of poetry (structured: riddle). | <i>Recap on Autumn 1 plus:</i> <ul style="list-style-type: none"> - I know how to for different purposes (diary entry). - I know how to plan to write by encapsulating what I want to say, sentence by sentence (diary map). - I know how to begin to evaluate my writing with the teacher. | <i>Recap on Autumn plus:</i> <ul style="list-style-type: none"> - I know how to write for different purposes (character description,). - I know how to proofread own work more independently to check for errors in spelling and punctuation. - I know how to begin to evaluate my work with other pupils. | <i>Recap on Autumn and Spring 1 plus:</i> <ul style="list-style-type: none"> - I know how to write for different purposes (non-chronological report,). - I know how to proofread own work to check for errors in spelling, grammar and punctuation with a greater level of independence. - I know how to give advice to others to help them evaluate their work. | <i>Recap on Autumn, Spring plus:</i> <ul style="list-style-type: none"> - I understand how to plan to write by encapsulating what I want to say, sentence by sentence and writing down key ideas and vocabulary (story maps). - I know how to write for different purposes (a story retell, alternative ending). | <i>Recap on Autumn, Spring and Summer 1 plus:</i> <ul style="list-style-type: none"> - I know how to write a form of poetry (free verse: alliterative). - I know how to read aloud what I have written with appropriate intonation. - I know how to independently proofread my own work to check for errors in spelling, grammar and punctuation and the work of others. - I know how to write for different purposes (a report, alliterative poem). |
| Writing – Vocabulary, grammar and punctuation: | | | | | |
| <ul style="list-style-type: none"> - 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 I can recall some. | <i>Recap on Autumn 1 plus:</i> <ul style="list-style-type: none"> - I know the difference between a statement, question and exclamation. - I understand how to write in the past tense correctly. - I know how to use co-ordination (but). - I know how to write in 'first person'. | <i>Recap on Autumn plus:</i> <ul style="list-style-type: none"> - I know how to use subordination (if). - I know how to write statements, questions and exclamations. - I understand what adjectives are and can recall some. - I know how to write expanded noun phrases. | <i>Recap on Autumn and Spring 1 plus:</i> <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. | <i>Recap on Autumn and Spring plus:</i> <ul style="list-style-type: none"> - I know how to use subordination and co-ordination in writing. - I know how to write in past and present tense accurately and independently. - I know how to write in first person accurately and independently. | <i>Recap on Autumn and Spring plus:</i> <ul style="list-style-type: none"> - I know how to use a variety of learnt vocabulary confidently and accurately in writing. - I know how to use a variety of punctuation correctly and accurately. |
| 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). | <i>Recap on Autumn 1 plus:</i> <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). | <i>Recap on Autumn plus:</i> <ul style="list-style-type: none"> - I know how to form capital letters and digits of the correct size and orientation within words. | <i>Recap on Autumn and Spring 1 plus:</i> <ul style="list-style-type: none"> - I understand that I need accurate spacing between words that reflects the size of the letters. - I know how to form capital letters of the correct size and orientation within sentences. | <i>Recap on Autumn and Spring.</i> <ul style="list-style-type: none"> - I know how to use some of the diagonal and horizontal strokes needed to join letters – word level. | <i>Recap on Autumn, Spring and Summer 1 plus:</i> <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: | | | | | | |
| <p>ALL:</p> <p>- Structured poem: Riddle (transition link)</p> <p>- Instructions</p> <p>- I know what 'genre' of writing means and can recall some.</p> <p>- I know how poetry is different to stories.</p> <p>- I know how to create a simple riddle poem.</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 how to write a set of instructions.</p> | <p>ALL:</p> <p>- Diary entry</p> <p>- I know the features of a diary entry.</p> <p>- I know what first person means.</p> <p>- I know why we use first person when writing a diary entry.</p> <p>- I know how to use different conjunctions in my diary entry (and, because, but).</p> <p>ADDITIONAL ENGLISH GROUP (if necessary):</p> <p>- Persuasive poster</p> <p>- I know what 'persuade/persuasive' means.</p> <p>- I know what to include in a persuasive poster.</p> | <p>ALL:</p> <p>- Character description</p> <p>- I know the features of a character description.</p> <p>- I know what expanded noun phrases are.</p> <p>- I know how to write a description and include expanded noun phrases.</p> <p>- I know that I need to include interesting adjectives within my expanded noun phrases.</p> <p>- I know what an exclamation mark is.</p> <p>- I know how to include an exclamation in my character description</p> <p>- I know how to use different conjunctions in my character description (and, because, but).</p> | <p>ALL:</p> <p>- Non-chronological report (fact page)</p> <p>- Book review</p> <p>- I know and can explain the difference between fiction and non-fiction texts.</p> <p>- I know what a non-chronological report is (fact page).</p> <p>- I know what the features of a non-chronological report (fact page) is.</p> <p>- I know how to write notes.</p> <p>- I know how to write a non-chronological report (fact page).</p> <p>- I know how to link my factual sentences carefully using a range of appropriate conjunctions.</p> <p>- I know that a book review shares our own opinions about a text.</p> <p>- I know the features of a book review.</p> <p>- I know how to write a book review.</p> | <p>ALL:</p> <p>- Retell</p> <p>- Alternative ending</p> <p>- I know the features of a diary entry.</p> <p>- I know why we use first person when writing a diary entry.</p> <p>- I know what a story map is showing.</p> <p>- I know how to sequence my sentences so that I can write a retell of a story, using a story map.</p> <p>- I know how to use a range of punctuation correctly (? ! , ')</p> <p>- I know what 'alternative' means.</p> <p>- I know how to write an alternative ending.</p> <p>- I know how to use interesting vocabulary in my writing and understand why this is important.</p> | <p>- ALL:</p> <p>- Free verse poem: Alliterative</p> <p>- Newspaper Report</p> <p>- I know what alliteration means.</p> <p>- I know how to write an alliterative poem about a specific subject.</p> <p>- I know what a newspaper report is.</p> <p>- I know what the features of a newspaper report are.</p> <p>- I know how to use research to write factual sentences in a report.</p> <p>- I know how to use persuasive language in a newspaper report.</p> | |
| Assessed Writing Piece: | | | | | | |
| Week 1 - Baseline: All about me | Week 1: Instructions (DT link to wheels and axles) | Week 2: Diary entry | Week 3: Character description (Hodgeheg from text) | Week 6: ??? | Week 5: Letter (to new teacher) | |

| | | | | | | |
|----------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Critical Vocab | <p>conjunctions, genres, vocabulary, comprehension, punctuation, features, suffixes/suffix, instructions, verbs, chronological order, ascenders, descenders, VIPERS (vocabulary, inference, prediction, explain, retrieve, sequence), poem, poetry, structure, riddle.</p> | <p><i>Recap on Autumn 1 plus:</i> statement, question exclamation, past tense, orientation, apostrophe, persuade/persuasive, poster, description, contractions, noun, noun phrase, expanded noun phrase, adjective, homophones, near-homophones, compare, similarities, differences, diary entry, chronological order, first person, past tense, first person,</p> | <p><i>Recap on Autumn plus:</i> proofread, verb, adverb, possessive/possession, description, adjectives, expanded noun phrases, similes, exclamations, conjunctions</p> | <p><i>Recap on Autumn and Spring 1 plus:</i> non-fiction, fiction, contents, index, glossary, captions, headings, sub-headings, labels, real photographs, factual, favourite, review, discuss. comma, opinion, review, non-chronological report, information</p> | <p><i>Recap on Autumn and Spring plus:</i> story map, retell, imagination, alternative, formal, informal, diary entry, thoughts, feelings, first person.</p> | <p><i>Recap on Autumn. Spring and Summer 1 plus:</i> poem/poetry, alliteration, describe, comparing, report, opinion, debate, for and against, diagonal and horizontal joining strokes,</p> |
| | Enrichment opportunities | <p>- Hook into text: (Ada's violin) Music to introduce text.</p> <p>- Topic link: History/English/Computing. Write facts about significant person then type up on Word doc for class book (work in topic books).</p> <p>- Science link. Write booklet to show suitability of materials (work in topic books).</p> <p>- Assessed write: Children write instructions from when they made their own toy car in DT.</p> | <p>- Hook into text (Peter Rabbit): Letter from Forest School teacher to investigate allotment – clues.</p> <p>- World book week: Hodgeheg book review</p> | <p>- Hook into topic (Christopher Columbus): Word hunt in school grounds using aerial photo (geography link).</p> <p>- Hold a debate about whaling to inform whaling report.</p> | | |
| | 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> | | | | |