



Sacred Heart Catholic Primary School

English Progression Map



Year 2	Skills
Reading: Word Recognition	<ul style="list-style-type: none">• 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	<ul style="list-style-type: none">• 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 phrases.• 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.

	<ul style="list-style-type: none">• 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	<ul style="list-style-type: none">• 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.

<p>Writing: Punctuation and Grammar</p>	<p>Sentence Structure</p> <ul style="list-style-type: none"> • 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 a command. <p>Text Structure</p> <ul style="list-style-type: none"> • 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 <p>Punctuation</p> <ul style="list-style-type: none"> • 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.
<p>Writing: Composition</p>	<ul style="list-style-type: none"> • 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.
<p>Writing: Spelling</p>	<ul style="list-style-type: none"> • 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.