



English Progression Map – Year 2

Templemoor Infant and Nursery School

In Year 2 children follow the Read Write Inc. writing programme and then move on to writing based on a text. For two weeks of each half term (in the Autumn Term) children will base their writing around a text related to a curriculum area. In the Spring and Summer Terms, children will have whole class English lessons. This document sets out the expected reading and writing progression within English lessons and storytimes. 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, supplementing the teaching of Read, Write, Inc lessons.

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
	Magical Mapping	Bonfire Night and The Great Fire of London	Our Wonderful World	Amazing Activists	Sensational Safari	Holidays
Core Text	'Little Red Reading Hood' by Jonathan Langley	'The Great Fire of London' Emma Adams and James Weston Lewis	'A planet full of plastic' by Neal Layton	'Little People, Big Dreams: Emmeline Pankhurst' by Lisbeth Kaiser 'Little People, Big Dreams: Rosa Parks' by Lisbeth Kaiser	'The disgusting Sandwich' by Gareth Edwards 'Anthology of Intriguing Animals' by Ben Hoare	'The Day the Crayons Quit' by Oliver Jeffers 'The day the crayons came home' by Oliver Jeffers
For more key texts please see the Year 2 Core Book list.						
Reading – Word Reading						
Core Knowledge and Skill Development	Autumn 1	Autumn 2 (Recap on Autumn 1 plus)	Spring 1 (Recap on Autumn plus)	Spring 2 (Recap on Spring 1 plus)	Summer 1 (Recap on Spring 2 plus)	Summer 2 (Recap on Summer 1 plus)
	I know how to read all year 1 common exception words on sight. I know how to use known	I know how to use strategies to read multi-syllabic words. I know how to read words with suffix endings	I know how to read multi-syllabic words confidently using phonics and known strategies.	- I know how to read with developed pace and fluency, at a speed of around 60-70	- I know how to use expression when reading. I know how to read further year 2 common exception words (poor, floor,	- I know how to read with pace and fluency, at a speed of around 80-90 words per minute.

	phonics to read words within sentences. I know how to read some year 2 common exception words (<i>mind, kind, behind, child</i>)	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</i>)	I know how to read further year 2 common exception words (<i>again, find, because, even, steak, break, eye</i>).	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,</i>)	<i>door, climb, whole, every, great, pretty, children, father</i>).	I know how to read further year 2 common exception words (<i>everybody, beautiful, busy, clothes, sure, sugar, parents, money, water</i>).
Reading – Comprehension						
	I know how to use text clues to give a range of <i>predictions</i> (<i>VIPERS</i>). I understand how to share and <i>explain</i> my opinions and thoughts on books through guided questioning (<i>VIPERS</i>). I know how to <i>retrieve</i> information from the text (<i>VIPERS</i>).	I know the meaning of unfamiliar <i>vocabulary</i> (<i>VIPERS</i>). I understand the <i>sequence</i> of events in texts (<i>VIPERS</i>). 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 <i>VIPERS</i> ,	I know that non-fiction books can be structured in different ways. I know how to make <i>inferences</i> using the text (<i>VIPERS</i>). I know how to answer a range of questions, based on <i>VIPERS</i> , in <i>written form</i> . I know how to discuss what my favourite books are and <i>explain</i> and give	I know how to confidently discuss my favourite books, words and phrases and <i>explain</i> and give reasons for my opinions. (<i>VIPERS</i>). I know how to discuss and clarify the meaning of unfamiliar <i>vocabulary</i> (<i>VIPERS</i>). I know how to answer a range of questions about longer pieces of text, based on <i>VIPERS</i> , in <i>written form</i> .	- I know how to answer a range of questions about longer pieces of text, based on <i>VIPERS</i> , in <i>written form</i> .	I understand what poetry is. I know how to participate in discussions 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.

		in <i>simple written form</i> . I can learn and recite a poem. can check that the text makes sense when I am reading.	reasons for my ideas (VIPERS).			
Writing – Transcription						
	I know how to spell <i>all</i> Year 1 common exception words on sight. I know how to spell words using suffixes taught in year 1 (<i>s/es, ing, ed, er, est</i> correctly). I know how to spell all days of the week. I know how to spell some year 2 common exception words (<i>find, mind, kind, behind, child</i>).	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 (<i>bath, after, old, told, cold, gold, hold, any, many, most, both, would, should, could, Christmas</i>).	I understand the use of a possessive apostrophe. I know how to spell further year 2 common exception words (<i>again, because, even, steak, break, eye</i>).	I know how to spell words using the suffix <i>-ly</i> . I know how to spell further Year 2 common exception words (<i>only, move, prove, improve, who, hour, people, half, Mr, Mrs</i>).	I know how to spell words using the suffixes <i>-ful, -less</i> . I know how to spell further year 2 common exception words (<i>poor, floor, door, climb, whole, every, great, pretty, children, father</i>).	I know how to spell words using the suffixes <i>-ment, -ness</i> . I know how to spell further Year 2 common exception words (<i>everybody, beautiful, busy, clothes, sure, sugar, parents, money, water</i>). I know how to spell all Year 2 common exception words and spell them mostly correctly within all written work.

Handwriting (Nelson Handwriting Scheme)						
	Recap Year One letter formation: - I know how to form lowercase letters of the correct size relative to one another (short, tall, tail).	Begin Nelson Handwriting Workbook 1B: Complete relevant units 15-21 I know how to use some of the diagonal strokes needed to join letters. I can recognise letters which are best left un-joined.	Continue Nelson Handwriting Workbook 1B: Complete relevant units 22-28 I know how to use some of the horizontal strokes needed to join letters. I can recognise letters which are best left un-joined.	Begin Nelson Handwriting Workbook 2: Complete relevant units 1-9 - I know how to use some of the diagonal and horizontal strokes needed to join letters and can recognise which letters are best left un-joined.	Continue Nelson Handwriting Workbook 2: Complete relevant units 10-19 - I know how to use some of the diagonal and horizontal strokes needed to join letters and can recognise which letters are best left un-joined.	Complete Nelson Handwriting Workbook 2: Complete relevant units 20-28 - I know how to use some of the diagonal and horizontal strokes needed to join letters and can recognise which letters are best left un-joined
Spelling- Read Write Inc Spelling scheme						
	Recap all Year One Spelling Expectations.	Read Write Inc. Practice Book 2A Week 1: Pre-Programme Activities Week 2: Unit 1 – The or sound spelt a before l and ll Week 3:	Read Write Inc. Practice Book 2A Week 1: Special Focus 3 – Red Words: money, people, busy, half Unit 7 – the igh sound spelt y Week 2:	Read Write Inc. Practice Book 2A Week 1: Special Focus 6 – The u sound spelt o, and the or sound spelt ar after w Unit 13 – adding the suffix –ed (2) Week 2:	Read Write Inc. Practice Book 2B Week 1: Special Focus 2 – Homophones: see, sea, there and their, too and two, nose and knows, ate and eight, for and four Unit 5 – The ee sound spelt ey Week 2:	Read Write Inc. Practice Book 2B Week 1: Special Focus 5 – The ir sound spelt or after w Unit 11 – Adding the suffix -ful Week 2: Unit 12 – Adding the suffix -less

		<p>Unit 2 – soft c</p> <p>Week 4: Special Focus 1 – Red Words: where, could, there, want, was, would, what</p> <p>Unit 3 – adding the suffix –y (1)</p> <p>Week 5: Unit 4– adding the suffix –y (2)</p> <p>Week 6: Special Focus 2 – Homophones: sea and see, son and sun, blew and blue, knight and night, saw and sore, quite and quiet</p> <p>Unit 5 – adding the suffix –ly</p> <p>Week 7: Unit 6 – the n sound spelt kn and gn</p>	<p>Unit 8 – adding the suffix –ing (1)</p> <p>Week 3: Special Focus 4 – Homophones: there and their, know and no, write and right, to and too, weak and week</p> <p>Unit 9 – adding the suffix –ing (2)</p> <p>Week 4: Unit 10 – the j sound (ge, dge, g)</p> <p>Week 5: Special Focus 5 – Contractions and Apostrophes Unit 11 – the o sound spelt a after w and qu</p> <p>Week 6: Unit 12 – adding the suffix –ed (1)</p>	<p>Unit 14 – adding the suffix –ed (3)</p> <p>Read Write Inc Practice Book 2B –</p> <p>Week 3: Special Focus 7 – Possessive Apostrophes Unit 1 – The r sound spelt wr</p> <p>Week 4: Unit 2 – Adding the suffixes –er or –est (1)</p> <p>Week 5: Special Focus 1- Red Words: many, some, should, come, any, would</p> <p>Unit 3 – Adding the suffixes –er or –est (2)</p> <p>Week 6: Unit 4 – the suffixes –er or –est (3)</p>	<p>Unit 6 – Adding the suffix –ness (1)</p> <p>Week 3: Special Focus 3 – Words ending in –il and words where s makes the zh sound Unit 7 – Adding the suffix –ness (2)</p> <p>Week 4: Unit 8 – Words ending in –le</p> <p>Week 5: Special Focus 4 – Homophones: seen and scene, wait and weight, whole and hole, sighed and side, knew and new</p> <p>Unit 9 – Words ending in –el</p> <p>Week 6: Unit 10 – Words ending in –a</p>	<p>Week 3: Special Focus 6 – Contractions and apostrophes Unit 13 – Adding the suffix -ment</p> <p>Week 4: Unit 14 – Words ending in -tion</p> <p>Week 5: Special Focus 7 – Possessive Apostrophes Unit 15 –Adding the suffix -es</p>
--	--	---	--	---	---	---

Writing – Composition						
	<p>I know how to write about real events.</p> <p>I know how to write for different purposes (recount, narrative, instructions).</p> <p>- I know how to plan my writing by saying out loud what I am going to write about.</p> <p>I know how to write down ideas and/or key words, including new vocabulary.</p> <p>I know how to re-read to check writing makes sense and I understand the importance of this.</p>	<p>I know how to write for different purposes (recount, narrative).</p> <p>- I know how to plan to write by encapsulating what I want to say, sentence by sentence.</p> <p>I know how to begin to evaluate my writing with the teacher.</p>	<p>I know how to write for different purposes (letter, report).</p> <p>- I know how to proofread my own work more independently to check for errors in spelling and punctuation.</p> <p>- I know how to evaluate my writing with the teacher and begin to evaluate with other pupils.</p>	<p>I know how to proofread own work to check for errors in spelling, grammar and punctuation with a level of independence.</p> <p>- I know how to write for different purposes (narrative, report, instructions, book review).</p>	<p>I know how to write for different purposes (narrative, report).</p> <p>I understand how to plan to write by encapsulating what I want to say, sentence by sentence and writing down key ideas and vocabulary.</p>	<p>I know how to write a form of poetry.</p> <p>- I know how to read aloud what I have written with appropriate intonation.</p> <p>I know how to write for different purposes (informal letter, poem).</p>
Writing – Composition Vocabulary, grammar and punctuation						
	<p>I know how to write in the 'first person.'</p>	<p>I know how to use coordination (and) and sub</p>	<p>I know how to use co-ordination (but) and subordination</p>	<p>I know how to use coordination (or) and subordination (if, that)</p>	<p>I know how to use subordination and coordination in writing confidently.</p>	<p>I can use a variety of learnt vocabulary confidently and</p>

	<p>I know how to use coordination (and).</p> <p>I understand how to use full stops, capital letters and finger spaces accurately.</p> <p>I understand what verbs are and can recall some.</p> <p>I understand how to write in the past tense correctly,</p>	<p>ordination (because).</p> <p>I understand what adjectives are and can recall some,</p> <p>I understand what expanded noun phrases are.</p>	<p>(when, because)</p> <p>I know the difference between a statement and a question.</p> <p>I know how to write statements and questions.</p> <p>I know how to use commas in a list.</p>	<p>I know the difference between a statement, a question and an exclamation.</p> <p>I know how to write statements, questions and exclamations.</p>	<p>I know how to write in past and present tense accurately and independently.</p> <p>I know how to write in first person accurately and independently.</p>	<p>accurately in writing.</p> <p>I can use a variety of punctuation correctly.</p> <p>I know what a simile is and can give an example.</p>
Main Writing Piece						
Purpose	<p>Recount to inform your teacher</p> <p>Narrative to share with and entertain Reception children</p> <p>Instructions to explain to Year 1 how to be good friends</p>	<p>Recount to inform the Firehouse staff</p> <p>Narrative to share with and entertain grandparents</p>	<p>Report to inform families</p> <p>Poetry to entertain peers in class</p>	<p>Diary to inform the next year group</p> <p>Character description to inform people at the Pankhurst Centre in Manchester</p> <p>Book review to persuade their peers</p>	<p>Narrative to entertain Hannah Shaw the illustrator of the Disgusting Sandwich</p> <p>Instructions to explain to Year 1 how to plant a seed</p> <p>Poetry to entertain the other Year 2 class</p>	<p>Letter writing to inform their new teacher</p> <p>Report-To inform the next year group</p>

	<p>Recount – Summer Holidays</p> <p>Narrative – Rewrite of Little Red Riding Hood</p> <p>Instructions – Recipe for Friendship</p>	<p>Recount – Great Fire of London</p> <p>Narrative – The Christmas Story</p>	<p>Non-Chronological Report – Plastic</p> <p>Acrostic Poetry- Plastic pollution</p>	<p>Diary entry-Rosa Parks</p> <p>Character description- Emmeline Pankhurst</p> <p>Book Review – World Book Day</p>	<p>Narrative – Retell and own version of the disgusting sandwich</p> <p>Instructions-planting</p> <p>Poetry - Animals</p>	<p>Letter writing- informal (The day the crayons quit)and formal (letters to new teacher)</p> <p>Report-Kenya</p>
Key Vocabulary	<p>First person, command, punctuation, verb, adjective, noun</p>	<p>suffix, contraction, apostrophe, past tense, statement, expanded noun phrase, diagonal strokes</p>	<p>comma, letter, question, co-ordination, subordination, present tense, horizontal strokes</p>	<p>exclamation, proof read, edit, compound, adverb</p>	<p>intonation/expression, poem/poetry, rhyme, formal, informal, repetition,</p>	<p>I</p>
Assessing Impact	<p>Writing Assessment – work in books produced during RWI and English lessons, Independent assessed writing pieces</p> <p>Phonics Assessment – Regular RWI assessments, feedback from phonics lessons, PSC</p> <p>Reading Assessment – Regular RWI assessments – fluency check when appropriate, feedback from phonics lessons, SATs comprehension papers, RWI comprehension papers, independent reading, observations, informal assessments during group reading</p> <p>Grammar Assessment - quick quizzes, work produced in books and lessons</p>					