

ST FRANCIS XAVIER CATHOLIC PRIMARY SCHOOL
Progression Map for English: Year 2 UPDATED 2019

WORD READING To read words accurately	COMPREHENSION To understand texts	TRANSCRIPTION To spell correctly	HANDWRITING To present neatly*	COMPOSITION <small>1) To write with purpose; 2) use imaginative description; 3) organise writing; appropriately; 4) use paragraphs; 5) use sentences appropriately</small>	VOCABULARY, GRAMMAR AND PUNCTUATION
<p>The pupils should be taught to:</p> <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 alternative sounds for graphemes. •Read accurately words of two or more syllables that contain the same graphemes as above. •Read words containing common suffixes. •Read further common exception words, noting unusual correspondences between spelling and sound and where these occur in the word. •Read most words <i>[at an instructional level 93-95%]</i> 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 out unfamiliar words accurately, automatically and without undue hesitation. •Re-read these books to build up their fluency and confidence in word reading. 	<p>Develop pleasure in reading, motivation to read, vocabulary and understanding by:</p> <ul style="list-style-type: none"> •Listening to, discussing and expressing views about a wide 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 and retelling a wider range of stories, fairy stories and traditional tales. •Being introduced to non-fiction books that are structured in different ways. •Recognising simple recurring literary language in stories and poetry. •Discussing their favourite words and phrases. •Discussing and clarifying the meanings of words, linking new meanings to known vocabulary. •continuing to build up a repertoire of poems learnt by heart, appreciating these and reciting some, with appropriate intonation to make the meaning clear. <p>Understand both the books that they can already read accurately and fluently and those that they listen to by:</p> <ul style="list-style-type: none"> • drawing on what they already know or on background information and vocabulary provided by the teacher. • checking that the text makes sense to them as they read and correcting inaccurate reading. • making inferences on the basis of what is being said and done. • answering and asking questions. • predicting what might happen on the basis of what has been read so far. • participate in discussion about books, poems and other works 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. 	<p>Learn to spell by:</p> <ul style="list-style-type: none"> •segmenting spoken words into phonemes and representing these by graphemes, spelling many correctly; •learning 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; •learning to spell common exception words; •learning to spell more words with contracted forms; •learning the possessive apostrophe (singular) [for example, the girl's book]; •distinguishing between homophones and near homophones. •Add suffixes to spell longer words including –ment, –ness, –ful, –less, –ly. •Apply spelling rules and guidance, as listed in English Appendix 1. •Write from memory simple sentences dictated by the teacher that include words using the GPCs, common exception words and punctuation taught so far. 	<p>Children will learn to:</p> <ul style="list-style-type: none"> •Form 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 capital letters and digits 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. 	<p>Develop positive attitudes towards and stamina for writing by:</p> <ul style="list-style-type: none"> • writing narratives about personal experiences and those of others (real and fictional) • writing about real events • writing poetry • writing for different purposes <p>Consider what they are going to write before beginning by:</p> <ul style="list-style-type: none"> • planning or saying out loud what they are going to write about; •writing down ideas and/or key words, including new vocabulary • encapsulating what they want to say, sentence by sentence. <p>Make simple additions, revisions and corrections to their own writing by:</p> <ul style="list-style-type: none"> • evaluating their writing with the teacher and other pupils • re-reading to check that their writing makes sense and that verbs to indicate time are used correctly and consistently, including verbs in the continuous form • proof-reading to check for errors in spelling, grammar and punctuation [for example, ends of sentences punctuated correctly] •Read aloud what they have written with appropriate intonation to make the meaning clear. 	<p>Develop their understanding of the concepts set out in English Appendix 2 by:</p> <p>WORD</p> <ul style="list-style-type: none"> • Formation of nouns using suffixes such as –ness, –er and by compounding (<i>e.g., whiteboard, superman</i>). • Formation of adjectives using suffixes such as –ful, –less. •Use of the suffixes –er, –est in adjectives and –ly to turn adjectives into adverbs. <p>SENTENCE</p> <ul style="list-style-type: none"> •Subordination (using when, if, that, because) and co-ordination (using or, and, but). •Expanded noun phrases for description and specification (<i>e.g., the blue butterfly, plain flour, the man in the moon</i>). •How the grammatical patterns in a sentence indicate its function as a statement, question, exclamation or command. <p>TEXT</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 (<i>e.g., she is drumming, he was shouting</i>). <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 [<i>e.g., the girl's name</i>]. <p>TERMINOLOGY FOR PUPILS</p> <ul style="list-style-type: none"> •Use and understand the grammatical terminology in English Appendix 2 in discussing their writing: noun, noun phrase; statement, question, exclamation, command; compound, suffix; adjective, adverb, verb; tense (past, present); apostrophe, comma.