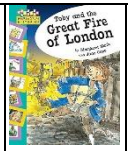
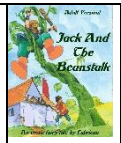
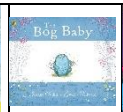
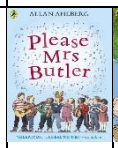
English Progression Map

Year 2

	Autumn						Spring						Summer					
Text Coverage																		
Writing Genre	Recount	Recount	Narrative	Information	Performance Poetry		Instructions	Instructions	Narrative	Discussion	Reading Poetry		Writing Poetry	Persuasion	Explanation			
Number of Weeks	3	2	2	4	1		2	2	2	4	1		1	4	4			
Spoken Language	Term 1	S to develop ideas through sustained speaking turns	L to listen attentively and ask relevant questions or make relevant comments	GD to show confidence when speaking in a larger group			S to tell a story with important key components in place (setting, basic story plot and sequence generally in the right order)	L to follow instructions carefully and ask relevant questions	GD to work collaboratively in a group, ensuring everyone contributes	S to tell a story with important key components in place (setting, basic story plot and sequence generally in the right order)	L to follow instructions carefully and ask relevant questions	GD to work collaboratively in a group, ensuring everyone contributes						
Reading – word reading	To continue to apply phonics knowledge and skills as the route to decode words until automatic decoding has become embedded and reading is fluent. To read accurately by blending the sounds in words that contain the graphemes taught so far, especially recognising alternative sounds for graphemes. To read accurately words of two or more syllables that contain the same graphemes as above. To read words containing	To continue to apply phonics knowledge and skills as the route to decode words until automatic decoding has become embedded and reading is fluent. To read accurately by blending the sounds in words that contain the graphemes taught so far, especially recognising alternative sounds for graphemes. To read accurately words of two or more syllables that contain the same graphemes as above. To read words containing	To continue to apply phonics knowledge and skills as the route to decode words until automatic decoding has become embedded and reading is fluent. 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	common suffixes. To read further common exception words, noting unusual correspondences between spelling and sound and where these occur in the word. To read most words quickly and accurately, without overt sounding and blending, when they have been frequently encountered. To read books closely matched to their improving phonic knowledge, sounding out unfamiliar words accurately, automatically and without undue hesitation. To re-read these books to build up their fluency and confidence in word reading.	common suffixes. To read further common exception words, noting unusual correspondences between spelling and sound and where these occur in the word. To read most words quickly and accurately, without overt sounding and blending, when they have been frequently encountered. To read books closely matched to their improving phonic knowledge, sounding out unfamiliar words accurately, automatically and without undue hesitation. 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Reading – comprehension	To predict what might happen on the basis of what has been read so far. To answer and ask questions. To make inferences on the basis of what is being	To predict what might happen on the basis of what has been read so far. To answer and ask questions. To make inferences on the basis of what is being	To predict what might happen on the basis of what has been read so far. To answer and ask questions. To make inferences on the basis of what is being	To introduce non-fiction books that are structured in different ways To predict what might happen on the basis of what has been read so far. To answer and ask questions. To make inferences on the basis of	To continue to build up a repertoire of poems learnt by heart, appreciating these and reciting some, with appropriate intonation to make the meaning clear.		To become increasingly familiar with and retelling a wider range of stories, fairy stories and traditional tales. To discuss favourite words and phrases.	To become increasingly familiar with and retelling a wider range of stories, fairy stories and traditional tales. To discuss favourite words and phrases.	To listen to, discuss and express 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. To become	To listen to, discuss and express 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.	To listen to, discuss and express views about a wide range of contemporary and classic poetry, stories and non-fiction at a level beyond		To listen to, discuss and express views about a wide range of contemporary and classic poetry, stories and non-fiction at a level beyond that at which they can read	To listen to, discuss and express views about a wide range of contemporary and classic poetry, stories and non-fiction at a level beyond that at which they can read	To listen to, discuss and express 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. To discuss and clarify the			

		said and done. To discuss the sequence of events in books and how items of information are related. To discuss favourite words and phrases.	**said and done. To discuss the sequence of events in books and how items of information are related. To discuss favourite words and phrases.**	**said and done. To discuss the sequence of events in books and how items of information are related. To discuss favourite words and phrases.**	**what is being said and done. To discuss the sequence of events in books and how items of information are related. To draw on what they already know or on background information and vocabulary provided by the teacher**					**increasingly familiar with and retelling a wider range of stories, fairy stories and traditional tales. To recognise simple recurring literary language in stories and poetry. To discuss favourite words and phrases.**	**To become increasingly familiar with and retelling a wider range of stories, fairy stories and traditional tales. To discuss and clarify the meaning of words linking new meaning to known vocabulary.**	**that at which they can read independently.**		**independently. To recognise simple recurring literary language in stories and poetry.**	**independently.**	**meaning of words linking new meaning to known vocabulary.**			
Writing Composition		• To write narratives about personal experiences and those of others (real and fictional) • To plan/say aloud what I intend to write about To write down ideas and/or key words, including new vocabulary. To write for different purposes To re-read to check that their writing makes sense and that verbs indicate time are used correctly and consistently, including verbs in the continuous form.	• To write narratives about personal experiences and those of others (real and fictional) • To plan/say aloud what I intend to write about To write down ideas and/or key words, including new vocabulary. To write for different purposes To re-read to check that their writing makes sense and that verbs indicate time are used correctly and consistently, including verbs in the continuous form.	To encapsulate what they want to say, sentence by sentence. To plan/say aloud what I intend to write about To write down ideas and/or key words, including new vocabulary. To evaluate their writing with the teacher and other pupils.	To write about real events. To plan/say aloud what I intend to write about To write down ideas and/or key words, including new vocabulary. To evaluate their writing with the teacher and other pupils.	To read aloud what they have written with appropriate intonation to make the meaning clear.		To plan/say aloud what I intend to write about To write down ideas and/or key words, including new vocabulary. To evaluate their writing with the teacher and other pupils.	To plan/say aloud what I intend to write about To write down ideas and/or key words, including new vocabulary. To evaluate their writing with the teacher and other pupils.	To proof read to check for errors in spelling, grammar and punctuation. To read aloud what they have written with appropriate intonation to make the meaning clear. To plan/say aloud what I intend to write about To write down ideas and/or key words, including new vocabulary. To evaluate their writing with the teacher and other pupils.	To plan/say aloud what I intend to write about To write down ideas and/or key words, including new vocabulary. To evaluate their writing with the teacher and other pupils.	To read aloud what they have written with appropriate intonation to make the meaning clear.		To write poetry. To read aloud what they have written with appropriate intonation to make the meaning clear.	To plan/say aloud what I intend to write about To write down ideas and/or key words, including new vocabulary. To evaluate their writing with the teacher and other pupils.	To write about real events. To plan/say aloud what I intend to write about To write down ideas and/or key words, including new vocabulary. To evaluate their writing with the teacher and other pupils.			
Grammar & Punctuation	**Word**	• To use these words when talking about my writing: noun, statement, question, adjective, verb, tense (past, present) and comma						• To write a sentence; a statement and a question • To use adverbs in my writing (linked to spelling appendix)			• To use adverbs in my writing (linked to spelling appendix) • To use some subordinating conjunctions (when, because) • To use coordinating conjunctions (or, and, but)				• To use adverbs in my writing (linked to spelling appendix) • To use some subordinating conjunctions (when, because) • To use coordinating conjunctions (or, and, but)			
		To apply grammar rules and guidance appropriate to individual ability.(Twinkl phonics scheme) **To read books closely matched to their improving phonic knowledge, sounding out unfamiliar words accurately, automatically and without undue hesitation.**						To apply spelling rules and guidance appropriate to individual ability.(Twinkl phonics scheme) **To read books closely matched to their improving phonic knowledge, sounding out unfamiliar words accurately, automatically and without undue hesitation.**							To apply spelling rules and guidance appropriate to individual ability.(Twinkl phonics scheme) **To read books closely matched to their improving phonic knowledge, sounding out unfamiliar words accurately, automatically and without undue hesitation.**			

	Sentence	• To write a sentence; a statement and a question • To use some subordinating conjunctions (when, because)	• To use an expanded noun phrase to describe and specify e.g the beautiful, blue butterfly • To use coordinating conjunctions (or, and, but)		• To use some subordinating conjunctions (as, if, that)			• To write a sentence; an exclamation and a command			• To use an expanded noun phrase to describe and specify e.g the beautiful, blue butterfly sentences • To use some subordinating conjunctions (as, if, that)		• To write a sentence; a statement and a question	• To use coordinating conjunctions (or, and, but) • To use some subordinating conjunctions (when, because)	• To use an expanded noun phrase to describe and specify e.g the beautiful, blue butterfly	• To write a sentence; an exclamation and a command • To use some subordinating conjunctions (as, if, that)		• To use commas when listing adjectives in expanded noun phrases (mostly correctly)	
	Punctuation		• To use full stops and capital letters in most sentences	• To write a sentence; an exclamation and a command	• To use apostrophes for contractions (mostly correctly)	• To use exclamation marks on some occasions • To use commas when listing adjectives in expanded noun phrases (mostly correctly)		• To use commas for lists (mostly correctly) • To use question marks accurately	• To use full stops and capital letters in most • To use apostrophes for singular possession (mostly correctly)		• To use apostrophes for contractions (mostly correctly) • To use exclamation marks on some occasions	• To use commas when listing adjectives in expanded noun phrases (mostly correctly) • To use apostrophes for singular possession (mostly correctly)	• To use commas for lists (mostly correctly) • To use question marks accurately		• To use full stops and capital letters in most sentences				
	Text	• To use the correct tense mostly correctly and consistently in my writing	• To use the correct tense mostly correctly and consistently in my writing						• To use the correct tense mostly correctly and consistently in my writing		• To use the correct tense mostly correctly and consistently in my writing				• To use the correct tense mostly correctly and consistently in my writing	• To use the correct tense mostly correctly and consistently in my writing			
Grammar & Punctuation Vocabulary		noun, statement, question, adjective, verb, tense (past, present) and comma		• To use these words when talking about my writing: noun phrase, suffix, exclamation, command AND apostrophe		• To use these words when talking about my writing: noun, statement, question, adjective, verb, tense (past, present) and comma				• To use these words when talking about my writing: noun phrase, suffix, exclamation, command AND apostrophe			• To use these words when talking about my writing: noun, statement, question, adjective, verb, tense (past, present) and comma		• To use these words when talking about my writing: noun phrase, suffix, exclamation, command AND apostrophe				
Transcription Spelling		To apply spelling rules and guidance appropriate to individual ability.(Twinkl phonics scheme) To write from memory simple sentences dictated by the teacher that include words using GPC's common exception words and punctuation as appropriate to ability. (Twinkl phonics scheme)						To apply spelling rules and guidance appropriate to individual ability.(Twinkl phonics scheme) To write from memory simple sentences dictated by the teacher that include words using GPC's common exception words and punctuation as appropriate to ability. (Twinkl phonics scheme)						To apply spelling rules and guidance appropriate to individual ability.(Twinkl phonics scheme) To write from memory simple sentences dictated by the teacher that include words using GPC's common exception words and punctuation as appropriate to ability. (Twinkl phonics scheme)					
Transcription		• To form letters of the correct size in	• To use some of the strokes	• To leave spaces	• To use some of the strokes	• To leave spaces between words	• To use some	• To form letters of the correct size in relation to	• To leave spaces between words	• To form letters of the correct size in		• To use some of the strokes	• To form letters	• To leave spaces	• To form letters of the correct size in		• To use some of the		

Handwriting	relation to one another (not including ascenders and descenders) • To leave spaces between words • To form letters of the correct size in relation to one another (including ascenders and descenders)	needed to join letters Linked to Letter Join (c shaped letters) • To form letters of the correct size in relation to one another (not including ascenders and descenders)	between words • To form letters of the correct size in relation to one another (not including ascenders and descenders)	needed to join letters • To form letters of the correct size in relation to one another (not including ascenders and descenders)	• To form letters of the correct size in relation to one another (not including ascenders and descenders)	of the strokes needed to join letters	one another (not including ascenders and descenders)		relation to one another (not including ascenders and descenders)		needed to join letters	of the correct size in relation to one another (not including ascenders and descenders)	between words	relation to one another (not including ascenders and descenders)		strokes needed to join letters		