



Bedford Primary School Progression Map:

Curriculum Area: English Year: 2

Skills – as previous year groups plus:

Reading: Phonics, Decoding & Fluency

- 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 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/alternative sounds for graphemes, e.g. shoulder, roundabout, grouping
- Read words containing common suffixes, e.g. *-ness, -ment, -ful, -ly*
- 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.
- Use tone and intonation when reading aloud.
- Read longer and less familiar texts independently.

Reading: Comprehension

Develop pleasure in reading, motivation to read, vocabulary and understanding by:

- Listening to a range of texts at a level beyond that at which they can read independently including stories, non-fiction, and contemporary and classic poetry
- Sequencing and discussing the main events in stories
- Continuing to build up a repertoire of poems learnt by heart, appreciating these and reciting some with appropriate intonation to make the meaning clear
- Retelling a wider range of stories, fairy tales and traditional tales
- Reading a range of non-fiction texts including information, explanations, instructions, recounts, reports
- Discussing how specific information is organised within a non-fiction text e.g. *text boxes, sub-headings, contents, bullet points, glossary, diagrams*
- Identifying, discussing and collecting favourite words and phrases
- Recognising use of repetitive language within a text or poem e.g. *run, run as fast as you can and across texts e.g. long, long ago in a land far away...*
- Making personal reading choices and explain reasons for choices

Understand both the books they can already read accurately and fluently and those that they listen to by:

- Introducing and discussing key vocabulary within the context of a text
- Using morphology to work out the meaning of unfamiliar words e.g. terror, terrorised
- Activating prior knowledge and raising questions e.g. *What do we know? What do we want to know? What have we learned?*
- Checking that texts make sense while reading and self-correct
- Making predictions using evidence from the text/what has been read so far
- Making inferences about characters and events using evidence from the text e.g. *what is a character thinking, saying and feeling?*

Participating in discussion about what is read to them, taking turns and listening to what others say

- Making contributions in whole class and group discussion
- Listening and responding to contributions from others
- Giving opinions and supporting with reasons e.g. Was Goldilocks a good or bad character?
- Considering other points of view Explaining clearly their understanding of what they read themselves and what is read to them.
- Demonstrating understanding of texts by asking and answering questions related to who, what, where, when, why, how

Writing: Handwriting	• Form lower-case letters of the correct size relative to one another • Use upper case letters appropriately e.g. <i>not always writing A as a capital/not using capital letters within words</i> • Start using some of the diagonal and horizontal strokes needed to join letters • Write capitals of the correct size, orientation and relationship to one another and to lower case letters • Use spacing between words - appropriate to the size of handwriting/letters formed • Consistently write numerals of the correct size and orientation.
Writing: Vocabulary, Punctuation and Grammar	Sentence Structure • Say, write and punctuate simple and compound sentences using the connectives and, but and or • Use other time connectives: while, as, before, after • Use subordination for time e.g. <i>When we had finished our writing, we went out to play. We went out to play when we had finished our writing.</i> • Use subordination for reason e.g. <i>I put my coat on because it was raining. Because it was raining, I put on my coat.</i> Other reason connectives: so, if, then, for, unless • Use expanded noun phrases for description and specification – selecting and using adjectives carefully • Select, generate and effectively use verbs • Use sentences with different forms: statement, question, command, exclamation Text Structure • 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 e.g. <i>she is drumming, he was shouting</i> • Use past tense for narrative, recount (e.g. diary, newspaper report, biography) and historical reports. Use present tense for nonchronological reports and persuasive adverts Punctuation • Use of capital letters, full stops, question marks and exclamation marks to demarcate sentences • Use commas to separate items in a list • Use apostrophes for contracted forms e.g. <i>don't, can't, wouldn't, you're, I'll</i> and to mark singular possession in nouns e.g. <i>the girl's name.</i>
Terminology for pupils: noun, noun phrase statement, question, exclamation, command compound, suffix adjective, adverb, verb tense (past, present) apostrophe, comma	
Writing: Composition	• Develop positive attitudes towards and stamina by writing poetry and narratives about personal experiences and those of others, real/fictional events. • Use specific text type features to write for a range of audiences and purposes e.g. <i>to instruct, inform, entertain, explain, persuade etc</i> • Plan, discuss or say out loud what they are going to write about eg <i>story mapping, collecting new vocabulary, key words and ideas</i> • Encapsulate what they want to say, sentence by sentence, • Edit and improve their writing in relation to audience and purpose. • 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.

Writing: Spelling/Word level	• Apply Y1 spelling rules and guidelines, as listed in English Appendix 1 NC • Segment spoken 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 most Y1 and Y2 common exception words correctly. Learn to spell more words with contracted forms e.g. <i>can't, didn't, hasn't, couldn't, it's, I'll.</i> • Distinguish between homophones and near homophones • Add suffixes to create nouns words:- -er and -ness e.g <i>teacher, baker, sadness</i> • Add suffixes -ful or -less to create adjectives e.g. <i>playful, careful, careless, hopeless</i> • Use suffixes -er and -est to create adjectives e.g. <i>faster, fastest, smaller, smallest</i> • Use suffix ly to turn adjectives into adverbs e.g. <i>slowly, gently, carefully</i> • 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 new words by learning the possessive apostrophe. • To self-correct misspellings of words that pupils have been taught to spell (this may require support to recognise misspellings).
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