



English Year Two Progression Framework (Intent)

Spoken Language	Reading Word Reading	Reading Comprehension	Writing Transcription	Writing Handwriting	Writing Composition	Writing Vocabulary, Grammar and Punctuation
<p>Pupils should be taught to;</p> <p>Listen and respond appropriately to adults and their peers.</p> <p>Ask relevant questions to extend their understanding and knowledge.</p> <p>Use relevant strategies to build their vocabulary.</p> <p>Articulate and justify answers, arguments and opinions.</p> <p>Give well-structured descriptions, explanations and narratives for different purposes, including for expressing feelings.</p> <p>Maintain attention and participate actively in collaborative conversations, staying on topic and initiating and responding to comments.</p> <p>Use spoken language to develop understanding through speculating, hypothesising, imagining and exploring ideas.</p> <p>Speak audibly and fluently with an increasing command of Standard English.</p> <p>Participate in discussions, presentations, performances, role play, improvisations and debates.</p> <p>Gain, maintain and monitor the interest of the listener(s).</p> <p>Consider and evaluate different viewpoints, attending to and building on the contributions of others.</p> <p>Select and use appropriate registers for effective communication.</p>	<p>Pupils should be taught to:</p> <p>Continue to apply phonic knowledge and skills as the route to decode words until automatic decoding has become embedded and reading is fluent.</p> <p>Read accurately by blending the sounds in words that contain the graphemes taught so far, especially recognising alternative sounds for graphemes.</p> <p>Read accurately words of two or more syllables that contain the same graphemes as above.</p> <p>Read words containing common suffixes.</p> <p>Read further common exception words, noting unusual correspondences between spelling and sound and where these occur in the word.</p> <p>Read most words quickly and accurately, without overt sounding and blending, when they have been frequently encountered.</p> <p>Read aloud books closely matched to their improving phonic knowledge, sounding out unfamiliar words accurately, automatically and without undue hesitation.</p> <p>Re-read these books to build up their fluency and confidence in word reading.</p>	<p>Pupils should be taught to:</p> <p>Develop pleasure in reading, motivation to read, vocabulary and understanding by:</p> <p>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.</p> <p>Discussing the sequence of events in books and how items of information are related.</p> <p>Becoming increasingly familiar with and retelling a wider range of stories, fairy stories and traditional tales.</p> <p>Being introduced to non-fiction books that are structured in different ways.</p> <p>Recognising simple recurring literary language in stories and poetry.</p> <p>Discussing and clarifying the meanings of words, linking new meanings to known vocabulary.</p> <p>Discussing their favourite words and phrases.</p> <p>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> <p>Understand both the books that they can already read accurately and fluently and those that they listen to by:</p> <p>Drawing on what they already know or on background information and vocabulary provided by the teacher.</p> <p>Checking that the text makes sense to them as they read and correcting inaccurate reading.</p> <p>Making inferences on the basis of what is being said and done.</p> <p>Answering and asking questions.</p> <p>Predicting what might happen on the basis of what has been read so far.</p> <p>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.</p> <p>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>	<p>Spelling (see English Appendix 1)</p> <p>Pupils should be taught to:</p> <p>Spell by:</p> <p>Segmenting spoken words into phonemes and representing these by graphemes, spelling many correctly.</p> <p>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.</p> <p>Learning to spell common exception words.</p> <p>Learning to spell more words with contracted forms.</p> <p>Learning the possessive apostrophe (singular) [for example, the girl's book].</p> <p>Distinguishing between homophones and near-homophones.</p> <p>Add suffixes to spell longer words, including –ment, –ness, –ful, –less, –ly.</p> <p>Apply spelling rules and guidance, as listed in English Appendix 1.</p> <p>Write from memory simple sentences dictated by the teacher that include words using the GPCs, common exception words and punctuation taught so far.</p>	<p>Pupils should be taught to:</p> <p>Form lower-case letters of the correct size relative to one another.</p> <p>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.</p> <p>Write capital letters and digits of the correct size, orientation and relationship to one another and to lower case letters.</p> <p>Use spacing between words that reflects the size of the letters.</p>	<p>Pupils should be taught to:</p> <p>Develop positive attitudes towards and stamina for writing by:</p> <p>Writing narratives about personal experiences and those of others (real and fictional).</p> <p>Writing about real events.</p> <p>Writing poetry.</p> <p>Writing for different purposes.</p> <p>Consider what they are going to write before beginning by:</p> <p>Planning or saying out loud what they are going to write about.</p> <p>Writing down ideas and/or key words, including new vocabulary.</p> <p>Encapsulating what they want to say, sentence by sentence.</p> <p>Make simple additions, revisions and corrections to their own writing by:</p> <p>Evaluating their writing with the teacher and other pupils.</p> <p>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.</p> <p>Proof-reading to check for errors in spelling, grammar and punctuation [for example, ends of sentences punctuated correctly].</p> <p>Read aloud what they have written with appropriate intonation to make the meaning clear.</p>	<p>Pupils should be taught to:</p> <p>Develop their understanding of the concepts set out in English Appendix 2 by:</p> <p>Learning how to use both familiar and new punctuation correctly (see English Appendix 2), including full stops, capital letters, exclamation marks, question marks, commas for lists and apostrophes for contracted forms and the possessive (singular).</p> <p>Learn how to use:</p> <p>Sentences with different forms: statement, question, exclamation, command.</p> <p>Expanded noun phrases to describe and specify [for example, the blue butterfly]</p> <p>The present and past tenses correctly and consistently including the progressive form</p> <p>Subordination (using when, if, that, or because) and co-ordination (using or, and, or but).</p> <p>The grammar for year 2 in English Appendix 2.</p> <p>Some features of written Standard English.</p> <p>Use and understand the grammatical terminology in English Appendix 2 in discussing their writing.</p>



How This Looks At Great Moor Infant School	SPAG and Spelling
Text/Cross Curricular Related Focus	SPAG and Spelling
<p>Autumn Term 1 Florence Nightingale (history link) SPAG: Nouns, adjectives and noun phrases. Basic sentence formation. Expanded noun phrases to describe the conditions at the Scutari Hospital and Florence’s journey. Questions and statements linked to past and present day nursing (interview a nurse) DEAL: Drama workshop – journey on the Vectis Role play – classroom set up as the Scutari hospital before and after Florence Nightingale’s impact. ‘Jump into the picture’ and freeze frames of the Scutari hospital Role on the wall – Florence Nightingale Writing to inform: Recount writing Letter writing – Florence writes to her parents to describe her journey/the condition of the hospital on her arrival. A soldier writes home to explain how Florence has made a difference.</p> <p>Autumn Term 2 Poetry and focus text ‘The Snowflake’ by Benji Davies Nouns, adjectives and expanded noun phrases. Verbs and adverbs Statements, questions, exclamations and commands Speech bubbles – a characters’ questions and exclamations (‘The Snowflake’) Time openers and positional language DEAL: Drama – acting out scenes from ‘The Snowflake’ Role on the wall – The Snowflake ‘Jump into the picture’ – exploring a setting (expanded noun phrases) Writing to inform: Recount writing Instruction writing Description of a setting ‘Missing’ poster Writing to entertain: Poems Story retell describing the journey of the snowflake</p> <p>Spring Term 1 Focus text – The Tiger Who Came To Tea SPAG Conjunctions Expanded noun phrases, adjectives, verbs and adverbs Questions, statements and exclamations</p>	<p>Spelling</p> <p>Pupils should be taught to:</p> <ul style="list-style-type: none"> ▪ spell by: <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>Spelling Rules</p> <p>The /dʒ/ sound spelt as ge and dge at the end of words, and sometimes spelt as g elsewhere in words before e, i and y</p> <p>The /s/ sound spelt c before e, i and y</p> <p>The /n/ sound spelt kn and (less often) gn at the beginning of words</p> <p>The /r/ sound spelt wr at the beginning of words</p> <p>The /l/ or /əɪ/ sound spelt –le at the end of words</p> <p>The /l/ or /əɪ/ sound spelt –el at the end of words</p> <p>The /l/ or /əɪ/ sound spelt –al at the end of words</p> <p>Words ending –il</p> <p>The /aɪ/ sound spelt –y at the end of words</p> <p>Adding –ed, –ing, –er and –est to a root word ending in –y with a consonant before it</p> <p>Adding the endings – ing, –ed, –er, –est and –y to words ending in –e with a consonant before it</p> <p>Adding –ing, –ed, –er, –est and –y to words of one syllable ending in a single consonant letter after a single vowel letter</p> <p>The /ɔ:/ sound spelt a before l and ll (all, ball, call, walk, talk, always)</p> <p>The /ʌ/ sound spelt o (other, mother, brother, nothing, Monday)</p> <p>The /i:/ sound spelt –ey</p> <p>The /ɒ/ sound spelt a after w and qu</p> <p>The /ɜ:/ sound spelt or after w</p> <p>The /ɔ:/ sound spelt ar after w</p> <p>The /ʒ/ sound spelt s</p> <p>The suffixes –ment, –ness, –ful, –less and –ly</p> <p>Contractions</p> <p>The possessive apostrophe (singular nouns)</p> <p>Words ending in –tion</p>

Commas in a list - shopping list for Sophie
 Apostrophe's for possession – items belonging to the tiger and Sophie's family and similes to describe
 Speech marks (extension challenge)
DEAL:
 Conscience alley- Should Sophie let the tiger in?
 Drama – acting out the opening scene of TTWCTT
 Role on the wall – The tiger and Sophie
 Hotseating the tiger
Writing to inform:
 Recount writing
 Persuasive writing (Should Sophie let the tiger in?)
 'Wanted' poster including character description of the tiger
Writing to entertain:
 Story writing (own versions of TTWCTT)

Second Half Term – Mr Benn (Story writing focus)
 Class reads – Mr Benn stories
SPAG
 Speech bubbles and speech marks
 Questions and statements
Drama
 Placing the prop – Pirate props
 Role on the wall – describing Mr Benn
 Collective drawing - Describing the setting using all the senses
Creative Writing
 Mr Benn story mountain
 Mr Benn story structures
 Describing the setting for Mr Benn the Pirate
 Writing the story of Mr Benn the Pirate using agreed structure
 Mother Day poem

Summer Term Growing and Changing
First Half Term – Jack and The Beanstalk (Growth)
 Class reads – Traditional tales, Jim and the Beanstalk, Jack and the Baked bean stalk
SPAG
 Verbs and adverbs
 Expanded noun phrases
Creative Writing
 Story mountain sequencing
 Traditional tale story features
 Writing own version of Jack and the Beanstalk (with a twist)
 Features of a riddle
 Writing riddles
 Non chronological report about fruit or vegetables
 Writing a recipe
Second Half Term – The Tiger Who Came To Tea
 Class reads – The tiger who came to tea, tiger information books, animal poems (The Owl and the Pussy Cat)
SPAG
 Apostrophes for possession – items belonging to the tiger and Sophie's family
 Apostrophes for contraction revisited
 Commas in a list revisited – shopping list
 Different sentence types
 Speech bubbles and speech marks to narrate story
Drama
 Children in role acting out different scenes – freeze frame
Creative Writing
 Tiger fact file

Homophones and near-homophones
 Common exception words

SPAG

Pupils should be taught to:

- develop their understanding of the concepts set out in [English Appendix 2](#) by:
 - learning how to use both familiar and new punctuation correctly (see English Appendix 2), including full stops, capital letters, exclamation marks, question marks, commas for lists and apostrophes for contracted forms and the possessive (singular)
- learn how to use:
 - sentences with different forms: statement, question, exclamation, command
 - expanded noun phrases to describe and specify [for example, the blue butterfly]
 - the present and past tenses correctly and consistently including the progressive form
 - subordination (using when, if, that, or because) and co-ordination (using or, and, or but)
 - the grammar for year 2 in English Appendix 2
 - some features of written Standard English
- use and understand the grammatical terminology in English Appendix 2 in discussing their writing.

Terminology for pupils

noun, noun phrase

statement, question, exclamation,

command, compound, adjective, verb,

suffix, adverb

tense (past, present)

apostrophe, comma

<p>Lost and found poster Writing a letter to explain how and why he came to Sophie's house and to apologise How to look after a tiger hand book</p>	
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Spiritual, Moral, Social and Cultural Development: English

Spiritual Development	Moral Development	Social Development	Cultural Development	British Values
<ul style="list-style-type: none"> • Children use their imagination when reading, writing and engaging in drama activities. • Opportunities are given for creativity in different ways of writing, such as using letters, posters, instructions, recipes, stories and descriptions. • Children are encouraged to reflect on authors and the impact their work can have. • Children express themselves through regular drama activities (DEAL: hot-seating, tableaux, conscience alley etc.), as well as spoken language, through poetry recitals and book reviews. • Children learn about different ways of communicating, through words, movements, gestures and facial expressions. • In Year 1 all children are involved in a Christmas production and Year 2 children are involved in a summer production. • Children also take part in a class assembly which generally follows a theme and celebrates their work. 	<ul style="list-style-type: none"> • Children are encouraged to reread their work and use the pink and green marking pens to improve it. Year 2 children are given the opportunity to redraft using their 'purple pens'. • Children access a wide variety of texts that cover moral values and making good choices in difficult situations. E.g. The Christmasaurus, The Twits and Goldilocks. • Children read and are read many traditional tales and folk tales. Common strands are discussed and moral dilemmas i.e Was Jack right to steal the Giant's harp? etc. • Children are asked to consider moral issues through drama work such as the opinion line and other DEAL strategies. • Books that deal with social or moral issues can be found in class book corners and the school library. 	<ul style="list-style-type: none"> • Pair and group work encourages collaboration, co-operation and respect for others. • Year 2 children partner up with a junior class in preparation for transition. This develops respect, tolerance and understanding, as well as giving the older children the opportunity to pass on their knowledge, building up their own confidence. It also gives the younger children a good role model. • Children are encouraged to use the school library and can become librarians, taking on responsibilities and dealing with other children. • Children have the opportunity to become school councillors and represent the views of their class in meetings with the headteacher and senior leaders. • Year 2 children train to be playground leaders to talk and mentor the younger children at playtimes and lunchtime. • Year 2 study the changing role of women with links to English and History as they discuss and learn 	<ul style="list-style-type: none"> • Stories are shared from many different cultures such as: Handa's Surprise by Eileen Browne Coming to England by Floella Benjamin Little Leaders – Bold Women in Black History Henry's Freedom Box by Ellen Lavine and Kadir Nelson I am Muslim Rosa Parks by Lisabeth Kaiser • Children are exposed to a range of stories from other cultures in order to help them acquire an appreciation, respect and greater understanding for their own and other cultures. • Authors of from a range of different backgrounds, genders and cultures are chosen to give a diverse mix across the school. • Work is linked through English and History to Black History month each October. The year 2 children look at the life of Mary Seacole. 	<ul style="list-style-type: none"> • Children take part in voting for school councillors. During a general election all the children are given opportunity to vote in school. • Year One through the theme of explorers discuss the astronaut Tim Peake. Year 2 discuss British Monarchs Queen Elizabeth and Queen Victoria. • Year one learn about the diarist Samuel Pepys. • Classic texts from our literary heritage such as <i>Roald Dahl</i>, <i>Julia Donaldson</i>, <i>Paddington Bear</i>, <i>Mr Benn</i>, <i>The Tiger Who Came to Tea</i> and <i>The Iron Man</i> etc. are enjoyed and celebrated. • Some texts are chosen to develop and understanding of mutual respect, tolerance and British Values. Examples include The Class Vote by Deborah Chancellor We all Belong by Nathalie Goss and Alex Goss Our Diversity Makes Us Stronger by Elizabeth Cole

		<p>about Florence Nightingale and Mary Seacole. Year 1 look at the role of Grace Darling.</p>		<ul style="list-style-type: none">• Teaching students to respect and value diversity is encouraged in the day to day teaching and learning through showing respect for different viewpoints and ideas as well as in the ability to work effectively together both individually and in groups.
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