Year 2 English Progression & Intent

The breakdown of objectives outlined below indicates the expectation term by term in which learners will be secure with the related knowledge, skills and understanding to fully achieve end of year expectations. Objectives are planned to be taught across the year at relevant points (indicated and tracked via medium term planning and implemented in short term planning) and each term objectives that have been secured will continue to be consolidated. Therefore the grid below should not be viewed just as a breakdown of objectives to be taught in each term but rather our intent for learners to secure these objectives progressively, building towards the overall achievement of all year group objectives collectively by the end of the academic year thereby securing age related expectations.

	Autumn	Spring	Summer
Spoken Language	◊ Listen and respond appropriately to adults and their peers ◊ Ask relevant questions to extend their understanding and knowledge ◊ Maintain attention and participate actively in collaborative conversations, staying on topic and initiating and responding to comments ◊ Speak audibly & fluently with an increasing command of Standard English	◊ Use relevant strategies to build their vocabulary ◊ Use spoken language to develop understanding through speculating, hypothesising, imagining and exploring ideas ◊ Participate in discussions, presentations, performances, role play, improvisations & debates ◊ Gain, maintain and monitor the interest of the listener(s)	◊ Articulate and justify answers, arguments and opinions ◊ Give well-structured descriptions, explanations and narratives for different purposes, including for expressing feelings ◊ Consider and evaluate different viewpoints, attending to and building on the contributions of others ◊ Select and use appropriate registers for effective communication
Reading			
Word Reading	◊ Continue to apply phonic knowledge & skills as the route to decode words ◊ Read accurately by blending the sounds in words that contain the graphemes taught so far ◊ Read accurately words of two or more syllables that contain the same graphemes as above ◊ Read aloud books closely matched to their improving phonic knowledge, sounding out unfamiliar words accurately, automatically and without undue hesitation ◊ Reread these books to build up their fluency and confidence in word reading	◊ Continue to apply phonic knowledge & skills as the route to decode words until automatic decoding has become embedded & 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 most words quickly & accurately, without overt sounding & blending, when they have been frequently encountered ◊ Read words containing common suffixes ◊ Read common exception words on sight	◊ Read further common exception words, noting unusual correspondences between spelling and sound and where these occur in the word ◊ Read longer texts independently
Comprehension	◊ Discuss the sequence of events in books & how items of information are related ◊ Discuss non-fiction books that are structured in different ways ◊ Discuss & clarify the meanings of words, linking new meanings to known vocabulary ◊ Draw on what they already know or on background information & vocabulary provided by the teacher ◊ Check that the text makes sense to them as they read, & correct inaccurate reading	◊ Develop fluency & expression when reading aloud ◊ Listen to, discuss & express views about a wide range of contemporary & classic poetry, stories and non-fiction at a level beyond that at which they can read independently ◊ Become increasingly familiar with r& retell a wider range of stories, fairy stories & traditional tales ◊ Discuss their favourite words & phrases	◊ Recognise simple recurring literary language in stories and poetry ◊ Build up a repertoire of poems learnt by heart, appreciating these & reciting some, with appropriate intonation to make the meaning clear ◊ Explain & discuss their understanding of books, poems & other material, both those that they listen to & those that they read for themselves

	◊ Participate in discussion about books, poems and other works that are read to them and those that they can read for themselves, taking turns & listening to what others say ◊ Discuss & summarise main ideas in short texts ◊ Begin to make inferences on the basis of what is being said & done	◊ Identify & discuss story structure ◊ Answer simple & literal inferential questions ◊ Answer & ask questions ◊ Predict what might happen on the basis of what has been read so far ◊	◊ Make deeper inferences & justify with evidence ◊ Compare themes & talk about author choices
Writing			
Transcription: Spelling	◊ Segment spoken words into phonemes & represent these by graphemes, spelling many correctly ◊ Learn new ways of spelling phonemes for which 1 or more spellings are already known, & learn some words with each spelling, including a few common homophones ◊ Write from memory simple sentences dictated by the teacher that include words using the GPCs, common exception words & punctuation taught so far	◊ Spell: - some Y2 common exception words, as listed in English Appendix 1 - more words with contracted forms ◊ Distinguish between homophones & near-homophones	◊ Spell all Y2 common exception words, as listed in English Appendix 1 ◊ Use the possessive apostrophe (singular) [for example, the girl's book] ◊ Add suffixes to spell longer words including –ment, –ness, –ful, –less, –ly ◊ Apply taught spelling rules & guidance, as listed in English Appendix 1
Transcription: Handwriting	◊ 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		
Composition	◊ Write narratives about personal experiences & those of others (real and fictional) ◊ Write about real events ◊ Write for different purposes ◊ Plan or saying out loud what they are going to write about ◊ Write down ideas &/or key words, including new vocabulary ◊ Encapsulate what they want to say, sentence by sentence ◊ Reread to check that their writing makes sense	◊ Write poetry ◊ Read aloud what they have written with appropriate intonation to make the meaning clear ◊ Evaluate their writing with the teacher & other pupils ◊ Write longer texts with a clear beginning, middle & end	◊ Proofread to check for errors in spelling, grammar and punctuation (for example, ends of sentences punctuated correctly) ◊ Reread to check that their writing makes sense & that verbs to indicate time are used correctly & consistently, including verbs in the continuous form
Vocabulary, Grammar & Punctuation	◊ Use familiar punctuation correctly – (full stops & capital letters)	◊ Use both familiar and new punctuation correctly including full stops, capital letters, exclamation marks, question marks & commas for lists	◊ Use both familiar and new punctuation correctly including full stops, capital letters, exclamation marks, question marks, commas for lists & apostrophes for

	◊ Learn how to use expanded noun phrases to describe and specify [for example, the blue butterfly]	◊ Use sentences with different forms: statement, question, exclamation, command ◊ Use subordination (using when, if, that, or because) and co-ordination (using or, and, or but)	contracted forms & the possessive (singular) ◊ Use the present & past tenses correctly & consistently, including the progressive form ◊ Use and understand the grammatical terminology in English Appendix 2 in discussing their writing