



Year 2
English Planning Progression Document

	Sounds Write:	Handwriting:	Reading:	SPaG:	Writing:
Autumn A Fiction	<p>Sounds Write: See Sounds Write Progression Document</p> <p>Common homophones</p>	<p>1. How to join in a word: high frequency words</p> <p>2. Introducing the break letters: j, g, x, y, z, b, f, p, q, r, s</p> <p>3. Practising diagonal join to an ascender: eel, eet</p> <p>4. Practising diagonal join, no ascender: a_e</p> <p>5. Practising diagonal join, no ascender, anti-clockwise: ice, ide</p>	<p>Sequencing events</p> <p>Relating events</p> <p>Recognising recurring language</p> <p>Answering and asking questions</p> <p>Inference (<i>on the basis of what has been said and done</i>)</p> <p>Prediction (<i>of what might happen based on what has been read so far</i>)</p> <p>Ongoing:</p> <p>Discussing and clarifying the meaning of words, linking new meanings to known vocab</p> <p>Discussing favourite words and phrases</p> <p>Drawing on what they already know or on background information and vocabulary provided by the teacher</p>	<p>Coordinating conjunctions</p> <p>Present/past tense</p> <p>Adjectives</p> <p>Apostrophes for contraction</p> <p>Question marks</p> <p>Exclamation marks</p>	<p>Writing to inform:</p> <p>Non-chronological report Personal experiences (writing about)</p> <p>Writing to persuade:</p> <p>Letter</p> <p>Writing to entertain:</p> <p>Story retell Descriptive writing</p> <p>Ongoing writing objectives:</p> <p>Evaluating</p> <p>Re-reading/proof-reading</p> <p>Planning and saying out loud what they want to say</p> <p>Writing down ideas and key words, including new vocab</p> <p>Encapsulating what they want to say, sentence by sentence</p>

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<p>Autumn B</p> <p>Fiction</p>	<p>Sounds Write: See Sounds Write Progression Document</p> <p>Pre/Suffixes: -ment</p>	<p>6. Practising horizontal join, no ascender: ow, ou</p> <p>7. Practising horizontal join, no ascender: oi, oy</p> <p>8. Practising horizontal join, no ascender, anti-clockwise: oa, ode</p> <p>9. Practising horizontal join to ascender: ole, obe</p> <p>10. Practising horizontal join to ascender: ook, ool</p>	<p>Sequencing events</p> <p>Relating events</p> <p>Recognising recurring language</p> <p>Answering and asking questions</p> <p>Inference (<i>on the basis of what has been said and done</i>)</p> <p>Prediction (<i>of what might happen based on what has been read so far</i>)</p> <p><u>Ongoing:</u></p> <p>Discussing and clarifying the meaning of words, linking new meanings to known vocab</p> <p>Discussing favourite words and phrases</p> <p>Drawing on what they already know or on background information and vocabulary provided by the teacher</p>	<p>Coordination</p> <p>Present/past tense</p> <p>Adjectives</p> <p>Apostrophes for contraction</p> <p>Question marks</p> <p>Exclamation marks</p>	<p><u>Writing to inform:</u></p> <p>Non-chronological report Personal experience (writing about)</p> <p><u>Writing to persuade:</u></p> <p>Letter</p> <p><u>Writing to entertain:</u></p> <p>Story retell Descriptive writing</p> <p><u>Ongoing writing objectives:</u></p> <p>Evaluating</p> <p>Re-reading/proof-reading</p> <p>Planning and saying out loud what they want to say</p> <p>Writing down ideas and key words, including new vocab</p> <p>Encapsulating what they want to say, sentence by sentence</p>

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<p>Spring A</p> <p>Fairy stories / Myths / Traditional Tales</p>	<p>Sounds Write: See Sounds Write Progression Document</p> <p>Pre/Suffixes: -ly</p> <p>Er/est</p> <p>s/es</p>	<p>1. Practising diagonal join to r: ir, ur, er</p> <p>2. Practising horizontal join to r: or, oor</p> <p>3. Introducing horizontal join from r to ascender: url, irl, irt</p> <p>4. Introducing horizontal join from r: ere</p> <p>5. Practising joining to and from r: air</p>	<p>Sequencing events</p> <p>Relating events</p> <p>Answering and asking questions</p> <p>Inference (<i>on the basis of what has been said and done</i>)</p> <p>Prediction (<i>of what might happen based on what has been read so far</i>)</p> <p>Ongoing:</p> <p>Discussing and clarifying the meaning of words, linking new meanings to known vocab</p> <p>Discussing favourite words and phrases</p> <p>Drawing on what they already know or on background information and vocabulary provided by the teacher</p>	<p>Subordination</p> <p>Possessive apostrophes</p> <p>Verbs and adverbs</p> <p>Expanded noun phrases</p> <p>Commas in a list</p> <p>Proper nouns (capital letters)</p>	<p>Writing to inform:</p> <p>Non-chronological report</p> <p>Personal experience (writing about)</p> <p>Writing to persuade:</p> <p>Letter</p> <p>Writing to entertain:</p> <p>Story retell</p> <p>Descriptive writing</p> <p>Ongoing writing objectives:</p> <p>Evaluating</p> <p>Re-reading/proof-reading</p> <p>Planning and saying out loud what they want to say</p> <p>Writing down ideas and key words, including new vocab</p> <p>Encapsulating what they want to say, sentence by sentence</p>
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<p>Spring B</p> <p>Non-Fiction (<i>more than one, structured in different ways</i>) (Three Weeks)</p> <p>Poetry (<i>Contemporary and Classic</i>) (Two weeks)</p>	<p>Sounds Write: See Sounds Write Progression Document</p> <p>Pre/Suffixes: -less</p>	<p>6. Introducing diagonal join to s: dis</p> <p>7. Introducing horizontal join to s: ws</p> <p>8. Introducing diagonal join from s to ascender: sh</p> <p>9. Introducing diagonal join from s, no ascender: si, se, sp</p> <p>10. Introducing horizontal join from r, anti-clockwise: rs</p>	<p><u>Non-fiction:</u></p> <p>Answering and asking questions</p> <p>Inference (<i>on the basis of what has been said and done</i>)</p> <p>Explain understanding of the text</p> <p><u>Poetry:</u></p> <p>Recognising recurring language</p> <p>Prediction (<i>of what might happen based on what has been read so far</i>)</p> <p><u>Ongoing:</u></p> <p>(Poetry) - 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><u>Non-fiction:</u></p> <p>Subordination</p> <p>Adverbs and verbs</p> <p>Apostrophes for contraction</p> <p><u>Poetry:</u></p> <p>Adjectives</p> <p>Expanded noun phrases</p>	<p><u>Writing to inform:</u></p> <p>Non-chronological report</p> <p>Writing instructions</p> <p>Letter</p> <p><u>Writing to entertain:</u></p> <p>Poetry</p> <p><u>Ongoing writing objectives:</u></p> <p>Evaluating</p> <p>Re-reading/proof-reading</p> <p>Planning and saying out loud what they want to say</p> <p>Writing down ideas and key words, including new vocab</p> <p>Encapsulating what they want to say, sentence by sentence</p>
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<p>Summer A</p> <p>SATs (May)</p> <p>Fiction</p>	<p>Sounds Write: See Sounds Write Progression Document</p> <p>Pre/suffixes: -ful</p>	<p>1. Practising diagonal join to and anti-clockwise letter: ea, ear</p> <p>2. Introducing horizontal join to and from f to ascender: ft, fl</p> <p>3. Introducing horizontal join from f, no ascender: fu, fr</p> <p>4. Introducing qu</p> <p>5. Introducing rr</p>	<p>Sequencing events</p> <p>Answering and asking questions</p> <p>Prediction (<i>of what might happen based on what has been read so far</i>)</p> <p>Inference (<i>on the basis of what has been said and done</i>)</p> <p><u>Ongoing:</u></p> <p>Discussing and clarifying the meaning of words, linking new meanings to known vocab</p> <p>Discussing favourite words and phrases</p> <p>Drawing on what they already know or on background information and vocabulary provided by the teacher</p>	<p>Subordination</p> <p>Possessive apostrophes</p> <p>Verbs and adverbs</p> <p>Expanded noun phrases</p> <p>Commas in a list</p> <p>Statement, question, command, exclamation</p> <p>Week 1 – Reading paper recap</p> <ul style="list-style-type: none"> - Reading comprehnsions 	<p><u>Writing to inform:</u></p> <p>Non-chronological report Personal experience (writing about)</p> <p><u>Writing to persuade:</u></p> <p>Letter</p> <p><u>Writing to entertain:</u></p> <p>Personal experience (fictional) Descriptive writing</p> <p>Playscript (2 weeks)</p> <p><u>Ongoing writing objectives:</u></p> <p>Evaluating</p> <p>Re-reading/proof-reading</p> <p>Planning and saying out loud what they want to say</p> <p>Writing down ideas and key words, including new vocab</p> <p>Encapsulating what they want to say, sentence by sentence</p>
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<p>Summer B</p> <p>Fiction (creative writing focus)</p>	<p>Sounds Write: See Sounds Write Progression Document</p> <p>Pre/suffixes: -ness</p>	<p>6. Introducing ss</p> <p>7. Introducing ff</p> <p>8. Capital letter practice: height of ascenders and capitals</p> <p>9. Assessment</p> <p>10. Assessment</p>	<p><u>Non-fiction:</u></p> <p>Answering and asking questions</p> <p>Inference (<i>on the basis of what has been said and done</i>)</p> <p>Explain understanding of the text</p> <p><u>Ongoing:</u></p> <p>Discussing and clarifying the meaning of words, linking new meanings to known vocab</p> <p>Discussing favourite words and phrases</p> <p>Drawing on what they already know or on background information and vocabulary provided by the teacher</p>	<p>Progressive form</p> <p>Subordination</p> <p>Possessive apostrophes</p> <p>Verbs and adverbs</p> <p>Expanded noun phrases</p> <p>Apostrophes for contraction</p>	<p><u>Writing to persuade:</u></p> <p>Letter</p> <p><u>Writing to entertain:</u></p> <p>Story retell Descriptive writing</p> <p><u>Ongoing writing objectives:</u></p> <p>Evaluating</p> <p>Re-reading/proof-reading</p> <p>Planning and saying out loud what they want to say</p> <p>Writing down ideas and key words, including new vocab</p> <p>Encapsulating what they want to say, sentence by sentence</p>
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Word Reading taught through daily Sounds Write sessions:

- 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 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 (Sounds Write/Dandelion decodable readers).
- Re-read these books to build up their fluency and confidence in word reading.
- Write from memory simple sentences dictated by the teacher that include words using the GPCs, common exception words and punctuation taught so far

Daily Story Time:

- 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

World Book Day:

- Explain and discuss their understanding of books, poems and other material, both those that they listen to and those that they read for themselves.

Poetry Week:

- Continuing to build up a repertoire of poems learnt by heart, appreciating these and reciting some, with appropriate intonation to make the meaning clear

Reading lesson guidance:

Inference KS1

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Within KS1, **children must be able to make inferences on** the basis of what is being said and done. Within KS2, children must be able to draw inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence.

Prediction KS1

Prediction is **using evidence from a text to say what may happen next**, what events may unfold or how a character may behave. A key part of comprehension.

Reading curriculum link:	Reading lesson activity:	How to embed learning in exercise books:
<ul style="list-style-type: none"> • Inference 	<p>Conscience alley</p> <p>A useful technique for exploring any kind of dilemma faced by a character, providing an opportunity to analyse a decisive moment in greater detail. The class forms two lines facing each other. One person (the teacher or a participant) walks between the lines as each member of the group speaks their advice. It can be organised so that those on one side give opposing advice to those on the other. When the character reaches the end of the alley, she makes her decision. Sometimes known as Decision Alley or Thought Tunnel.</p> <p>https://youtu.be/-Hs0LirW9v8</p>	<ul style="list-style-type: none"> • Write a short note to the character giving them advice on what to do next and suggest reasons why you are giving that advice.
<ul style="list-style-type: none"> • Inference • 	<p>Freeze frame</p> <p>Like pressing a pause button on a remote control. Children demonstrate a critical moment in a scene or story by standing in still poses demonstrating what their character is doing, how they are feeling etc. After children have demonstrated their freeze frame in small groups, other children/adults question the children based on their actions, facial expressions etc. Children to give justify their answers based on evidence from the text. Once completed,</p>	<ul style="list-style-type: none"> • Children to write what they did in their freeze frame in role, why their character was doing what they were doing, how they were feeling and why etc.

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	children to write what they did in their freeze frame as their character and why. https://youtu.be/flueLbP7NOI	
<ul style="list-style-type: none"> • Inference • Relating events 	<p>Flashbacks</p> <p>A step up from freeze frames. Children to create freeze-frames in small groups but then (when the teacher claps their hands) they move into a second freeze frame from before their original.</p>	<ul style="list-style-type: none"> • Children to write what they did in their freeze frame in role, why their character was doing what they were doing, how they were feeling and why etc. • Demonstrate how the flashback changed the character's feelings, thoughts and actions within their writing.
<ul style="list-style-type: none"> • Inference • Prediction • Relating events 	<p>Flashforwards</p> <p>A step up from freeze frames. Children to create freeze-frames in small groups but then (when the teacher claps their hands) they move into a second freeze frame from after their original.</p>	<ul style="list-style-type: none"> • Children to write what they did in their freeze frame in role, why their character was doing what they were doing, how they were feeling and why etc. • Demonstrate how the flashforwards changed the character's feelings, thoughts and actions within their writing.
<ul style="list-style-type: none"> • Inference • Answering and asking questions 	<p>Hot seating</p> <p>Hot seating is where one or a small group of children sit at the front of a class or small group. Teacher asks as a facilitator, pushing the questioning in the right direction. They are then asked questions about their feelings, thoughts and motives and have to give reasons for their answers based on the story/text. It is best to give children time to prepare their questions in their exercise books.</p>	<ul style="list-style-type: none"> • Write questions they are going to ask pre hot-seating. • Write what they have learned about the character.
<ul style="list-style-type: none"> • Inference 	<p>Role on the wall</p> <p>Outline of a body drawn on board/paper. Words or phrases describing a character are then written directly onto the drawing or stuck on using sticky notes. This technique can be carried out as a</p>	<ul style="list-style-type: none"> • Children to create role on the wall independently in their exercise books

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	group or individually. You can include facts such as physical appearance, age, gender, location, as well as subjective ideas such as likes/dislikes, friends/enemies, opinions, motivations, secrets, dreams etc. Remember to push children to suggest reasons for their ideas.	using body template.
<ul style="list-style-type: none"> • Inference • Prediction 	<p>Thought tracking</p> <p>Thought tracking is a natural follow-up to still images and freeze frames. Once children have made an image, explain that when you tap them on the shoulder you would like them to speak the thoughts or feelings of their character aloud. At the beginning this may just be one or two words but children will soon gain confidence to express themselves in longer sentences. It doesn't take long to thought-track each child in a group so that you reveal a wide range of attitudes and feelings from different characters.</p>	<ul style="list-style-type: none"> • Children to write a short diary entry as their character explaining what they were doing/feeling/thinking and suggest reasons for this.

The KS1 Reading Content Domains

The content domain sets out the relevant elements from the national curriculum programme of study (2014) for English at key stage 1 that are assessed in the English reading test. The tests will, over time, sample from each area of the content domain. The key stage 1 English reading tests will focus on the comprehension elements of the national curriculum.

The following table shows the content domain, which sets out how elements of the curriculum will be defined for test development purposes.

Content domain reference

1a draw on knowledge of vocabulary to understand texts

1b identify / explain key aspects of fiction and non-fiction texts, such as characters, events, titles and information

1c identify and explain the sequence of events in texts

1d make inferences from the text

1e predict what might happen on the basis of what has been read so far

<https://www.goodrichprimarysch.co.uk/wp-content/uploads/2018/03/KS1-Reading-Domains.pdf>

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