



English Progression Overview

Year 2 - AUTUMN Term



Reading	Term 1	Term 2
Reading Spine (Whole Class Texts)	<ul style="list-style-type: none"> ❖ Martha maps it out ❖ Swift walker: A continental Journey – Verlyn Tarlton ❖ NF: All kinds of habitats ❖ NF: In focus: Oceans and seas – Steve Parker ❖ Talking is not my thing – Rose Robbins ❖ Amazing! - Steve Antony ❖ All are welcome – Alexandra Penfold 	<ul style="list-style-type: none"> ❖ How to hide a lion at Christmas ❖ Toby and the great fire of London – Margaret Nash ❖ NF: Everyday materials ❖ NF: The Great fire of London – Liz Gogerly ❖ NF: The Great fire of London – Stewart Ross ❖ Same but different – Molly Potter ❖ Happy in our skin – Frank Manushkin
	End Points	Question Stems
Decode / word-reading: phonics tricky words alphabet use of dictionary	<ul style="list-style-type: none"> ❖ Rapid Catch up - Little Wandle Ph 3 & 5 ❖ Possibly implement a SEN Little Wandle programme depending on assessment from Term 1 ❖ Read a wider range of longer words from Little Wandle Ph 3&5 ❖ Complete Little Wandle Phase 5 ❖ Tricky words from phase 5 ❖ To use prosody when reading aloud to emphasise punctuation and characters/events. 	
Comprehend, locate and retrieve: vocabulary characters settings events information justify using text	<ul style="list-style-type: none"> ❖ Understand the key events or features of a text. ❖ Simply comment on beginning, middle and end. ❖ Work with a group to answer questions about texts. ❖ Know how non-fiction texts are structured and can name some of their features. ❖ Recite some lines from simple poems, saying what I like. ❖ Say what I think about books, poems and non-fiction. ❖ Use the front cover and book title, as well as illustrations to make reading choices. 	<ul style="list-style-type: none"> ❖ <i>What do the words... suggest about the mood/setting/character?</i> ❖ <i>Find one word/phrase that means...</i> ❖ <i>Find and copy a word that means...</i>
Inferential understanding: prediction sequencing events summary nuanced vocabulary	<ul style="list-style-type: none"> ❖ Comment on character's actions. ❖ Provide simple explanations about events. ❖ Explore what I think is going to happen in a text. ❖ Explain the meaning of words in context ❖ Listen to and talk about some poems, either contemporary or classical (or both) 	<ul style="list-style-type: none"> ❖ <i>What was the first/middle/end thing that happened in the story?</i> ❖ <i>Which happened first/last?</i> ❖ <i>What do you think will happen next?</i> ❖ <i>Recall a main event from the story.</i>
Respond to text: evaluation response to author authorial effect and intent effect of vocabulary	<ul style="list-style-type: none"> ❖ Able to look an at illustration and verbalise the effect of the picture on their feelings. ❖ Recognise rhyming words. ❖ Recognise tongue twisters/ alliteration ❖ Recognise interesting words. ❖ Recognise key themes within a text, linked to familiar stories. 	<ul style="list-style-type: none"> ❖ <i>Why does the author...?</i> ❖ <i>What does this word mean?</i> ❖ <i>Why do you think the author has used this word?</i>

Phonics and/or Spelling	Term 1							Term 2						
	<i>Little Wandle Summer 2 (Main class)</i>							<i>Little Wandle Phase 5 Review</i>						
Little Wandle	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7
	Assessment	/ai/ eigh aigh ey ea eight straight grey break /n/ kn gn knee gnaw /m/ mb thumb /ear/ ere eer here deer New tricky words: busy/beauti ful/pretty/h our	/zh/ su si treasure vision /j/ dge bridge /i/ y crystal /j/ ge large New tricky words: move/imp rove/pare nts/shoe	/sh/ ti ssi si ci potion mission mansion delicious	/or/ augh our oar ore daughter pour oar more	Review	Assessme nt	/ai/ a-e ai ay a eigh ea ey aigh /ee/ y ea ee e ie ey e-e /igh/ igh i-e i y ie /oa/ ow o o- e oa oe ou Tricky words: people/eye/ whole	/oo/ /yoo/ oo u u-e ew ue ou ui /air/ air are ear ere /ur/ er ur ir or ear /ow/ ou ow Tricky words: through improve move prove shoe two who beautiful their parents	/or/ or a aw au ore oor al oar our augh aur /zh/ si su /ch/ ch tch ture* /sh/ sh ti ch ssi ci si Tricky words: thought sure	/j/ j g ge dge /s/ s ss c ce se st sc /u/ ou /e/ ea /i/ y /o/ a /u/ o o-e /oo/ u oul schwa: er a or ar our re Tricky words: once again any many friend busy pretty because laugh	ie /ee/ /igh/ y /ee/ /igh/ /i/ ce se st sc ea /ee/ /e/ /ai/ a /a/ /ai/ /or/ Tricky word: friend	Review	Assess ment

Writing	Term 1							Term 2						
	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 6-7	Week 1	Week 2	Week 3	Week 4	Week 5-6	Week 7	Week 7
Genre/composition	Class rules Transition activities	Perfectly Norman (Focus on simple sentence construction)		Once upon an ordinary school day (Build on simple sentence construction and write a sequence of sentences.)		Poem “Don’t!”		How to hide a lion at school (Writing instructions)	How to hide a lion at Christmas (Drama and writing a short narrative)		Non-Fiction Recount (Recount of GFoL)		Assessments	
Genre specific coverage	<ul style="list-style-type: none">Asking and answering questionsQuestion sentencesWhat is a sentence?	<ul style="list-style-type: none">capital letters: for sentence start/proper nouns.Demarcate sentences with a full stopWrite a simple sentenceUsing labelsUsing a simple conjunction <i>and because</i>Identify a nounUse adjectives to create noun phrasesWrite a simple sentence with a noun phrase		<ul style="list-style-type: none">Demarcate more sentences accurately with a capital letter and full stop.Use noun phrases in sentences to describe a settingUse noun phrases in sentences to describe a characterIntroduce expanded noun phrases and using a commaWrite a sequence of sentences to describe a character, using noun phrases and some expanded noun phrases.Use some simple editing skills (E1 edit)Publish a short piece of writing		<ul style="list-style-type: none">Listen to and perform poetryDiscuss themes of a poemIdentify rhyming coupletsIdentify types of words in the poem (Nouns and adjectives)Think of different synonyms for the word ‘put’Create rhyming couplets, applying phonics knowledge (EG <i>jelly/welly</i>)Write a simple rhyming sentenceCompose and perform a group poem		<ul style="list-style-type: none">Give instructionsUnderstand and identify verbsUnderstand verbs in commands/instructions are imperative verbsWrite instructions using an imperative verbUse features of instruction writing:<ul style="list-style-type: none">VerbsSequential	<ul style="list-style-type: none">Retell a story simply using dramaDemarcate more sentences accurately with a capital letter and full stop.Write a sequence of sentences to create a short story, using noun phrases and some expanded noun phrases.Begin to use a comma for expanded noun phrasesBegin to use conjunctions more frequently to extend sentencesUse some simple editing skills (E1 edit)Publish a short piece of writing		<ul style="list-style-type: none">Demarcate more sentences accurately with a capital letter and full stop.Sequence of events is in order with time connectivesRecount includes who, what, where and whenWriting sentences in the past tense.Word choice is more consistently in the correct tense			



Year 2 SPRING Term



Reading	Term 3	Term 4
Reading Spine (Whole Class Texts)	<ul style="list-style-type: none"> ❖ Animal stories: <ul style="list-style-type: none"> ○ Owl babies – Martin Waddell ○ The season of Giraffes – Emily Sutton ❖ NF: In the animal kingdom – Paul Mason ❖ NF: Growing and Changing (Life Cycles) ❖ Diwali ❖ Along came a different – Tom McLaughlin 	<ul style="list-style-type: none"> ❖ Chapter books in The Boy who grew Dragons series ❖ There is no dragon in this story – Lou Carter ❖ The dragon and the nibblesome knight – Elli Woollard ❖ NF: Castles (Picture book) - Abigail Wheatley ❖ NF: See inside castles – Katie Daynes ❖ Milo imagines the world – Matt de la Pena ❖ Julian is a mermaid – Jessica Love
	End Points	Question Stems
Decode / word-reading: phonics tricky words alphabet use of dictionary	<ul style="list-style-type: none"> ❖ Rapid Catch up - Little Wandle Ph 3 & 5 ❖ SEN Little Wandle programme? ❖ Complete Little Wandle bridge to spelling and start Little Wandle spelling scheme ❖ To use prosody when reading aloud to emphasise punctuation and characters/events. ❖ Read fluently and have started to use my phonic skills to decode unfamiliar words quickly and easily. ❖ Predict alternative grapheme sounds in unfamiliar words. ❖ Read multi syllabic words. ❖ Read words containing common suffixes. ❖ In contractions, I understand the apostrophe is replacing the missing letters. ❖ Read aloud taking into account of punctuation and author intention. 	
Comprehend, locate and retrieve: vocabulary characters settings events information justify using text	<ul style="list-style-type: none"> ❖ Understand how the key events in a story result in the final outcome. ❖ Answer questions about text I have read. ❖ Know how non-fiction texts are structured and I can refer to the key features – explaining their purpose. ❖ Discuss words and phrases. ❖ Recognise key themes within a text, linked to familiar stories. ❖ Able to take part in discussions about books, poems and non-fiction texts. ❖ Use the front cover and book title, as well as illustrations and the words inside to make reading choices. 	<ul style="list-style-type: none"> ❖ Which adjectives are used to describe...? ❖ Find and copy 1 word/phrase... ❖ Which word means the same as... ❖ What does ... mean?
Inferential understanding: prediction sequencing events summary nuanced vocabulary	<ul style="list-style-type: none"> ❖ Beginning to understand the reasons for a character's behaviour. ❖ Discuss possible reasons for events. ❖ Explore what I think is going to happen and suggest why I think this. ❖ Discuss, in a group, the sequence of events in a story. ❖ Understand new vocabulary. 	<ul style="list-style-type: none"> ❖ What will happen when...? Why? ❖ Where do you think... will go/happen? ❖ Can you order these events? ❖ What does ... mean? ❖ What do you think the meaning of...is?
Respond to text: evaluation response to author authorial effect and intent effect of vocabulary	<ul style="list-style-type: none"> ❖ Identify how vocabulary choices affect meaning – 'Crept lets you know he's trying to be quiet'. ❖ Recognise words that sound like their meaning ❖ Begin to consider the impact of the text and any meaning it has. ❖ Consider choices made in the story and in vocabulary choices made by the author. 	<ul style="list-style-type: none"> ❖ How does the text make you feel? ❖ Which is your favourite part of the text ? ❖ Why has the author...?

Phonics and/or Spelling	Term 3							Term 4					
	Little Wandle Bridge to Spelling (5 weeks)							Little Wandle Year 2 spelling scheme (20 weeks)					
To be released from November '23													
Little Wandle	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6
	Grow the code – using the complete code chart to support my spelling.	Doubling letters at the end of a word for a short vowel sound. Double letters in some longer words ending in ‘er’	Words ending in k or ck. Words ending in ch or tch.	Adding the suffix es/s to words. Doubling the final letter in some words when adding the suffix ‘ing’.	Swapping the ‘y’ for an ‘l’ when adding the suffix ‘ed’. Dropping the ‘e’ when adding the suffix ‘ing’.	Review	Assessment	Why do some words have the spellings ‘kn’ and ‘gn’ for /n/, and ‘wr’ for /r/? Prickly spellings: one/once Homophones: knight/night	Why do I drop the ‘e’ when I add the suffixes -ed, -ing, -er, -est and -y? Prickly spellings: two/again Homophones: one/won	Why do some words end ‘ge’ or ‘dge’? Why can /j/ be spelled ‘j’ or ‘g’ in different words? Prickly spellings: any/many Homophones: where/wear	Assessment		

Writing	Term 3						Term 4					
	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6
Genre/composition	The owl who was afraid of the dark (Story writing)			Diary of a killer cat (Chapter book) (Writing diary entries to continue a diary from a given point)			George and the dragon (Fantasy story)	The boy who grew dragons (Descriptive writing and informal letter writing)	Non-Fiction Information Text (Castle theme: History link)	Assessment		
Genre specific coverage	<ul style="list-style-type: none">Retell a story simply using dramaIdentify adjectives and nounsUse adjectives to describe a characterExplore descriptive phrases, eg alliteration/ similes, and use them in a sentence	<ul style="list-style-type: none">Write a new chapter for the characterDemarcate more sentences accurately with a capital letter and full stop.Create descriptive phrases for a new chapterWrite a sequence of sentences to create a short chapter, using a variety of descriptive phrases	<ul style="list-style-type: none">Planning a story based on a familiar oneRetelling a story simply using drama and story mappingDemarcate more sentences accurately with a capital letter and full stop.Write a sequence of sentences to create a short story, using descriptive phrasesBegin to use a comma for expanded noun phrasesUse conjunctions more frequently to extend sentencesUse some simple editing skills (E1 edit)Publish a short piece of writing	<ul style="list-style-type: none">Listen to diary entriesIdentify tense of sentences and past tense wordsPractise writing sentences in past tensePractise writing in the first personPractise writing short paragraphsConsider thoughts and feelings to include into diary entries.Practise writing in chronological order	<ul style="list-style-type: none">Writing sentences in the past tense.Word choice is consistently in the correct tense.Write about events in orderUse words like: I/My/We/Our to write as if we were thereInclude date and/or timeUse time linking words, eg: first, next, after a while	<ul style="list-style-type: none">Using descriptive phrases confidently, eg: noun phrases/ expanded noun phrasesExpanded noun phrases are written with a commaSentences are demarcated with correct punctuationDescribe a mysterious setting of an imaginary spaceInclude in the story a problem and solutionInclude fantastical characters and magicPlanning a story based on a familiar oneRetelling a story simply using drama and story mappingUse some simple editing skills (E1&2 edit)Publish a short piece of writing	<ul style="list-style-type: none">Using descriptive phrases confidently, eg: noun phrases/ expanded noun phrasesExpanded noun phrases are written with a commaUse features of letter writing: date, address, greeting, introduction, main text, conclusion and close.	<ul style="list-style-type: none">Sentences are demarcated with correct punctuationA title states the topic of the textFeatures of information texts are used, eg: Title, sub-headings, pictures or diagrams, labels and captionsFactual sentencesText is written in paragraphs				



Year 2 SUMMER Term



Reading	Term 5	Term 6
Reading Spine (Whole Class Texts)	<ul style="list-style-type: none"> Mixed up fairy tales – Hilary Robinson The three little wolves and the big bad pig – Eugene Trivizas NF: Africa – Shalini Vallepur NF: Africa, Amazing Africa – Atinuke NF: Islam: Eid-UI-Fitr NF: At the mosque Poetry: Fairytale poems by Clare Bevan Once upon a rhyme by Thomas Probst Tales from other cultures: The Ghanaian Goldilocks – Tamara Pizzoli 	<ul style="list-style-type: none"> Storm Whale in winter – Benji Davies Flotsam – David Wiesner Books from the Lighthouse Keeper series – Ronda Armitage At the beach – Roland Harvey NF: Seaside holidays – Sally Hewitt NF: Info Buzz History: The Seaside – Izzie Howell NF: Islam: Your faith Choices
	End Points	Question Stems
Decode / word-reading: phonics tricky words alphabet use of dictionary	<ul style="list-style-type: none"> Rapid Catch up - Little Wandle Ph 3 & 5 SEN Little Wandle programme? Read a wider range of longer words from Little Wandle Ph 3&5 Complete Little Wandle Phase 5 review Read familiar words quickly, without needing to sound them out. Read common suffixes, understanding the impact on root words. Use a range of decoding strategies. Use syllable boundaries to read each syllable then combine them to read a word. Self -correct when I have read a sentence incorrectly. Accurately read words with contractions. Read all (Year 1 & 2 HFW). 	
Comprehend, locate and retrieve: vocabulary characters settings events information justify using text	<ul style="list-style-type: none"> Retell a story, referring to most of the key events and characters. Find the answers to questions in non-fiction, stories and poems. Locate specific information e.g. key information/events, characters names etc. Decide how useful a non-fiction text is for the purpose. Continue to build up a repertoire of poems learnt by heart, with appropriate intonation. Participate in discussions about books, poems and other works and can compare similarities and differences between texts. Make choices about which texts to read, based on prior reading experiences. 	<ul style="list-style-type: none"> Tell me a word that means... Why did... do...? Which character... why? What happened when... how do you know? Find and copy a word that means... What is the setting? Explain why...happened?
Inferential understanding: prediction sequencing events summary nuanced vocabulary	<ul style="list-style-type: none"> Make simple inferences about thoughts and feelings of characters and reasons for their actions. Discuss reasons for events, by using clues in the story. Understand why a writer has written a text – ‘She wants you to know how to make a kite’. Make predictions based on reading other books by the author and my own experiences. Understand how the author uses words to convey thoughts, feelings and actions, including ‘reading between the lines’. Summarise a story, giving the main points clearly in sequence. 	<ul style="list-style-type: none"> Why did...? How do we know? Tell me about the story. Order/Number/sequence events from story Act out poem using text as a base
Respond to text: evaluation response to author authorial effect and intent effect of vocabulary	<ul style="list-style-type: none"> Understand some differences between spoken and written language. Recognise simple similes. Discuss my favourite words and phrases and how it affects meaning. Recognise key themes and ideas within a text. 	<ul style="list-style-type: none"> What do you like about the story? How does the author....? Choose a word that means...? Would you recommend this text? Why? How does the author...? Why has the author used...?

		❖ How did... perform their poem, why? ❖ What was the message in the story?
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Phonics and/or Spelling	Term 5						Term 6						
	Little Wandle Year 2 spelling scheme (20 weeks)						Little Wandle Year 2 spelling scheme (20 weeks)						
	To be released from November '23						remaining 5 weeks term 1 year 3.						
	To be released from November '23												
Spelling Shed (National Curriculum)	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7
and/or Little Wandle	The 'W special' How do 'w' and 'qu' change the sounds that 'a', 'ar' and 'or' make in some words?		Why do I swap the 'y' for an 'i' when I add the suffix -es?	Why do some words have the spelling 'ey' for the sound /ee/?	Why do some words end -le, -el, -al or -il?	Assessment	Why does 'c' make the sound /s/ in some words?	How can I spell the sound /zh/?	What happens when I add the suffixes -ment, -ness, -ful -less and -ly to a root word?	How can I show missing letters in a word?	Review	Assessment	
	Prickly spellings:		Prickly spellings:	Prickly spellings:	Prickly spellings:		Prickly spellings:	Prickly spellings:	Prickly spellings:	Prickly spellings:			
	who/whole		eye/people	journey/friend	move/improve		said/says	busy/prett y	parents/because	Beautiful/lough			
	Homophones:		Homophones:	Homophones:	Homophones:		Homophone s:	Homophones:	Homophones:	Homophones:			
	our/hour		quite/quiet	see/sea	to/too/two		hear/here	be/bee	bare/bear	their/there/they're			

Writing	Term 5						Term 6					
	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6 Week 7 assessment
Genre/composition	Prince Cinders (Character description)		Snow White in New York (Adventure story)		Poetry Fairy tale Poems		Storm Whale (Story writing)			Non-Fiction Recount of a trip		
Genre specific coverage	<ul style="list-style-type: none"> Using descriptive phrases confidently, eg: noun phrases/ expanded noun phrases Expanded noun phrases are written with a comma Begin to use descriptive phrases like similes to describe features and personalities of a character. Sentences are demarcated with correct punctuation Write a sequence of sentences that creates a short, descriptive narrative Consider the characters personality, thoughts and feelings. 		<ul style="list-style-type: none"> Planning a story based on a familiar one Retelling a story simply using drama and story mapping Using descriptive phrases confidently, eg: noun phrases/ expanded noun phrases Expanded noun phrases are written with a comma Begin to use descriptive phrases like similes to describe features and personalities of a character. Sentences are demarcated with correct punctuation Adventure stories needs to include: a title, a beginning, build-up, problem, resolution and ending. 		<ul style="list-style-type: none"> Listen to and perform poetry Discuss themes of a poem Identify rhyming couplets Identify types of words in the poem (Nouns and adjectives) Create rhyming couplets, applying phonics knowledge Write a simple rhyming sentence Compose and perform a poem with a fairy tale theme 		<ul style="list-style-type: none"> Retell a story simply using drama Identify adjectives and nouns Use adjectives to describe a character Explore descriptive phrases, eg alliteration/ similes, and use them in a sentence Demarcate more sentences accurately with a capital letter and full stop. Create descriptive phrases for characters/ settings Write a simple improvised version of a familiar story 			<ul style="list-style-type: none"> Planning a story based on a familiar one Retelling a story simply using drama and story mapping Demarcate sentences accurately with punctuation Write a sequence of sentences to create a short story, using descriptive phrases Use a comma for expanded noun phrases Use conjunctions more frequently to extend sentences Use some simple editing skills (E1&2 edit) Publish a short piece of writing Spellings of words that use more adventurous prefixes and suffixes 		<ul style="list-style-type: none"> Demarcate sentences accurately with a capital letter and full stop. Sequence of events is in order with higher level time connectives, eg: Sometime later, Later in the afternoon, First of all. Recount includes who, what, where and when Recount includes writing about personal experiences, thoughts and feelings. Writing sentences in the past tense. Word choice is consistently in the correct tense. Use words like: I/My/We/Our

		<ul style="list-style-type: none">• Spellings of words that use more adventurous prefixes and suffixes• Introduce adverbs and use with some accuracy to describe a verb• Vary the ways in which clauses are joined, whether by co-ordination (using and, or, but) or subordination (when, if, because).				<ul style="list-style-type: none">• Use adverbs with growing accuracy to describe a verb• Spell some common contractions accurately e.g. it's, can't, didn't; or to mark singular possession e.g. Mark's football.• Vary the ways in which clauses are joined, whether by co-ordination (using and, or, but) or subordination (when, if, because).		
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