KIRKBY CE –Y2 Progression Map

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			Aut 1	Aut 2	Spr 1	Spr 2	Sum 1	Sum 2
English	Texts	Driver Texts	• The Word Collector- Peter.H. Reynolds	Pattan's Pumpkin Chitra Soundar	Emperors Egg-Martin Jenkins	• Izzy Gizmo- Pip Jones	Anna Hibiscus-Atinuke	Storm Whale-Benji Davies
	GPS		Throughout the year NC requirements from Year 2 PoS, including: **Word** • Formation of nouns using suffixes such a -ness, -er and by compounding. • Formation of adjectives using suffixes such as -ful, -less (a fuller list can be found in English Appendix 1) • Use of the suffixes -er, -est in adjectives and the use of -ly in • Standard English to turn adjectives into adverbs **Sentence** • Subordination (using when, if, that, because) and co-ordination (using or, and, but) • Expanded noun phrases for description and specification. How the grammatical patterns in a sentence indicate its function as a statement, question, exclamation, or command. **Text** • 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 **Punctuation** • Use of capital letters, full stops, question marks and exclamation marks to demarcate sentences • Commas to separate items in a list Apostrophes to mark where letters are missing in spelling and to mark singular possession in nouns **Terminology:** noun, noun phrase statement, question, exclamation, command compound, suffix adjective, adverb, verb tense (past, present) apostrophe, comma					
	Phonics & Spelling		Throughout the year the children will continue to work on RWI and NC requirements for the Year 2 PoS, including: **Spell words containing the sound:** • 'or' spelt 'a' before 'l' and 'll' • 'igh' spelt 'y' • 'o' spelt 'a' after 'w' and 'qu' • 'u' spelt 'o' • 'or' spelt 'ar' after 'w' • 'ee' spelt 'ey' • 'er' spelt 'o' after 'w' • 'j' spelt 'j', 'g', 'ge', 'dge' • soft 'c' • 'n' spelt 'kn' or 'gn' • 'r' spelt 'wr' • 'zh' sound spelt 's' (check with RWI rules!) • The 'l' sound spelt 'le' at the end of a word • The 'l' sound spelt 'el' at the end of a word • The 'l' sound spelt 'al' at the end of a word • Words ending -il • Adding -es to nouns and verbs ending in – • Words ending in -tion **Homophones & Near-Homophones** E.g. there/their/they're, here/hear, sea/see, son/sun, blew/blue, knight/night, quite/quiet, one/won, bare/bear, to/two/too, be/bee **Common Exception Words** **Contractions** **Words containing a possessive apostrophe (singular)** **Suffixes** • If a word ends in y swap the **y** for an i before adding -**ly** • If a word ends in a short vowel sound + a consonant, double the consonant before adding -**ing, -ed, -er, -est and -y** • If a word ends in e drop the e before adding -**ing, -ed, -er, -est and -y** • If a word ends in a consonant + y swap the y for an i before adding -**ness** • The suffix -**ful** can be added to a root word to make an adjective • The suffix -**less** can be added to a root word to make an adjective • The suffix -**ment** can be added to a verb to make a noun					

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	Speaking and Listening	All 12 statutory statements will be covered at the appropriate level, including: • Know the key points they need to focus on to answer a question • Use simple conjunctions to justify or explain something • Take turns to talk, listen and respond in two-way conversations and group	
	Composition and Writing	• I can write narratives about my own and others' experiences (real and fictional) • I can write for different purposes, including real events, and I am developing stamina for writing. • I can write poetry • I can plan or say out loud what I am going to write about sentence by sentence • When planning, I can write down ideas and/or key words, including new vocabulary • I can evaluate my writing with my teacher and my friends • I re-read my writing to check it makes sense • I can proofread to check for errors in spelling, grammar and punctuation (for example, ends of sentences punctuated correctly) • I can read aloud what I have written with expression to make the meaning clear.	
	Reading	• I can listen to, discuss and give my views on a wide range of texts at a level beyond that at which I can read independently • I can discuss sequences of events in books and how they are related to each other • I am becoming increasingly familiar with and can retell a wider range of stories, fairy stories and traditional tales • I am developing my awareness of non-fiction books and how these are structured in different ways • I can recognise simple recurring literary language in stories and poetry • I can discuss and clarify the meanings of words, linking new meanings to known vocabulary • I can discuss favourite words and phrases • I continue to build up a repertoire of poems learnt by heart, appreciating these and reciting some, with appropriate intonation to make the meaning clear • I can draw on what I already know or on background information and vocabulary provided by my teacher • I check that the text makes sense • I can answer questions relating to the text being read • I can make some inferences on the basis of what is being said and done • I can predict what might happen on the basis of what has been read so far • I can participate in discussions about what has been read, taking turns and listening to what others say • I can explain and discuss my understanding of what has been read	