



Ferndale Primary and Nursery School

English: Year 2

Progression of Skills

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Class Reader						
Other Core Texts These will be dipped into as a whole class (either for whole class reading or as a writing stimulus.) Please include a balance of fiction, non-fiction and poetry.	National Poetry Day (October) 	 	 	World Book Day (March) 	 	



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<p>Reading Objectives</p>	<ul style="list-style-type: none"> • becoming increasingly familiar with and retelling a wider range of stories, fairy stories and traditional tales 	<ul style="list-style-type: none"> • being introduced to non-fiction books that are structured in different ways • continuing to build up a repertoire of poems learnt by heart, appreciating these and reciting some, with appropriate intonation to make the meaning clear 	<ul style="list-style-type: none"> • being introduced to non-fiction books that are structured in different ways • discussing the sequence of events in books and how items of information are related 	<ul style="list-style-type: none"> • becoming increasingly familiar with and retelling a wider range of stories, fairy stories and traditional tales • discussing the sequence of events in books and how items of information are related 	<ul style="list-style-type: none"> • continuing to build up a repertoire of poems learnt by heart, appreciating these and reciting some, with appropriate intonation to make the meaning clear 	<ul style="list-style-type: none"> • becoming increasingly familiar with and retelling a wider range of stories, fairy stories and traditional tales • discussing the sequence of events in books and how items of information are related
<p>Reading Objectives Taught through a range of texts across the year.</p>	<p>These objectives will be taught across the year through a range of texts.</p> <p>Reading - word reading</p> <p>Pupils should be taught to:</p> <ul style="list-style-type: none"> • 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 • reread these books to build up their fluency and confidence in word reading 					



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Reading - Comprehension

- 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
- recognising simple recurring literary language in stories and poetry
- discussing and clarifying the meanings of words, linking new meanings to known vocabulary
- discussing their favourite words and phrases

understand both the books that they can already read accurately and fluently and those that they listen to by:

- drawing on what they already know or on background information and vocabulary provided by the teacher
 - checking that the text makes sense to them as they read, and correcting inaccurate reading
 - making inferences on the basis of what is being said and done
 - answering and asking questions
 - predicting what might happen on the basis of what has been read so far
- 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
 - explain and discuss their understanding of books, poems and other material, both those that they listen to and those that they read for themselves



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<p>Writing opportunities</p> <p>Please state genres and main composition focus. Where possible, please use a book/text as a stimulus for the writing. Please include balance of fiction, non-fiction and poetry across the year. Make sure the writing opportunities excite you as a teacher!</p>	<p>Description – write a description of the time machine found in the forest.</p> <p>Recount – Time machine takes us for a beach day experience. Write about our day at the beach.</p> <p>Diary entry – about trip to beach.</p> <p>Poetry – perform on poetry day based on Julia Donaldson.</p>	<p>Narrative – retell the story based on 100 Decker Rocket, changing one element of the story.</p> <p>Non-Chronological report – fact file about Dog aliens based on Foxes.</p> <p>Poetry/Riddles – Christmas character based on big book of riddles.</p>	<p>Letter – Write a letter to fairies in reply to the letter received from them.</p> <p>Instructions – how to make a leaf creature. (Linked to art and book Leaf Man.)</p> <p>Descriptive writing – character description of leaf character.</p>	<p>Narrative/Rhyme – story based on Freddie and the Fairy.</p> <p>Recount – diary entry based on Lights on Cotton Rock.</p> <p>Wanted poster – based on Lifted.</p> <p>Explanation - lifecycle of a butterfly (link to science)</p>	<p>Narrative – story about plane based on The Journey.</p> <p>Report – about komodo dragons based on Real Dragons.</p> <p>Persuasive writing – letter to Bristol Zoo based on Joan Proctor, Dragon Doctor.</p> <p>Diary entry – A day in the life of Joan Proctor.</p>	<p>Descriptive writing – Snail and the whale</p> <p>Narrative – retell the story of Alex and the dragon.</p> <p>Description – Sam’s adventure based on The Snail and the Whale.</p> <p>Formal letter – based on The Snail and the Whale.</p>
<p>Sentence objectives including punctuation</p> <p>Please ensure there is</p>	<p>Recap of Y1 Join clauses using “and”</p>	<p>Recap of Y1 Join clauses using “and”</p>	<p>Commands – verbs and adverbs</p> <p>Exclamation Sentences</p>	<p>Revision of all punctuation</p> <p>Coordinating Conjunctions</p>	<p>Revision of commas and apostrophes</p> <p>Revision of all word types:</p>	<p>Noun phrases</p> <p>Past and present tense</p> <p>Progressive past tense</p>



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<p>recapping of content from Year 1 as well as new Year 2 learning.</p>	<p>Say out loud what they are going to write.</p> <p>Compose sentences orally.</p> <p>Y2 Capital letter and full stops</p> <p>Word types - noun/adjective/verb</p> <p>Past tense</p> <p>Coordinating Conjunctions</p> <p>Statement sentences</p>	<p>Say out loud what they are going to write.</p> <p>Compose sentences orally.</p> <p>Y2</p> <p>Question sentences</p> <p>Noun phrases</p> <p>Commas in a list</p> <p>Present tense</p> <p>Subordinating conjunctions</p> <p>Apostrophes for contractions</p>	<p>Question sentences</p> <p>Command sentences</p> <p>Commas</p> <p>Apostrophes for possession</p> <p>Noun phrases</p>	<p>Past and present tense</p> <p>Progressive past tense</p> <p>Progressive present tense</p> <p>Expanded noun phrases</p>	<p>Nouns</p> <p>Adjectives</p> <p>Verbs</p> <p>Adverbs</p> <p>Revision of all sentence types</p>	<p>Progressive present tense</p> <p>Conjunctions</p> <p>Apostrophes for contractions</p>
<p>Key vocabulary</p> <p>Which vocab will you feed</p>	<p>Description - Text-Type specific</p> <p>Present tense, noun phrases</p>	<p>Narrative Text-Type specific -</p> <p>past tense, noun phrases, verbs and adverbs, time</p>	<p>Letter writing - Text-Type Specific specific</p> <p>=</p> <p>Past/present tense, first person,</p>	<p>Narrative/Rhyme - Text-Type specific -</p> <p>Adverbs, rhyming words, past tense, suffixes - ed</p>	<p>Narrative - Text-Type Specific specific -</p> <p>Past progressive, verbs, adverbs,</p>	<p>Descriptive writing Text-Type specific -</p> <p>Acclamation sentences, noun phrases</p>



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<p>into lessons in context to aid children's writing? Please consider both subject specific vocabulary as well as text-type-specific vocabulary</p>	<p><u>Subject specific language</u> sparkly, magical mysterious, shiny, mystery, old, exciting</p> <p>Recount - <u>Text-Type specific -</u> First, next, then, after that, Finally</p> <p><u>Subject specific language</u> Forest, message, clocks, time machine, travel</p> <p>Diary entry - <u>Text-Type specific -</u> Verb, adverb, adjective, noun Past tense,</p> <p><u>Subject specific language</u></p>	<p>conjunctions/story language <u>Subject specific language</u> Collect, build, tidy, adventurously, luckily, suddenly, finally, first, one sunny morning,</p> <p>Non-Chronological report - <u>Text-Type Specific specific -</u> Headings, sub heading, factual sentences, present tense, pictures/captions, technical vocabulary, conjunctions,</p> <p><u>Subject Specific specific language</u> Furry, colourful, tiny, skinny, pointy, beady, space rocks, space</p>	<p>conjunctions, commas in a list, questions, exclamations, statements, suffixes 'ing', apostrophes for possession</p> <p><u>Subject-Specific specific language</u> Dear, from, adventure, secret garden, powers, jobs/hobbies</p> <p>Instructions <u>Text-Type specific -</u> Present tense, imperative verbs, command sentences, sequenced, adverbs and verbs</p> <p><u>Subject specific language</u> Rub, gently, carefully, press, cut, design, create,</p>	<p><u>Subject specific language</u> Freddie, fairy, stuck, mis-heard, tangled, conjured, cross, stamp, appeared, grumbled, rules, Speaking clearly, understand, wishes</p> <p>Recount - <u>Text-Type Specific specific -</u> Past tense, first person, chronological order, character viewpoint, date and time</p> <p><u>Subject specific language</u> Bright, beautiful, gleaming, mysterious,</p> <p>Wanted poster -</p>	<p>adjectives, noun phrases</p> <p><u>Subject-specific language</u> Wooden, damp, murky, large, glided, swooped, soared, swiftly, gracefully, silently, rapidly</p> <p>Report - <u>Text-Type specific -</u> Technical vocabulary, Present tense, conjunctions, Noun phrase</p> <p><u>Subject specific language</u> Defend, armour, Venom, jaw, scales Fangs, prey, toxic saliva, endangered, cold-blooded, carnivore</p>	<p><u>Subject-Specific specific language</u> Waterfall, glistening, gliding, soaring, swooping, cascade, canyon, vast, magnificent, steep, valley</p> <p>Narrative <u>Text-Type Specific specific -</u> past tense, noun phrases, verbs and adverbs, time conjunctions/story language</p> <p><u>Subject-Specific specific language</u> Mountain, valley, trees, powerful, beautiful, peaceful, cobble-stone, flew, drifted, speedily, silently</p>
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	<p>Boat trip, surfing, ice pops, sea, sand</p> <p>Poetry - <u>Text-Type specific -</u> Rhyme, rhythm,</p>	<p>trees, nocturnal, amazingly, although, interestingly,</p> <p>Poetry/Riddles - <u>Text-Type Specific -</u> First person, present tense, question, statement sentences, different openers, noun phrases, conjunctions</p> <p><u>Subject specific language</u> Sleigh, Santa, presents, workshop, toys, elf, angel, ambrosia</p>	<p>Descriptive writing <u>Text-Type specific -</u> Present tense, headings, noun phrases, conjunctions,</p> <p><u>Subject specific language</u> Colourful, emerald, colours... Size... Mean, kind, helpful,</p>	<p><u>Text-Type specific -</u> noun phrases, present tense</p> <p><u>Subject-specific language</u> Large, blue button, huge, amazing, multi coloured, slightly, gigantic, ugly, young, old, miserable, confused</p> <p>Explanation - <u>Text-Type specific -</u> Causal conjunctions, technical vocab, nonfiction, factual sentences,</p> <p><u>Subject specific language</u> Lifecycle, because, hence, consequently, so, therefore, as a result</p>	<p>Persuasive writing <u>Text-type specific -</u> Persuasive adjectives, rhetorical questions, exaggerations, imperative verbs</p> <p><u>Subject specific language</u> Attractive, outstanding, wonderful, do you think that, why not, haven't you always wanted, consider, take a moment, find out, you will be, it will, now you can</p> <p>Diary entry <u>Text-Type specific -</u> Time conjunctions, past tense, chronological order, pronouns</p>	<p>Description <u>Text-Type specific -</u> Past tense, questions, commands, statement sentences, First, next, then, after that, Finally commas in a list</p> <p><u>Subject-specific language</u> Canada, tropical island, under the sea, volcano, arctic, teacher, snail, rescue, explore,</p> <p>Formal letter - <u>Text-Type specific -</u> Present progressive, first person, conjunctions, commas in a list,</p> <p><u>Subject-specific language</u></p>
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					<u>Subject Specific specific language</u> As soon as I woke up, before long, this morning, without warning	Canada, tropical island, under the sea, volcano, arctic, teacher, snail, rescue, explore
<u>Speaking and Listening Opportunities</u> Please include all those things you do to inspire the children and bring the learning to life.	Beach experience: discussions about things that they see at the beach, find in the sea, taste of ice-pops, verb surfboards and following instructions on the boat trip. Have a beach experience day with sand - adjectives, water - nouns, surfing - verbs, ice-pops - adjectives and kite flying - adverbs. Share poetry performances as a class. Fire Safety officer - part of history (Gunpowder plot) -	Professor Know it all, talk for writing activity, paired talk: reporter and professor, professor answers reporter's questions and shares facts about the dog aliens. Read riddles together and solve as a class including own riddles. Children make their own riddles as part of their Christmas cards which they take home to share with family.	Identify rhymes when reading Freddie and the Fairy. Discuss the rhyming words. Give instructions for children to follow verbally. Plant seeds and bulbs - discuss changes over time and make comparisons.	Discussion around Lifted video and how the characters feeling (freeze frame). Observations and discussions about caterpillar, chrysalis and butterfly.	Verbal discussions in class practising persuading and using appropriate vocabulary. Fly planes and discuss verbs, adverbs and noun phrases regarding the journey of the plane.	Pretend to be a snail. Adventure visiting different settings and verbal discussions regarding observations and experiences. Use story language to verbally retell the story of Alex and the Dragon. Pirate day - linked to learning Grace O'Malley in History. We learn what life was like in the past, learn songs and complete activities. Westonbirt Trip - linked to Science habitats topic.



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	How to keep safe in a fire.																							
Previous Knowledge				New Knowledge																				
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