**Year 2**

**CBS English Skills Progression Map**

As part of our CBS Curriculum we make links with English and our learning across our curriculum.

| | Skills |
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| Reading: Word Recognition | • Continue to apply phonic knowledge and skills as the route to decode words until automatic decoding has become embedded and reading is fluent.<br>• Read accurately by blending the sounds in words that contain the graphemes taught so far, especially recognising attentive sounds for graphemes.<br>• Read further common exception words noting unusual correspondence between spelling and sound and where these occur in the word.<br>• Read accurately words of two or more syllables that contain the taught GPCs.<br>• Read most words quickly and accurately, without overt sounding and blending, when they have been frequently encountered.<br>• Read aloud books closely matched to their improving phonic knowledge, sounding and unfamiliar words accurately, automatically and without undue hesitation.<br>• Re-read these books to build up their fluency and confidence in word reading.<br>• Read words containing common suffixes. |
| Reading: Comprehension | • Developing pleasure in reading, motivation to read, and understanding.<br>• Listening to discussing and expressing views about a range of contemporary and classic poetry, stories and non-fiction at a level beyond that at which they can read independently.<br>• Discussing the sequence of events in books and how items of information are related.<br>• Becoming increasingly familiar with a retelling a wider range of stories and poems.<br>• Discussing their favourite words and phases.<br>• Continuing to build up a repertoire of poems learnt by heart, appreciating these and reciting some, with appropriate intonation to make the meaning clear.<br>• Being introduced to non-fiction books that are structured in different ways.<br>• Discussing and clarifying the meaning of words, linking new meanings to know vocabulary. |

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| | • Understand both the books they can already read accurately and fluently and those they listen to.<br>• Drawing on what they already know or on background information and vocabulary provided by the teacher.<br>• Checking that the text make sense to them as they read and correct inaccurate reading.<br>• Make inferences on the basis of what is said and done.<br>• Predicting what might happen on the basis of what has been read so far.<br>• Answering and asking questions.<br>• Participate in discussion about books, poems and other words that are read to them and those that they can read for themselves, taking turns and listening to what others say.<br>• Explain and discuss their understanding of books, poems and other material, both those that they listen to and those that they read for themselves. |
| Writing: Handwriting | • From lower-case letters of the correct size relative to one another.<br>• 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.<br>• Write capitals of the correct size, orientation and relationship to one another and to lower case letters.<br>• Use spacing between words that reflects the size of the letters.<br>• Write digits of the correct size and orientation. |
| Writing: Punctuation and Grammar | Sentence Structure<br>• Subordination (using when, if, that, because) and co-ordination(using or, and, or but).<br>• Expanded noun phrases for description and specification<br>• How the grammatical patterns in a sentence indicate its function as a statement, question, exclamation or command.<br>Text Structure<br>• Correct choice and consistent use of present tense and past tense throughout writing.<br>• Use of the progressive form of verbs in the present and past tense to mark actions in progress<br>Punctuation<br>• Use of capital letters, full stops, question marks and exclamation marks to demarcate sentences.<br>• Commas to separate items in a list. |

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| | • Apostrophes to mark where letters are missing in spelling and to mark singular possession in nouns. |
| Writing: Composition | • Develop positive attitudes towards and stamina for writing by writing narratives about personal experiences, about real events, poetry and for different purposes<br>• Plan or say out loud what they are going to write about.<br>• Write idea and/or key words including new vocabulary.<br>• Encapsulate what they want to say, sentence by sentence,<br>• Make additions, revision and corrections to their own writing by, evaluating their writing with the teacher or other pupils, re-read to check it makes sense and that verbs to indicate time are used correctly and consistently, including verbs in the continuous form.<br>• Proof read to check for errors in spelling, grammar and punctuation.<br>• Read aloud their writing with appropriate intonation to make the meaning clear. |
| Writing: Spelling | • Spelt by segmenting words into phonemes and representing these by graphemes, spelling many correctly.<br>• Learn new ways of spelling phonemes for which one or more spellings are already known, and learn some words with each spelling, including a few common homophones.<br>• Spell common exceptions<br>• Spell more words with contracted forms<br>• Distinguish between homophones and near homophones<br>• Add suffixes to spell longer words:- ment, -ness, -ful, -less and –ly<br>• Write from memory simple sentences dictated by the teacher that include words using the GPC's, common exception words and punctuation taught so far.<br>• Spell by learning the possessive apostrophe. |