

YEAR 2 READING PROGRESSION

Teacher Assessment Framework • National Curriculum

Baseline	October Half term	End of Autumn Term	End of Spring Half Term	End of Summer Half Term
- read accurately by blending sounds in unfamiliar words containing GPCs that have been taught - read accurately some words of two or more syllables that contain the same GPCs - read common exception words, noting unusual correspondences between spelling and sound and where these occur in the word - read words containing taught GPCs and -s, -es, -ing, -ed, -er and -est endings - read words with contractions (e.g., I'm, I'll, we'll), and understand the apostrophe represents the omitted letter(s) - read aloud accurately books that are consistent with their developing phonic knowledge and that do not require them to use other strategies to work out words - re-read these books to build up their fluency and confidence Comprehension - discussing word meanings, linking new meanings to those already known - understand both the books they can already read accurately and fluently and those they listen to by drawing on what they already know or on background information and vocabulary provided by the teacher - making inferences on the basis of what is being said / done - predict what might happen on the basis of what has been read so far - explain clearly their understanding of what is read to them. - In books they read themselves, answer questions and make inferences on the basis of what is said and done - Make plausible predictions of what might happen on the basis of what has been read so far	WORD READING - Reading is becoming largely fluent and accurate - Phonic ability enables children to sound out most phonetic unknown words - Children have an increasing bank of common exception words that can be read on sight (Year 1 and Autumn 1 Year) - Children can read a book at their current level from start to finish maintaining focus and concentration. COMPREHENSION - Children can explain what has happened so far in what they have read.	WORD READING - Read accurately by blending the sounds in words that contain the common graphemes for 40+ phonemes - Read accurately some words of two or more syllables - Reading is becoming increasingly fluent and accurate, meaning the content of their reading is retained. - Can read over half of the Year Two common exception words ('many' C/E words) - Sounding out of unfamiliar words is largely accurate and is speedy - Beginning to self-correct errors independently by ensuring sentences read make sense COMPREHENSION - Use the key features of a non-fiction book to find information. - Predictions are in line with the content of their reading - Largely understand the content of what they have read. - Can use the context of their reading to identify the meaning of unknown words - Can answer questions in discussion with the teacher and make simple inferences	WORD READING - Read aloud many words quickly and accurately without overt sounding and blending - Read many common exception words - Sound out most unfamiliar words accurately, without undue hesitation - Check their reading makes sense to them, correcting any inaccurate reading (in a book they can read fluently) - Read accurately most words of two or more syllables COMPREHENSION - Answer questions and makes some inferences - Explain how non-fiction books are structured and use these features to find out information. - Make predictions based on what they have read so far - Explain what has happened so far in what they have read - Discuss and clarify the meaning of new words, linking the new meanings to known vocabulary - Accurately answer questions based on what they have read. - Listen to and discuss a wide range of stories, poems, plays and information books, including whole books	WORD READING - Read words accurately and fluently without overt sounding and blending and sufficiently fluently to allow them to focus on their understanding rather than on decoding individual words - Read all KS1 common exception words - Read most words containing common suffixes COMPREHENSION - Make inferences - Compare the effectiveness of the key features from a range of non-fiction texts and give preferences. - Make links between the book they are reading and other books they have read. - Begin to use the dictionary to find the meaning of new words, linking the new meanings to known vocabulary - Make inferences about characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence - Children are able to read and understand 'chapter' books. - Make plausible predictions about what might happen on the basis of what has been read so far - Identify cause and effect in narrative and NF - Take part in discussion, considering the opinions of others

YEAR 2 WRITING PROGRESSION

Baseline	October Half term	End of Autumn Term	End of Spring Half Term	End of Year
Transcription - Spell words containing each of the 40+ phonemes already taught - Spell common exception words (40/45) and days of the week - name the letters of the alphabet in order - Use the spelling rule for adding -s or -es as the plural marker for nouns and the third person singular marker for verb - Use the prefix un- - Use -ing, -ed, -er and -est where no change is needed in the spelling of root words (for example, helping, helped, helper, eating, quicker, quickest) - apply simple spelling rules and guidance, (Appendix 1) Handwriting - form capital letters of the correct orientation and size - form upper and lower case letters of the correct size, using ascenders and descenders. Composition - write sequenced sentences to form short narratives with joining clauses (and / because) - write sentences by saying out loud what they are going to write about - re-read what they have written to check that it makes sense, beginning to make corrections/revisions where needed - discuss what they have written with the teacher / pupils - begin to write effectively and coherently for different purposes, developing an awareness of the audience - begin to select and use interesting vocabulary, using expanded noun phrases Vocabulary, grammar and punctuation - Leave spaces between words - join words and joining clauses using and, because, but - punctuate sentences using a capital letter and a full stop - punctuate sentences using a question mark or exclamation mark with increasing confidence - use a capital letter for names of people, places, the days of the week, and the personal pronoun 'I' - use the past and present tense correctly in speech and begin to incorporate this in their writing	TRANSCRIPTION - Spell all Year One Common Exception Words correctly. - Can confidently spell words containing Set 2 sounds correctly - Majority of spelling is phonetically plausible. - The majority of letters are correctly formed, with increasingly clear ascenders and descenders in some of their writing GRAMMAR AND PUNCTUATION - Sentence demarcation is becoming more accurate, using full stops and question marks. COMPOSITION - Expanded noun phrases are used in narratives - Can think aloud as they collect ideas, draft and reread to check their meaning - Children can write sentences that are sequenced to form a simple, short narrative	TRANSCRIPTION - Spell 18 Year Two common exception words accurately - Form lower case letters in the correct direction, starting and finishing in the right place - Form lower case letters of the correct size relative to one another in some of their writing - Segment spoken words into phonemes and represent these by graphemes, spelling some words correctly and making phonetically plausible attempts at others - Can spell words containing Set 3 sounds correctly - Prefixes and suffixes are beginning to be used in context. GRAMMAR AND PUNCTUATION - Subordinations (when, if, that, because) are accurately used. - Beginning to use apostrophes for words in the contracted form and commas in a list COMPOSITION - Children can identify the purpose of their writing. - Writing shows an awareness of having to engage the reader. - Write sentences that are sequenced to form a short narrative - Children are beginning to read through own work and make improvements.	TRANSCRIPTION - Sentences are demarcated with capital letters, full stops and question marks largely accurately. - Sentences are accurately punctuated with contractions, possessive apostrophes and commas in a list. - Phonetic spelling is becoming increasingly accurate and when not, attempts are plausible. - Many common exception words are spelt accurately - Letters, capital letters and numbers are formed accurately, with uniform size. - Spacing is consistent and reflective of handwriting size. GRAMMAR AND PUNCTUATION - Use of past and present tense is usually accurate. - Spelling rules of prefixes and suffixes are being applied in writing with increasing accuracy (such as chop, change, double) - Add suffixes to spell longer words, including ment, ness, ful, less, ly COMPOSITION - Narratives are becoming increasingly engaging and interesting. - Can plan or say out loud what they are going to write about - Write down ideas and key words, including new vocabulary - Writing includes many features of chosen genre - Subordination and coordination is being to be used with more consistency	TRANSCRIPTION - Spell most common exception words - Spelling rules are being applied accurately and consistently - Form capital letters and digits of the correct size, orientation and relationship to one another and to lower-case letters - Uses the diagonal and horizontal strokes needed to join letters - Use spacing between words that reflects the size of letters. - Segment spoken words into phonemes and represent these by graphemes, spelling many of these words correctly and making phonically-plausible attempts at others - add suffixes to spell most words correctly in their writing (e.g. -ment, -ness, -ful, -less, -ly) GRAMMAR AND PUNCTUATION - Demarcate most sentences in their writing with capital letters and full stops, and use question marks correctly when required - Use co-ordination (e.g. or / and / but) and some subordination (e.g. when / if / that / because) to join clauses - Use the punctuation taught at key stage 1 mostly correctly - Use sentences with different forms: statement, question, exclamation, command COMPOSITION - Write simple, coherent narratives about personal experiences and those of others (real or fictional) - Write about real events, recording these simply and clearly - Use present and past tense mostly correctly and consistently - Children are increasingly independent in proof reading writing and make improvements by making additions, revisions and corrections to what has been written. - Draw on reading to inform vocabulary and grammar - Make simple additions, revisions and corrections to their own writing by evaluating their writing and re-reading to check that their writing makes sense - Proof-reading to check for errors in spelling, grammar and punctuation - write effectively and coherently for different purposes, drawing on their reading to inform the vocabulary and grammar of their writing

