

# Year Two Progression Document 2024-25

| GPS | Autumn 1  | Autumn 2  | Spring 1  | Spring 2  | Summer 1  | Summer 2  |
|-----|---|---|---|---|---|---|
|     | <ul style="list-style-type: none"> <li>● Words containing each of the 40+ phonemes already taught and common exception words</li> <li>● Write from memory simple sentences dictated by the teacher that include words using the GPCs, common</li> </ul> | <ul style="list-style-type: none"> <li>● Words containing each of the 40+ phonemes already taught and common exception words</li> <li>● Write from memory simple sentences dictated by the teacher that include words using the GPCs, common</li> </ul> | <ul style="list-style-type: none"> <li>● Words containing each of the 40+ phonemes already taught and common exception words</li> <li>● Write from memory simple sentences dictated by the teacher that include words using the GPCs, common</li> </ul> | <ul style="list-style-type: none"> <li>● Words containing each of the 40+ phonemes already taught and common exception words</li> <li>● Write from memory simple sentences dictated by the teacher that include words using the GPCs, common</li> </ul> | <ul style="list-style-type: none"> <li>● Words containing each of the 40+ phonemes already taught and common exception words</li> <li>● Write from memory simple sentences dictated by the teacher that include words using the GPCs, common</li> </ul> | <ul style="list-style-type: none"> <li>● Words containing each of the 40+ phonemes already taught and common exception words</li> <li>● Write from memory simple sentences dictated by the teacher that include words using the GPCs, common</li> </ul> |

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|  | <p><b>exception words and punctuation taught so far.</b></p> <ul style="list-style-type: none"> <li>● <b>Use and apply nouns</b></li> <li>● <b>Use and identify vowels and constants</b></li> <li>● <b>Demark sentences</b></li> <li>● <b>Suffix 'NESS'</b></li> <li>● <b>Punctuating sentences</b></li> </ul> | <p><b>exception words and punctuation taught so far</b></p> <ul style="list-style-type: none"> <li>● <b>Use and apply adjectives</b></li> <li>● <b>Use and apply compound nouns</b></li> <li>● <b>Suffixes 'ER' and 'EST'</b></li> <li>● <b>Use and apply subordination conjunctions</b></li> <li>● <b>Use and apply Exclamatives</b></li> </ul> | <p><b>exception words and punctuation taught so far</b></p> <ul style="list-style-type: none"> <li>● <b>Use and apply noun phrases</b></li> <li>● <b>Use and apply homophones</b></li> <li>● <b>Suffixes 'FUL' and 'LES'</b></li> <li>● <b>Use and apply questions and commands</b></li> </ul> | <p><b>exception words and punctuation taught so far</b></p> <ul style="list-style-type: none"> <li>● <b>Use and apply verbs</b></li> <li>● <b>Use and apply singular and plural nouns</b></li> <li>● <b>Suffix 'LY'</b></li> <li>● <b>Use and apply commas in a list</b></li> </ul> | <p><b>exception words and punctuation taught so far</b></p> <ul style="list-style-type: none"> <li>● <b>Use and apply adverbs</b></li> <li>● <b>Classifying words</b></li> <li>● <b>Use and apply co-ordinating conjunctions</b></li> <li>● <b>Use and apply apostrophes</b></li> <li>● <b>Past and present tense</b></li> </ul> | <p><b>exception words and punctuation taught so far</b></p> <ul style="list-style-type: none"> <li>● <b>Use and apply pronouns</b></li> <li>● <b>Suffix 'ER'</b></li> <li>● <b>Use and apply apostrophes</b></li> <li>● <b>Progressive tense</b></li> </ul> |
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|--------------------------------|--|---------------------------|--|--|--|--|
|                                |  | <p>and<br/>statements</p> | <ul style="list-style-type: none"> <li>Apply knowledge into sentences</li> </ul> | <ul style="list-style-type: none"> <li>Changing adjectives into adverbs</li> </ul> |  |  |
| <p>Composition and Writing</p> | <ul style="list-style-type: none"> <li>I can write narratives about my own and others' experiences (real and fictional)</li> <li>I can write for different purposes, including real events, and I am developing stamina for writing.</li> <li>I can write poetry</li> <li>I can plan or say out loud what I am going to write about sentence by sentence</li> <li>When planning, I can write down ideas and/or key words, including new vocabulary</li> <li>I can evaluate my writing with my teacher and my friends</li> <li>I re-read my writing to check it makes sense</li> <li>I can proofread to check for errors in spelling, grammar and punctuation (for example, ends of sentences punctuated correctly)</li> <li>I can read aloud what I have written with expression to make the meaning clear.</li> <li></li> </ul> |                           |  |  |  |  |

## Year Two Progression Document 2024-25

### Reading

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- 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

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### Spoken language

- listen and respond appropriately to adults and their peers
- ask relevant questions to extend their understanding and knowledge
- use relevant strategies to build their vocabulary
- articulate and justify answers, arguments and opinions
- give well-structured descriptions, explanations and narratives for different purposes, including for expressing feelings
- maintain attention and participate actively in collaborative conversations, staying on topic and initiating and responding to comments
- use spoken language to develop understanding through speculating, hypothesising, imagining and exploring ideas
- speak audibly and fluently with an increasing command of Standard English
- participate in discussions, presentations, performances, role play/improvisations and debates
- gain, maintain and monitor the interest of the listener(s)
- consider and evaluate different viewpoints, attending to and building on the contributions of others
  - select and use appropriate registers for effective communication