

## Year 2 Progression of Skills Overview

<u>Text Structure</u>	<u>Sentence Construction</u>	<u>Word / Language</u>	<u>Punctuation</u>	<u>Spelling</u>	<u>Terminology</u>
<p>Consolidate Year 1 list</p> <p><u>Introduce:</u></p> <p><u>Fiction</u> Secure use of planning tools: Story map / story mountain / story grids / 'Boxing –up' grid</p> <p>Plan opening around character(s), setting, time of day and type of weather Understanding five parts to a story with more complex vocabulary</p> <p>Opening e.g. <i>In a land far away... One cold but bright morning...</i> Build Up e.g. <i>Later that day</i> Problem / Dilemma / Event e.g. <i>To his amazement</i> Resolution e.g. <i>As soon as</i> Ending e.g. <i>Luckily, Fortunately</i></p> <p>Ending should be a section rather than one final sentence e.g. suggest how the main character is feeling in the final situation.</p> <p><u>Non-Fiction</u></p>	<p>Consolidate Year 1 list</p> <p><u>Introduce:</u></p> <p><b>Types of sentences:</b> <b>Statements</b> <b>Questions</b> <b>Exclamations</b> <b>Commands</b></p> <p>Vary openers to sentences</p> <p>Embellished simple sentences using adjectives e.g. <i>the boys peeped inside the dark cave</i> Adverbs e.g. <i>Tom ran quickly down the hill</i></p> <p><b>Secure use of compound and complex sentences using conjunctions: and/but/so/when/because</b></p> <p><b>Expanded noun phrases e.g. lots of people, enormous, friendly giant</b></p> <p>List of 3 for description e.g. <i>He wore old shoes, a dark coat and a red hat.</i></p> <p>-‘ly’ starters e.g. usually, finally, eventually</p>	<p>Consolidate Year 1 list</p> <p><u>Introduce:</u></p> <p>Prepositions: <i>Behind above along before</i></p> <p>Alliteration e.g. <i>wicked witch</i></p> <p>Two adjectives to describe the noun e.g. <i>The scary, old women...</i></p> <p>Adverbs for description e.g. <i>Snow fell gently and covered the cottage in the wood.</i></p> <p>Adverbs for information e.g. <i>Lift the pot carefully onto the tray.</i></p> <p>Generalisers for information e.g. <i>Most dogs...</i></p>	<p>Consolidate Year 1 list</p> <p><u>Introduce:</u></p> <p><b>Demarcate sentences:</b> <b>Capital letters</b> <b>Full stops</b> <b>Question Marks</b> <b>Exclamation marks</b> <b>Commas to separate items in a list</b></p> <p>Comma after –ly opener e.g. <i>Fortunately,</i></p> <p><b>Speech bubbles/ speech marks for direct speech</b></p> <p><b>Apostrophes to mark contracted forms in spelling e.g. don’t, can’t</b></p> <p>Apostrophes to mark singular possession e.g. the cat’s name</p>	<p>Consolidate Phonics from Year 1</p> <p>Continue with Phase 4,5,6 phonics</p> <p>Formation of nouns using suffixs such as –ness, –er</p> <p>Use of the suffixes –er and –est to form comparisons of adjectives and adverbs</p>	<p>Consolidate:</p> <p>Punctuation</p> <ul style="list-style-type: none"> <li>• Finger spaces</li> <li>• Word</li> <li>• Sentence</li> <li>• Full stops</li> <li>• Capital letters</li> <li>• Question mark</li> <li>• Exclamation mark</li> <li>• Speech bubble</li> <li>• Bullet points</li> </ul> <p>Singular/plural</p> <p>Adjective Verb Connective Alliteration Simile as/like</p> <p>Introduce:</p> <ul style="list-style-type: none"> <li>• Commas for description</li> <li>• Speech marks</li> <li>• Suffix</li> <li>• Verb / adverb</li> <li>• Statement</li> </ul>

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<p><u>Introduce:</u></p> <p>Secure use of planning tools: Text Map / Washing line / 'Boxing-up' grid</p> <p>Introduction:</p> <p><b>Heading</b></p> <p>Hook to engage reader</p> <p>Factual statement / definition</p> <p>Opening question</p> <p>Middle Section(s)</p> <p>Group related ideas / facts into sections</p> <p><b>Sub headings</b> to introduce sentences / sections</p> <p>Use of lists – what is needed / lists of steps to be taken</p> <p>Diagrams</p> <p>Ending</p> <p>Make final comment to reader</p> <p>Extra Tips! / Did you know? Facts true / false</p> <p><b>The consistent use of present tense versus past tense through texts</b></p> <p><b>Use of the continuous form of verbs in the present and past tense to make actions in progress e.g.</b></p> <p><i>She is drumming, he was dancing</i></p>	<p>Complex sentences (subordination) using:</p> <p>Drop in relative clause: who/which e.g.</p> <p><i>Sam, who was lost, sat down and cried</i></p> <p>Use long and short sentences:</p> <p>Long sentences to add description or information. Use short sentences for emphasis.</p> <p>Additional subordinating conjunctions:</p> <p>while/ because/ when/if/ e.g.</p> <p><i>While the animals were munching, two visitors arrived.</i></p>	<p>Similes using like e.g.</p> <p><i>...like sizzling sausages</i></p>			<ul style="list-style-type: none"> <li>• Question</li> <li>• Exclamation</li> <li>• Command</li> <li>• Noun phrases</li> <li>• Generalisers</li> </ul> <p>Tense (past, present, future)</p>
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