







Year 2 English Progression Document

Term	Autumn 1 (7 ½ weeks)		Autumn 2 (7 weeks)		Spring 1 (6 weeks)		Spring 2 (6 weeks)		Summer 1 (6 weeks)		Summer 2 (7 weeks)	
Theme	Habitats 		Globe Trotters 		Travelling Through Time 		It Starts with a Bean 		Coasts 		Kings and Queens 	
Text Drivers	Whose habitat is that?		Grandad's Island		Man on the Moon		Jack and the Baked Beanstalk		Lighthouse Keeper's Lunch		The Queen's Hat	
Link Texts	Into the Forest Owl Babies Deep in the Woods Leaf The Emerald Forest		Meerkat Mail Around the World in 80 Days		Sea of Tranquillity The Darkest Dark One Giant Leap Amelia Earhart: Little People, Big Dreams		A Seed in Need I am the seed that grew the tree poetry anthology Secret Sky Garden Jack and the Beanstalk Jim and the Beanstalk Inside the Villains		The Mousehole Cat Storm Whale		Queen Victoria's Bathing Machine The King's Pants The Queen's Knickers	
Mini / Short Writing Outcome(s) and purpose	Fact file about a micro habitat found in the nature nook.	Recount of the exploration of the nature nook.	Retell the opening of Grandad's Island.	Postcards from the meerkats in Meerkat Mail persuading Syd to come home.	Diary entry from our virtual space day.	Alien fact file about the aliens from the book Man on the Moon.	Retelling sections of Jack and the Baked Beanstalk.	Instructions about making a pinch pot (linked to Art).	Wanted posters for other well-known characters to the children.	Non-chronological report sections linked to geography learning.	Retelling sections of The Queen's Hat.	Recount linked to recent experiences in school.
Longer / Main Writing Outcome(s) and purpose	Report: Non-chronological report about a specific habitat.	Recount: School trip to QECP.	Narrative: Retelling Grandad's Island from when they arrive at the Island	Persuasive: Letter from Syd to Grandad, persuading him to come home with him	Recount: Diary entry of Bob's day on the moon or the alien's day on the moon	Report: Alien fact file for their AI alien.	Narrative: Retelling of Jack and the Baked Beanstalk	Instructions: recipe for a wrap (linked to DT)	Report: Wanted poster for the seagulls from The Lighthouse Keeper's Lunch.	Report: Non-chronological report about lighthouses.	Narrative: The King's _____ - a twist on The Queen's Hat.	Recount: School trip to Porchester Castle.
Audience	Year 1 children who are learning about different animals as part of their All Creatures Great and Small theme.	Share with the parents after the trip.	Shared with reading buddies.	Grandad from Grandad's Island	Fans of Man on the Moon who want to know more.	Create a non-fiction book for the school library containing their alien fact files.	Read aloud with EYFS who are learning about traditional tales in Summer 1.	Recipe book to put in the library for the other children to read.	People living near the lighthouse.	Other children learning about coasts.	Share with reading buddies.	Share with the parents.
Previous years learning	Question marks to denote questions Full stops, capital letters and finger spaces Use of conjunctions to join ideas and vary sentence structure Use of conjunctions to join ideas and vary sentence structure	Full stops, capital letters and finger spaces Use of conjunctions to join ideas and vary sentence structure Exclamation marks to indicate emotions e.g. help! Oh no!	Third person and past tense Full stops, capital letters and finger spaces Use of conjunctions to join ideas and vary sentence structure Exclamation marks to indicate emotions e.g. help! Oh no! Question marks used to denote questions	Present tense Full stops, capital letters and finger spaces Use of conjunctions to join ideas and vary sentence structure Exclamation marks to indicate emotions e.g. help! Oh no!	Full stops, capital letters and finger spaces Use of conjunctions to join ideas and vary sentence structure Exclamation marks to indicate emotions e.g. help! Oh no!	Question marks to denote questions Full stops, capital letters and finger spaces Use of conjunctions to join ideas and vary sentence structure	Third person and past tense Full stops, capital letters and finger spaces Use of conjunctions to join ideas and vary sentence structure Exclamation marks to indicate emotions e.g. help! Oh no! Question marks used to denote questions	Present tense Use command sentences	Question marks to denote questions Full stops, capital letters and finger spaces Use of conjunctions to join ideas and vary sentence structure	Question marks to denote questions Full stops, capital letters and finger spaces Use of conjunctions to join ideas and vary sentence structure	Third person and past tense Full stops, capital letters and finger spaces Use of conjunctions to join ideas and vary sentence structure Exclamation marks to indicate emotions e.g. help! Oh no! Question marks used to denote questions	Full stops, capital letters and finger spaces Use of conjunctions to join ideas and vary sentence structure Exclamation marks to indicate emotions e.g. help! Oh no!
Grammatical Features	Use present tense consistently Questions used to form titles	Use past tense consistently	Use third person and past tense Apostrophes	Use present tense consistently Rhetorical questions	Use past tense consistently	Use present tense consistently Questions used to form titles	Use past progressive tense Apostrophes for possession	Use command sentences Commas in a list	Use present tense consistently Questions used to form titles	Use present tense consistently Questions used to form titles	Use third person and past tense Use past progressive tense	Use past tense consistently

	<p>Conjunctions to aid explanation (coordinating)</p> <p>Use adjectives to add description.</p>	<p>Use conjunctions (coordinating and subordinating)</p> <p>Form noun phrases using adjectives</p> <p>Apostrophes for contractions</p>	<p>for possession</p> <p>Conjunctions to join ideas and enable subordination</p> <p>Exclamative sentences using an exclamation mark</p> <p>Noun phrases, including some comparative adjectives</p>	<p>punctuated with a question mark</p> <p>Effective use of noun phrases to be persuasive</p> <p>Exclamative sentences using an exclamation mark</p> <p>Comparative adjectives to compare the island and home</p>	<p>Use conjunctions (coordinating and subordinating)</p> <p>Form noun phrases using adjectives</p>	<p>Conjunctions to aid explanation (coordinating and subordinating)</p> <p>Use adjectives to add description, including comparative adjectives</p> <p>Apostrophes for possession</p>	<p>Conjunctions to join ideas and enable subordination</p> <p>Noun phrases, including some comparative adjectives</p> <p>Verbs chosen for effect</p>		<p>Conjunctions to aid explanation (coordinating and subordinating)</p> <p>Use adjectives to add description, including comparative adjectives</p>	<p>Conjunctions to aid explanation (coordinating and subordinating)</p> <p>Use adjectives to add description, including comparative adjectives</p>	<p>Apostrophes for possession</p> <p>Conjunctions to join ideas and enable subordination</p> <p>Exclamative sentences using an exclamation mark</p> <p>Noun phrases, including some comparative adjectives</p>	<p>Use conjunctions (coordinating and subordinating)</p> <p>Form noun phrases using adjectives</p> <p>Apostrophes for contractions</p>
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Narrative	Recounts	Explanation Texts	Instruction / procedural	Persuasive Texts	Reports	Poetry
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