



## Whole School Literacy Progression Map Year 1 & 2

Literacy Area	Term 1	Term 2	Term 3
<p><b>Reading Skills:</b> <b>Throughout terms: (Yr 1 &amp; 2)</b> Develop pleasure &amp; motivation in reading. Listen to &amp; discuss a wide range texts at a level beyond that at which they can read independently. Apply phonic knowledge and skills to decode words. Build fluency and confidence in word reading.</p> <p><b>(Yr 2)</b> Listen to, discuss and express views about a wide range of texts at a level beyond that at which they can read independently. Continue to build up a repertoire of poems learnt by heart &amp; recite some, with appropriate intonation.</p>	<p><b>Year 1:</b> Blending sounds accurately. Read common exception words. Become familiar with key stories, fairy stories and traditional tales. Understand and use terms such as story, fairy story, rhyme, poem, cover, title, and author. Link own experiences to what they read or hear. Develop understanding and breadth of vocabulary. Understands difference between fiction and non-fiction. Check that the text makes sense to them and correcting inaccurate reading. Recall the main points of a narrative in the correct sequence. Participate in discussion about what is read to them, taking turns and listening to what others say. Ask questions and express opinions Predict what might happen and use knowledge of sentence structures &amp; patterns to make predictions. Use the story language in role play &amp; retell. Recognise and join in with predictable phrases. Discuss rhyme and repetition in texts.</p> <p><b>Yr 2:</b> Read accurately by blending the sounds.</p>	<p><b>Year 1:</b> Continuation and deepening of term 1 skills alongside the statements below. Read other words of more than one syllable. Read words containing taught GPCs and -s, -es, -ing, -ed, -er and -est endings. Apply spelling knowledge to reading. Discuss the significance of the title and events. Understand the way that information texts are organised and use this when reading simple texts. Discuss and understand the significance of the title of a range of books. Identify major points in a story or key facts from an information text. Explain clearly their understanding of what is read to them. Talk about significant features of layout, e.g., enlarged text, bold, italic, etc. Make inferences on the basis of what is being said and done Make predictions, talk about what characters are like, their motivations and what they might do</p> <p><b>Yr 2:</b> Continuation and deepening of term 1 skills alongside the statements below.</p>	<p><b>Year 1:</b> Continuation and deepening of term 1 &amp; 2 skills alongside the statements below. Read words with contractions and understand that the apostrophe represents the omitted letter(s). Become very familiar with key stories, fairy stories and traditional tales, retelling them and considering their particular characteristics. Discuss word meanings, linking new meanings to those already known.</p> <p><b>Yr 2:</b> Continuation and deepening of term 1 &amp; 2 skills alongside the statements below. Make predictions using experience of reading books in the same genre or based on similar themes. Can identify how vocabulary choice affects meaning,</p>

Recognising alternative sounds for graphemes.  
Read accurately words of two or more syllables.  
Improving fluency and ability to read aloud.  
Can read words containing common suffixes.  
Can apply spelling curriculum knowledge when reading.  
Can listen to, discuss and express views about a range of texts.  
Become increasingly familiar with and retelling a wider range of texts.  
Can make comparisons between books, noting similarities, differences and preferences between: narrative sequences, characters & setting.  
Can identify how features are linked to purpose.  
Can draw on what they already know to understand/relate to text.  
Discuss and clarify the meanings of words.  
Use the grammar of a sentence to decipher new or unfamiliar words.  
Check and correcting inaccurate reading.  
Identify and discuss the main events or key points in a text.  
Retell a story with appropriate detail.  
Answer and ask questions.  
Extract information from the text and refer to the text to explain answers.  
Use alphabetically ordered texts to retrieve information.  
Can discuss texts, taking turns and listening to what others say, express views and ask questions.  
Explain and discuss their understanding of texts.  
Make simple predictions, linking to own experience.  
Can make simple inferences about characters' thoughts and feelings and reasons for actions on the basis of what is being said and done.

Read further common exception words.  
Apply spelling curriculum knowledge when reading.  
Read non-fiction books that are structured in different ways.  
Make comparisons between books.  
Can identify how features are linked to purpose.  
Can discuss the sequence of events in books.  
Can identify or provide own synonyms for specific words within the text.  
Can use bibliographic knowledge to help retrieve specific information.  
Can identify cause and effect in narrative and non-fiction, e.g. character motivation.  
Can understand both the books they can already read accurately and fluently and those they listen to  
Can predict what might happen on the basis of what has been read so far.  
Discuss the sequence of events in books and how items of information are related  
Can give opinion and discuss favourite words and phrases.  
Can begin to understand the effects of different words and phrases, e.g. to create humour, images and atmosphere

	<p>Can identify key themes and discuss reasons for events in stories.  Can make predictions about a text.  Recognise simple recurring literary language in stories and poetry.  Identify rhyming and alliterative words.</p>		
<p><b>Writing Skills  (Handwriting, Composition, effect, text structure, organisation and sentence structure)</b></p>	<p><b>Year 1:</b>  Spell words containing each of the 40+ phonemes already taught.  Correctly spell HFW at L&amp;S Phase 5.  Spell common exception words taught.  Spell all the days of the week (correctly).  Name the letters of the alphabet in order.  Use letter names to distinguish between alternative spellings of the same sound.  Can add prefixes and suffixes.  Can use the spelling rule for adding -s or -es.  Can apply taught spelling rules.  Can sit correctly at a table, holding a pencil comfortably and correctly.  Can begin to form lower-case letters in the correct direction, starting and finishing in the right place.  Can correctly forms capital letters.  Can correctly forms digits 0-9.  Can select basic ideas and content usually linked to the purpose of a task.  Can use simple word choice that helps to convey information and ideas.  Can re-read what they have written to check that it makes sense.  Can sequence sentences to form short narratives using a simple opening or closing phrase.  Can write sentences after talking through ideas.  Can use simple words, phrases and clauses in sentence-like structures to communicate meaning.  Can write a simple sentence starting with a</p>	<p><b>Year 1:</b> Continuation and deepening of term 1 skills alongside the statements below.  Can use -ing, -er and -ed, where no change is needed in the spelling of root words.  Can apply simple spelling rules and guidance taught.  Has an awareness that ideas/events may be put into an appropriate order.  Can link ideas and events with connecting vocabulary.  Can write a simple sentence starting with a personal pronoun.  <b>Year 2:</b> Continuation and deepening of term 1 skills alongside the statements below.  Use the possessive apostrophe (singular)  Can add suffixes to spell longer words, including -ful, -less  Can use some words with contracted forms.  Develop and expresses a viewpoint through comments or actions.  Group related ideas and developing an awareness of paragraphing.  Can link related sentences through the use of pronouns, time connectives or adverbials.  Can use a variety of sentence openers.  Can use sentences with different forms e.g. command.</p>	<p><b>Year 1:</b> Continuation and deepening of term 1 &amp; 2 skills alongside the statements below.  Can add the prefix un-.  Can add prefixes and suffixes using -er and -est where no change is needed in the spelling of root words.  Can apply taught spelling rules.  Can write simple and compound sentences.  <b>Year 2:</b> Continuation and deepening of term 1 and 2 skills alongside the statements below.  Can add suffixes to spell longer words -ment, -ness.  Can apply spelling rules.</p>

noun/proper noun.

Can write a simple sentence with straight forward subject/verb agreement.

**Year 2:**

Spell many words correctly by segmenting spoken words into phonemes and represent these by graphemes.

Learn and use 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.

Spell common exception words.

Distinguish between homophones and near-homophones.

Add suffixes to spell longer words eg -ly.

Apply simple spelling rules.

Use some of the diagonal and horizontal strokes and understand which letters, when adjacent to one another, are best left unjoined.

Write capital letters and digits of the correct size, orientation and relationship to one another and to lower case letters.

Space letters correctly.

Consider what they are going to write before beginning by planning or talk.

Selection of relevant content shows an awareness of purpose and an emerging awareness of their audience.

Write down ideas and/or key words.

Use adventurous vocabulary.

Proof-read to check for errors and make simple additions, revisions and corrections.

Re-read to check that writing makes sense and that verbs to indicate time are used correctly and consistently.

Write about real events sustains sufficient features of the given form.

Encapsulate what they want to say and appropriately sequence ideas.

	<p>Use brief opening and ending. Write a mixture of both simple and compound sentences.</p>		
<b>Vocabulary grammar and punctuation skills</b>	<p><b>Year 1:</b> Leave spaces between words. Can begin to punctuate sentences using a capital letter and a full stop. Can use capital letter for names. Can use capital letter for days of the week. Can use capital letter for 'I'. Can orally use simple co-ordinating conjunctions And &amp; but. Can use determiners: the, a, an, my, your, his, her. Can orally devise alliteration. Can use prepositions.</p> <p><b>Year 2:</b> Can use coordinating conjunctions to create a compound sentence. Can write expanded noun phrases to describe and specify. Can write a statement that starts with a capital letter and finishes with a full stop. Can write a sentence that ends with an exclamation mark. Can ask a question and uses a question mark. Can use first, second and third person with subject-verb agreement. Can use the imperative form of a verb for commands. Can use simple present tense, showing subject-verb agreement Can use present continuous tense. Can add -ly to an adjective to make an adverb. Can form simple past tense by adding -ed. Can move from generic to specific nouns 'dog' to 'terrier'. Can use a determiner + adjective + noun determiner + noun + prepositional phrase.</p>	<p><b>Year 1:</b> Continuation and deepening of term 1 skills alongside the statements below. Can begin to punctuate sentences using a question mark. Can write a compound sentence using the coordinating conjunction 'and'. Can use noun phrases: adjective + noun Can use a regular simple-past-tense verb in a sentence. Can use first person (I and we), second person (you) and third person (he, she). Can write a sentence that includes an adjective. Can use time connectives for sequence e.g. first, second, then Can give a simile.</p> <p><b>Year 2:</b> Continuation and deepening of term 1 skills alongside the statements below. Use subordination (using when, if, that, or because). Can use commas to separate items within lists. Can add -less to adjectives. Can use apostrophes in contracted forms Can add -ful to adjectives. Can use similes by using the word 'like'. Can use time connectives e.g. next, last. Can use prepositional phrases. Can form comparatives and superlatives by adding -er and -est Can use alliteration.</p>	<p><b>Year 1:</b> Continuation and deepening of term 1 &amp; 2 skills alongside the statements below. Begin to punctuate sentences using an exclamation mark Can start to move from use of generic to specific nouns e.g. 'dog' to 'terrier' Can show subject-verb agreement.</p> <p><b>Year 2:</b> Continuation and deepening of term 1 &amp; 2 skills alongside the statements below. Can use the present and past tenses correctly and consistently including the progressive form. Can add -ness and -er to form a noun. Can use past continuous (progressive) tense Can use inverted commas and start speech with a capital letter. Can use and understand Onomatopoeia.</p>

	<p>Can add 's' to the third person.</p> <p>Can link clauses by both coordinating and subordinating conjunctions.</p> <p>Can use a range of punctuation including full stops, capital letters, exclamation marks, commas in a list and apostrophes.</p>		
<b>Spelling</b>	<p>Yr 1: Adjacent consonants Phase 5 GPC (and revision of previous phases)</p> <p>100 HFW</p> <p>Compound words</p> <p>-s and -es plurals</p> <p>No Nonsense Spelling Y2</p>	<p>Yr 1: Phase 5 GPC</p> <p>100 HFW</p> <p>Introduce root words and affixes</p> <p>Suffix -ing and -ed for verbs</p> <p>No Nonsense Spelling Y2</p>	<p>Yr 1: Phase 5 GPC</p> <p>100 HFW</p> <p>- er to make nouns (helper) and adjectives (faster) -est to make adjectives</p> <p>Prefix -un</p> <p>No Nonsense Spelling Y2</p>
<b>Reading for pleasure and reading independence</b>	<p>Ronald Dahl 100<sup>th</sup> Birthday (September 13<sup>th</sup> September)</p> <p>Spelling Bee competition</p>	<p>World Book Day</p> <p>Read for my School - Booktrust</p> <p>Radio 2 writing competition</p>	<p>Bembridge Library Competition 500 word saga</p>
<b>Year A: Stimulus themes /topics</b>	<b>Starry Night</b>	<b>Where the Wild Things Are</b>	<b>Our Beautiful Island</b>
<p><b>Reading range</b></p> <p><b>Includes significant authors</b></p> <p><b>(Text based for writing learning journeys)</b></p>	<p>The man on the moon by Simon Bartram</p> <p>Sidney, Stella, and the Moon by Emma Yarlett</p> <p>If You Decide To Go To The Moon by Faith McNulty</p> <p>Bonfire poetry &amp; Video clips of Bonfires (bonfire monsters poetry)</p> <p>Nocturnal animals non-fiction text or video clip</p> <p><a href="#">Jill Murphy</a></p> <p><a href="#">Raymonds Briggs</a></p> <p><b><u>Stories to share</u></b></p> <p>Katie and the Starry Night by James Mayhew</p>	<p>Grendel: A cautionary tale about chocolate by David Luca</p> <p>The Giant of Jum by Elle Woollard and Benji Davis</p> <p>The Princess and the White Bear King by Tanya Batt</p> <p>The Day the crayons quit by Drew Daywait and Oliver Jeffers.</p> <p><a href="#">Nick Butterworth</a></p> <p><a href="#">Lauren Child</a></p> <p><b><u>Stories to share</u></b></p> <p>Where the wild things are by Maurice Sendark</p> <p>The BFG by Roald Dahl</p> <p>One night far from here by Julia Wauters</p>	<p>Pictures of places on the Isle of Wight</p> <p>Traction Man by Mini Grey</p> <p>The Most Magnificent Thing by Ashley Spires</p> <p><a href="#">Jeremy Strong</a></p> <p><a href="#">Dick King Smith</a></p> <p><b><u>Stories to share</u></b></p>
<b>Writing range: whole class</b>	<p>Interview</p> <p>Fact book</p> <p>Story writing-narrative</p>	<p>Story writing-narrative</p> <p>Instructions</p> <p>Recount</p>	<p>Story Writing-Narrative</p> <p>Interview</p> <p>Instruction</p>

	<p>Descriptive writing Letter writing Report writing (factual statements- fact sheet) Poetry Labels</p>	<p>Leaflet Descriptive writing Dialogue between characters Poster Diagram with labels</p>	<p>Descriptive writing Poetry Dialogue between characters Non chronological report Materials list Diagrams Advert Email</p>
<p><b>Talk: skills, opportunities and outcomes</b></p>	<p>Retelling a story circle time Hot seat characters Role play scene Story on a role Character emotional journeys Animation-scene setting/drama Retell a picture drama Partner talk</p>	<p>Interview a giant Conscious Alley Debate Story writing on a role Partner talk Character emotional journey Role play dialogue Research and partner talk using ICT Dress up day- drama activities</p>	<p>Role play a dialogue Hot seating character Drama Partner talk</p>
<p><b>Year B: Stimulus themes /topics</b></p>	<p><b>London's Burning</b></p>	<p><b>Down on the Farm</b></p>	<p><b>All Aboard our Pirate Ship</b></p>
<p><b>Year B: Reading range</b>  <b>Includes significant authors</b>  <b>(Text based for writing learning journeys)</b></p>	<p>The tiger who came to Tea by Judith Kerr. Pudding Lane productions- flight over 17<sup>th</sup> century London (video montage of photos) Firework poetry by James Reeves &amp; Video clips of fireworks Orion and the Dark by Emma Yarlett The dark by James Carter</p> <p><a href="#">Jez Alborough</a> <a href="#">Alan Ahlberg</a></p> <p><b><u>Stories to share</u></b> Guy Fawkes and the gun powder plot by Sarah Ridley The great fire of London by Jenny Powell Gruffalos and other stories by Julia Donaldson Roald Dahl-Fantastic Mr Fox The Christmasaurus by Tom Fletcher</p>	<p>Little Red Riding Hood by Lari Don and Célia Chauffrey Beegu by Alex Deacon The lighthouse keepers Lunch by Ronald Amitage. The carnival of animals The book of butterflies by Michael Leunig (animation literacy shed)</p> <p><a href="#">Mick Inkpen</a> <a href="#">Judith Kerr</a></p> <p><b><u>Stories to share</u></b> Charlotte's Web by E. B. White The sheep pig by Dick King-Smith The Wolf's Story by Toby Forward The Little Gardener by Emily Hughes</p>	<p>The Queens hat by Steve Anthony How to find gold by Viviane Schwarz Digging for Diamonds by Kenn Nesbitt The Emperors Egg by Martin Jenkins The Beast by Chris Judge</p> <p><b><u>Stories to share</u></b> Peter Pan by J M Barrie Oliver and the Seawigs by Philip Reeve and Sarah McIntyre A Boy and a Bear in a Boat by Dave Shelton Wild by Emily Hughes The pirates next door by Jonny Dunnel</p> <p><a href="#">Drew Daywalt</a> <a href="#">Roald Dahl</a></p>
<p><b>Writing range: whole</b></p>	<p>Story writing-narrative</p>	<p>Story writing-narrative</p>	<p>Story Writing-Narrative</p>

<p><b>class</b></p>	<p>Descriptive writing Letter writing Report writing (factual statements- fact sheet) Poetry Labels</p>	<p>Weather report Instructions Recount from Farm trip Leaflet Descriptive writing Dialogue between characters Diagram with labels</p>	<p>Interview Instruction Descriptive writing Poetry Dialogue between characters Non chronological report Lonely hearts advert Email</p>
<p><b>Talk: skills, opportunities and outcomes</b></p>	<p>Retelling a story circle time Hot seat characters Role play scene Story on a role Character emotional journeys Animation-scene setting/drama Retell a picture drama Partner talk Story writing Letter writing</p>	<p>Be a weather reporter: interview Conscious Alley Story writing Partner talk Character emotional journey Role play dialogue Research using ICT</p>	<p>Role play a dialogue Hot seating character Model adverbs Pirate dress up day/gold hunt</p>