

# Herts for Learning Back on Track: English

## Year 2 Progress Pathway

Week	Unit Pathway	Reading Pathway	Spelling Pathway	Handwriting Pathway
1	<b>Whole School Explore and Engage unit 1</b>  Unit incorporating opportunities to develop spoken language, text engagement and to gauge writing stamina.	<b>Starting Point: Assessment for Learning</b>  Listen to every child read a text judged to be in line with Age Related Expectations (ARE) for the previous year group, and allow for short discussion of the text. Note those who require further support at this stage.	<b>Y2: Daily phonics &amp; spelling sessions are essential.</b>  Remember to track back to the key gaps from Year 1 elements of your Phonics and Spelling programme (e.g. for Letters and Sounds users see the Phase 1 to Year 6 Phonics and Spelling Tracker and the Phase 2-4 training package). <b>You may find many children need to focus on completion / consolidation of Y1 spring term phonics knowledge (e.g. phase 5).</b>	Revisit school expectations, appropriate to the year group.  <b>Y2:</b> Expect to focus on: formation of upper and lower case letters including revisiting letter families; according to school policies, e.g. focus at this point on letter formation, but children may need reminders of starting points from a model (e.g. <i>alphabet strip / chart</i> ) and support with maintaining orientation and regular sizing of letters.  Short regular, discrete sessions are likely to be necessary to re-establish habits.  N.B. Refer to the Handwriting Progression document for further year group specific guidance.
2				
3	<b>Focused English Plan 1:</b>  Frog and the Stranger by Max Velthuijs  Aimed at addressing key year group skills linked to grammar and sentence construction, ensuring that essential prior learning is embedded.	<b>Refining Judgements:</b>  Revisit pupils who struggled to read the ARE text. Hear them read and discuss again.	Ensure that in each phonics session that reading (decoding) is revisited but spelling (encoding) work, including of tricky / common exception words takes priority.	
4				
5	<b>Buffer Week</b>  Allows for extension of FEP if required, based on feedback from AfL.	<b>Increase support for pupils working below ARE:</b>  Plan for regular 1:1 reading with an adult for focus children; closely monitor regularity of home-reading; teacher to monitor regularity and focus of in-class reading.		
6	<b>Focused English Plan 2:</b>  Scaredy Squirrel makes a Friend by Melanie Watt  Aimed at addressing key year group skills linked to grammar and sentence construction, ensuring that essential prior learning is embedded.	<b>Begin Intervention</b>  Run an intervention for those pupils who remain working below ARE in reading (possible interventions might include the KS1 Reading Fluency Project).  Prioritise disadvantaged pupils.	<i>Consider additional focus sessions for those pupils working significantly below ARE.</i>  <i>For Y2, the key accelerant will be ample application at the right pitch, e.g. through group reading with matched texts and guided writing using sound mats, CEW lists etc.</i>	
7				
8	<b>Buffer Week</b>	There are two FEP 2 plans available. 'Scaredy Squirrel' is now out of print. If you cannot find this text, please use the alternate plan featuring the text, How to Make Friends with a Ghost by Rebecca Green.	As above, but you may find many children need to focus on <b>completion / consolidation / teaching of Y1 summer term phonics knowledge (e.g. phase 5 GPCs, alternative GPC pronunciations and tricky words... plus</b>	<b>Y2:</b> As above, plus expectation could now shift towards using some of the diagonal and horizontal needed to join letters understanding which letters are best left un-joined.
9	<b>Focused English Plan 3:</b>			
10	Tiger in a Tropical Storm by Henri Rousseau and Augustus and his Smile by Catherine Rayner  Aimed at addressing key year group skills linked to grammar and			

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	sentence construction, ensuring that essential prior learning is embedded.		<b>increase the range of suffixes).</b>	Increasingly build handwriting expectations into work within English lessons and other written work across the curriculum.
11	<b>Buffer Week</b>			
12	<b>Whole School Explore and Engage unit 2</b>			
13	Unit incorporating opportunities to develop spoken language, text engagement and to gauge writing stamina.	<b>Review</b> Conduct post-intervention assessments for those pupils who engaged in the intervention and plan next steps.	As above. You may find many children are only now ready to focus on <b>new teaching of Y2 autumn term phonics knowledge (NC Year 2)</b>	
14	<b>Buffer Week</b>	<b>Next steps</b>		
15	<b>Reprioritised Detailed English Plan 1</b>  Rapunzel by Bethan Woollvin  A 'thinned down' version of an existing HfL plan, ensuring that core skills are prioritised.	Consider next steps for pupils who remain working below ARE.  Re-run intervention for new group of pupils.	<b>Ensure the focus on spelling (encoding) is retained across the daily lessons, as this is a key accelerant for Y1 and Y2 alternative spellings &amp; pronunciations. Retain progression through tricky / common exception words and move through further Y2 suffixes.</b>	
16				
17	<b>Buffer Week</b>			
18	<b>Reprioritised Detailed English Plan 2</b>			
19	Find out! Shark by Sarah Fowler (Dorling Kindersley)  A 'thinned down' version of an existing HfL plan, ensuring that core skills are prioritised.			
20	<b>Buffer Week</b>			
21	<b>Love That Book Detailed English Plan</b>			
22	Last Stop on Market Street by Matt de la Pena  This unit provides an opportunity to pull together some of the key learning from the term, providing children with year group appropriate reading and writing activities linked to a quality text.			
23	<b>Buffer Week</b>			