

Progression of English

- **HIS long term English** plan outlines our key texts across the year for all year groups and key skills covered.
- Each year group has a detailed **English medium term plan**. This is based on the National/EYFS Curriculum and indicates how objectives are taught across each term, building on previously taught concepts to show clear progression across the year and across year groups. English medium term plans include objectives taught in discrete English/Literacy lessons.
- Our **HIS phonics long term plan** provides an overview of phonemes and graphemes taught across year groups. Phonics medium term plans provide more detail about when each GPC is taught.
- **Reading medium term plans in KS1** outline the texts and National Curriculum objectives covered each half term and weekly overviews are used to plan specific tasks.
- Information on our discrete English teaching is shared with parents via the termly **learning leaflet**. This include the specific GPCs and CEWs.
- Our **English Policy** details how English/Literacy is taught at Hartford Infant School and should be read in conjunction with this document.
- **End of year expectations** are based on the Early Years Curriculum and National Curriculum for KS1. See below.

Skills	Reception	Year 1	Year 2
Reading Word reading	Development matters: Read individual letters by saying the sounds for them. Blend sounds into words, so that they can read short words made up of known letter– sound correspondences Read some letter groups that each represent one sound and say sounds for them. Read a few common exception words matched to the school’s phonic programme. Read simple phrases and sentences made up of words with known letter–sound correspondences and, where necessary, a few exception words. Re-read these books to build up their confidence in word reading, their fluency and their understanding and enjoyment. ELG: Word Reading - Say a sound for each letter in the alphabet and at least 10 digraphs. Read words consistent with their phonic knowledge by sound-blending. Read aloud simple sentences and books that are consistent with their phonic knowledge, including some common exception words.	To apply phonic knowledge and skills as the route to decode words. To respond speedily with the correct sound to graphemes (letters or groups of letters) for all 40+ phonemes, including, where applicable, alternative sounds for graphemes. To read accurately by blending sounds in unfamiliar words containing GPCs that have been taught. To read common exception words, noting unusual correspondences between spelling and sound and where these occur in the word. To read words containing taught GPCs and –s, –es, –ing, –ed, –er and –est endings. To read other words of more than one syllable that contain taught GPCs. To read words with contractions, e.g. I’m, I’ll, we’ll, and understand that the apostrophe represents the omitted letter(s). To read aloud accurately books that are consistent with their developing phonic knowledge and that do not require them to use other strategies to work out words. To re-read these books to build up their fluency and confidence in word reading.	To continue to apply phonic knowledge and skills as the route to decode words until automatic decoding has become embedded and reading is fluent. To read accurately by blending the sounds in words that contain the graphemes taught so far, especially recognising alternative sounds for graphemes. To read accurately words of two or more syllables that contain the same GPCs as above. To read words containing common suffixes To read further common exception words, noting unusual correspondence between spelling and sound and where these occur in the word. To read most words quickly and accurately when they have been frequently encountered without overt sounding and blending. To read aloud books closely matched to their improving phonic knowledge. To phonic knowledge, sounding out unfamiliar words accurately, automatically and without undue hesitation. To re-read these books to build up their fluency and confidence in word reading.
Reading Comprehension	Development matters: Literacy	Develop pleasure in reading, motivation to read, vocabulary and understanding by:	Develop pleasure in reading, motivation to read, vocabulary and understanding by:

	<p>Engage in storytimes.</p> <p>Listen to and talk about stories to build familiarity and understanding.</p> <p>Retell the story, once they have developed a deep familiarity with the text; some as exact repetition and some in their own words.</p> <p>Use new vocabulary in different contexts.</p> <p>Listen carefully to rhymes and songs, paying attention to how they sound.</p> <p>Learn rhymes, poems and songs.</p> <p>Listen to and talk about selected non-fiction to develop a deep familiarity with new knowledge and vocabular.</p> <p>Develop storylines in their pretend play.</p> <p>ELG: Comprehension - Demonstrate understanding of what has been read to them by retelling stories and narratives using their own words and recently introduced vocabulary. Anticipate – where appropriate – key events in stories. Use and understand recently introduced vocabulary during discussions about stories, non-fiction, rhymes and poems and during role-play.</p> <p>ELG: Being Imaginative and Expressive: Invent, adapt and recount narratives and stories with peers and their teacher.</p> <p>ELG: Creating with Materials: Make use of props and materials when role playing characters in narratives and stories.</p>	<p>To listen to and discussing a wide range of poems, stories and non-fiction at a level beyond that at which they can read independently.</p> <p>To be encouraged to link what they read or hear read to their own experiences.</p> <p>To become very familiar with key stories, fairy stories and traditional tales, retelling them and considering their particular characteristics.</p> <p>To recognise and joining in with predictable phrases.</p> <p>To learn to appreciate rhymes and poems, and to recite some by heart.</p> <p>To discuss word meanings, linking new meanings to those already known.</p> <p>Understand both the books they can already read accurately and fluently and those they listen to by:</p> <p>To draw on what they already know or on background information and vocabulary provided by the teacher.</p> <p>To check that the text makes sense to them as they read and correcting inaccurate reading.</p> <p>To discuss the significance of the title and events.</p> <p>To make inferences on the basis of what is being said and done.</p> <p>To predict what might happen on the basis of what has been read so far.</p> <p>To participate in discussion about what is read to them, taking turns and listening to what others say.</p> <p>To explain clearly their understanding of what is read to them.</p>	<p>To listen, discuss and express views about a wide range of poetry (including contemporary and classic), stories and non-fiction at a level beyond that at which they can read independently.</p> <p>To discuss the sequence of events in books and how items of information are related reading with expression.</p> <p>To become increasingly familiar with and retelling a wider range of stories, fairy stories and traditional tales.</p> <p>To be introduced to non-fiction books that are structured in different ways.</p> <p>To recognise simple recurring literary language in stories and poetry.</p> <p>To continue to build up a repertoire of poems learnt by heart, appreciating these and reciting some, with appropriate intonation to make the meaning clear.</p> <p>Understand both the books they can already read accurately and fluently and those they listen to by:</p> <p>To draw on what they already know or on background information and vocabulary provided by the teacher.</p> <p>To check that the text makes sense to them as they read and correcting inaccurate reading.</p> <p>To make inferences on the basis of what is being said and done.</p> <p>To answer and ask questions.</p> <p>To predict what might happen on the basis of what has been read so far.</p> <p>To participate in discussion about books, poems and other works that are read to them and those</p>
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<p>Writing</p> <p>Spelling</p> <p>See HIS phonics long and medium term plans</p>	<p>Development matters: Literacy</p> <p>Spell words by identifying the sounds and then writing the sound with letter/s.</p> <p>ELG: Writing - Write recognisable letters, most of which are correctly formed. Spell words by identifying sounds in them and representing the sounds with a letter or letters. Write simple phrases and sentences that can be read by others.</p>	<p>Spell:</p> <p>Words containing each of the 40+ phonemes already taught</p> <p>Common exception words</p> <p>The days of the week</p> <p>Name the letters of the alphabet:</p> <p>Name the letters of the alphabet in order</p> <p>Use letter names to distinguish between alternative spellings of the same sound</p> <p>Add prefixes and suffixes:</p> <p>Use the spelling rule for adding –s or –es as the plural marker for nouns and the third person singular marker for verbs</p> <p>Use the prefix un–</p> <p>Use –ing, –ed, –er and –est where no change is needed in the spelling of root words (e.g. helping, helped, helper, eating, quicker, quickest)</p> <p>Apply simple spelling rules and guidelines, as listed in HIS Phonics LTP.</p> <p>Dictation:</p> <p>Write from memory simple sentences dictated by the teacher that include words taught so far.</p>	<p>Spell by:</p> <p>Segmenting spoken words into phonemes and representing these by graphemes, spelling many correctly.</p> <p>Learning 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</p> <p>Spell:</p> <p>Common exception words</p> <p>More words with contracted forms</p> <p>Words with the possessive apostrophe (singular) for example, the girl's book.</p> <p>Suffixes and other rules:</p> <p>Add suffixes to spell longer words, e.g. – ment, –ness, –ful, –less, –ly</p> <p>Distinguish between homophones and near-homophones.</p> <p>Apply spelling rules and guidelines, as listed in our HIS Phonics LTP.</p> <p>Dictation:</p> <p>Write from memory simple sentences dictated by the teacher that include words and punctuation taught so far.</p>

<p>Writing</p> <p>Handwriting</p>	<p>Development matters:</p> <p>Literacy: Form lower-case and capital letters correctly.</p> <p>Physical development (PD): Develop the foundations of a handwriting style which is fast, accurate and efficient.</p> <p>Use their core muscle strength to achieve a good posture when sitting at a table or sitting on the floor.</p> <p>Develop their small motor skills so that they can use a range of tools competently, safely and confidently. Suggested tools: pencils for drawing and writing, paintbrushes, scissors, knives, forks and spoons.</p> <p>ELG: PD (Fine Motor Skills) - Hold a pencil effectively in preparation for fluent writing – using the tripod grip in almost all cases.</p> <p>Letter-join:</p> <p>To be introduced to vocabulary to describe pre-cursive patterns.</p> <p>To form circles and spirals correctly.</p> <p>To form lines and diagonals correctly.</p> <p>To form jellies and zig-zags correctly.</p> <p>To form loopies and waves correctly.</p> <p>To sit correctly for handwriting and hold a pencil with a tripod grip.</p> <p>To form these “easy” lower case letters correctly: i, l, t, u, w, e, c, o, a, d, n, m, h</p> <p>To form these “harder” lower-case letters correctly: j, y, g, q, b, p, k, v, s, r, f, x, z</p>	<p>To sit correctly at a table, holding a pencil comfortably and correctly</p> <p>To begin to form lower-case letters in the correct direction, starting and finishing in the right place</p> <p>To begin to distinguish ascenders and descenders.</p> <p>To form capital letters</p> <p>To form digits 0-9</p> <p>To understand which letters belong to which handwriting ‘families’ (i.e. letters that are formed in similar ways) and to practice these.</p> <p>Letter-join:</p> <p>To understand which letters belong to which handwriting families.</p> <p>To be able to distinguish between the letters in each letter family:</p> <p>Long ladder letters: i, l, t, u, j, y Curly caterpillar letters: a, c, f, e, s, g One-armed Robot letters: b, h, k, m, p, r Zig-zag letters: v, w, x, z</p> <p>To form capital letters correctly.</p> <p>To identify capital letters in a sentence.</p> <p>To know that each letter is referred to by its name.</p> <p>To form printed letters correctly and know some of their uses.</p> <p>To write the numbers 0-9 and their names correctly.</p> <p>To form punctuation marks and maths symbols correctly.</p>	<p>To form lower-case letters of the correct size relative to one another</p> <p>To start using some of the diagonal and horizontal strokes needed to join letters and understand which letters, when adjacent to one another, are best left unjoined</p> <p>To write capital letters and digits of the correct size, orientation and relationship to one another and to lower case letters</p> <p>To use spacing between words that reflects the size of the letters.</p> <p>Letter-join:</p> <p>To be able to write long ladder letters correctly.</p> <p>To be able to write curly caterpillar letters correctly.</p> <p>To be able to write one-armed robot letters correctly.</p> <p>To be able to write zig-zag letters correctly.</p> <p>To listen to a dictation exercise and write the words correctly.</p> <p>To be able to join letters diagonally.</p> <p>To be able to join letters horizontally.</p> <p>To be able to join letters and words to and from the letter “f”.</p> <p>To be able to join letters and words to and from the letter “k”.</p> <p>To be able to join letters and words to and from the letters “b” and “d”.</p> <p>To be able to join letters and words to and from the letter “w”.</p> <p>To be able to join letters and words to and from the letter “s”.</p> <p>To be able to join letters and words to and from the letter “z”.</p>
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<p>Writing</p> <p>Composition</p>	<p>Development matters: literacy</p> <p>Re-read what they have written to check that it makes sense.</p> <p>ELG: Literacy (Writing) - Write recognisable letters, most of which are correctly formed. Spell words by identifying sounds in them and representing the sounds with a letter or letters. Write simple phrases and sentences that can be read by others.</p> <p>To use story bags used to support oral and written story telling:</p> <ul style="list-style-type: none"> • Who • Where • What happens • Where last (where appropriate) 	<p>Write sentences by:</p> <p>To say out loud what they are going to write about</p> <p>To compose a sentence orally before writing it</p> <p>To sequence sentences to form short narratives</p> <p>To re-read what they have written to check that it makes sense</p> <p>To discuss what they have written with the teacher or other pupils</p> <p>To read aloud their writing clearly enough to be heard by their peers and the teacher.</p> <p>To use story bags used to support oral and written story telling:</p> <ul style="list-style-type: none"> • Who • Where • Where next (where appropriate) • What happens • Who helps • Where last 	<p>To develop positive attitudes towards and stamina for writing by:</p> <p>To write narratives about personal experiences and those of others (real and fictional)</p> <p>To write about real events</p> <p>To write poetry</p> <p>To write for different purposes</p> <p>Consider what they are going to write before beginning by:</p> <p>To plan or say out loud what they are going to write about</p> <p>To write down ideas and/or key words, including new vocabulary</p> <p>To encapsulate what they want to say, sentence by sentence</p> <p>Make simple additions, revisions and corrections to their own writing by:</p> <p>To evaluate their writing with the teacher and other pupils</p> <p>To re-read to check that their writing makes sense and that verbs to indicate time are used correctly and consistently</p>

			<p>To proof-read to check for errors in spelling, grammar and punctuation (e.g. ends of sentences punctuated correctly)</p> <p>To read aloud what they have written with appropriate intonation to make the meaning clear.</p> <p>To use story bags used to support oral and written story telling:</p> <ul style="list-style-type: none"> • Who • Where • Where next • What happens • Who helps • Where last • Feelings
<p>Writing</p> <p>Vocabulary, grammar and punctuation</p>	<p>Development matters: Literacy</p> <p>Write short sentences with words with known sound-letter correspondences using a capital letter and full stop.</p> <p>ELG: Literacy (Writing): Spell words by identifying sounds in them and representing the sounds with a letter or letters; - Write simple phrases and sentences that can be read by others.</p>	<p>Develop their understanding of the concepts set out in HIS Glossary by:</p> <p>To leave spaces between words</p> <p>To join words and joining clauses using and</p> <p>To begin to punctuate sentences using a capital letter and a full stop, question mark or exclamation mark</p> <p>To use a capital letter for names of people, places, the days of the week, and the personal pronoun 'I'</p> <p>To learn the grammar in our HIS Glossary</p> <p>To use the grammatical terminology in the HIS Glossary in discussing their writing.</p>	<p>Develop their understanding of the concepts set out in HIS Glossary by:</p> <p>To learn how to use both familiar and new punctuation correctly (see HIS Glossary), including full stops, capital letters, exclamation marks, question marks, commas for lists and apostrophes for contracted forms</p> <p>Learning how to use:</p> <p>Sentences with different forms: statement, question, exclamation, command</p> <p>Expanded noun phrases to describe and specify, e.g. the blue butterfly</p> <p>The present and past tenses correctly and consistently including the progressive form</p> <p>Subordination (using when, if, that, or because) and co-ordination (using or, and, or but)</p> <p>Learning the grammar in the HIS Glossary</p>

			Using some features of written Standard English Use and understand the grammatical terminology in HIS Glossary in discussing their writing
<p>Speaking and listening</p> <p>See oracy below</p>	<p>Development matters: Communication and language</p> <p>Understand how to listen carefully and why listening is important.</p> <p>Learn new vocabulary.</p> <p>Use new vocabulary through the day</p> <p>Ask questions to find out more and to check they understand what has been said to them.</p> <p>Articulate their ideas and thoughts in well-formed sentences.</p> <p>Connect one idea or action to another using a range of connectives.</p> <p>Describe events in some detail.</p> <p>Use talk to help work out problems and organise thinking and activities, and to explain how things work and why they might happen.</p> <p>Develop social phrases.</p> <p>ELG: Listening, Attention and Understanding Children at the expected level of development will: - Listen attentively and respond to what they hear with relevant questions, comments and actions when being read to and during whole class discussions and small group interactions; - Make comments about what they have heard and ask questions to clarify their understanding; - Hold conversation when engaged in back-and-forth exchanges with their teacher and peers.</p> <p>ELG: Speaking: Participate in small group, class and one-to-one discussions, offering their own ideas, using recently introduced vocabulary; -</p>	<p>(Years 1-6):</p> <p>To listen and respond appropriately to adults and their peers</p> <p>To ask relevant questions to extend their understanding and build vocabulary and knowledge</p> <p>To articulate and justify answers, arguments and opinions</p> <p>To give well-structured descriptions and explanations</p> <p>To maintain attention and participate actively in collaborative conversations, staying on topic and initiating and responding to comments</p> <p>To use spoken language to develop understanding through speculating, hypothesising, imagining and exploring ideas</p> <p>To speak audibly and fluently with an increasing command of Standard English</p> <p>To participate in discussions, presentations, performances and debates</p> <p>To gain, maintain and monitor the interest of the listener(s)</p> <p>To consider and evaluate different viewpoints, attending to and building on the contributions of others</p> <p>To select and use appropriate registers for effective communication.</p>	

	<p>Offer explanations for why things might happen, making use of recently introduced vocabulary from stories, non-fiction, rhymes and poems when appropriate; - Express their ideas and feelings about their experiences using full sentences, including use of past, present and future tenses and making use of conjunctions, with modelling and support from their teacher.</p>		
<p>Oracy</p> <p>Based on Oracy pioneers programme in association with Oracy 21</p>	<p>Discussion groups</p> <p>Talk partners and begin trios</p> <p>Sentence stems</p> <ul style="list-style-type: none"> • I know... • I can... • I remember... <p>Vocabulary</p> <p>At the beginning of new topic (includes enquiry etc), text or maths unit we introduce specific new vocabulary which is modelled, discussed, displayed and used. Throughout the topic, and across the year, this is revisited to embed.</p>	<p>Discussion groups</p> <p>Talk partners and trios and begin traverse</p> <p>Sentence stems</p> <ul style="list-style-type: none"> • I know... • I can... • I remember... • I notice... • I think... (begin) • This links to... (begin) <p>Vocabulary</p> <p>At the beginning of new topic (includes science and enquiry etc), text or maths unit we introduce specific new vocabulary which is modelled, discussed, displayed and used. Throughout the topic, and across the year, this is revisited to embed.</p>	<p>Discussion groups</p> <p>Talk partners, trios, traverse and begin Harkness discussions</p> <p>Sentence stems</p> <ul style="list-style-type: none"> • I know... • I can... • I remember... • I notice... • I think... • I agree.... disagree... • This links to... <p>Vocabulary</p> <p>At the beginning of new topic (includes science and enquiry etc), text or maths unit we introduce specific new vocabulary which is modelled, discussed, displayed and used. Throughout the topic, and across the year, this is revisited to embed.</p>

How will we implement English in our school?

- Planned **discrete teaching** of English, minimum of 4 sessions per week in KS1 and 2 teaching inputs for literacy in Reception.
- English lesson **starters** include handwriting, SPaG and phonics.
- Discrete daily handwriting taught using **Letter-join** scheme across the school.
- Daily phonics lessons using **HIS Phonics medium term plans**.
- A **HIS phonics mat** is used across classes and shared with parents to support learning at home. This includes picture prompts and actions.
- KS1 daily **Reading** includes 1:1 reading, guided group reading, phonics and CEW practice, reading challenge (written responses to texts in exercise book) and opportunity to explore reading area. Texts link to enquiry, English or high-quality texts suggested by Pie Corbetts Reading Spine. In Reception, regular reading slots are put aside for class teachers and/or TAs to complete appropriate reading activities with children. e.g. read phonics based coded library books.
- English is based on a high quality text and linked to **enquiry themes** where possible.
- **Daily story time** across classes includes age appropriate texts. These texts are promoted by the class teacher and are accessible to children in the reading area.
- Each year group has a core set of 6 **poems** explored throughout the year during our morning routine. These poems are promoted by the class teacher and are also accessible to children in the reading area.
- HIS promotes **Oracy**. Children encouraged to say sentence before writing, often with use of a recordable devices such as a talking tin to record this and play back. **Progressive sentence stems, question words** and **key vocabulary** are shared, modelled, rehearsed and displayed. Every class adheres to our **whole school discussion guidelines** agreed with children and displayed in class.

- Reading books sent home are **colour banded** to support children's acquisition of phonics and CEWs. Children also have access to their colour banded books via the online platform **Bug Club**.
- Whole school **reading tree** celebrates reading at home and develop motivation and pleasure in reading. Our reading area in the research centre allows children opportunity to read with friends during lunchtimes.
- All classrooms have a designated **phonics area** and a **separate writing area** linked to age appropriate texts, CEWs, phonics etc.
- **Word windows** display relevant CEWs in KS1 and 'wordie' is used in reception classes to display CEWs.
- **English working walls** in each classroom display current learning.
- **Phonics displays** in each classroom highlight phonemes and graphemes taught.
- **Story bags (Alan Peat) and maps** are used across year groups to support oral and written story retelling.
- When writing, all children have a differentiated **sentence strip** (symbols) in books to aid assessment. See HIS Marking and Feedback policy.
- **Parent workshops** to share information, good practice, vocabulary and resources as we believe the partnership between home and school is vital in progression. E.g. phonics, reading, writing.
- Weekly **homework** includes what we have been learning in English (includes phonics, writing or reading) and a challenge to complete at home to consolidate this.
- Bespoke **reading areas** in all classrooms promote key texts and poems shared by the class teacher developing pleasure for reading. This includes **story shelves** changed half termly.
- **Evidence of English** can be seen on Tapestry, phonics books, reading exercise books (KS1 only), English books in KS1, writing books in Reception and on medium term planning.
- Whole school '**write direction**' board celebrates success and shows clear progression of writing across year groups. This is supported by a range of phonics and writing activities for children to access independently.
- Regular **reflection time** to improve English work. This includes edit and improve time using purple pen, challenges for more able, strengthening tasks for those not meeting expectations etc
- Class **enables tables** include pencil grips, fingers spacers, ear defenders etc to support all children in their learning which children are encouraged to access independently.