Progression of English

- **HJS 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 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.
- Information on our discrete English teaching is shared with parents via the termly **learning leaflet.**
- Our **English Policy** details how English/Literacy is taught at Hartford Junior School and should be read in conjunction with this document.
  End of year expectations are based on the National Curriculum for KS2.

Skills	Year 3	Year 4	Year 5	Year 6
Writing: Letter formation/ Handwriting	Use the diagonal and horizontal strokes needed to join letters. Increase the legibility, consistency, and quality of handwriting, e.g.: by ensuring that down strokes of letters are parallel and equidistant; that lines of writing are spaced sufficiently so that the ascenders and descenders of letters do not touch.	Use the diagonal and horizontal strokes needed to join letters and understand which letters, when adjacent to one another, are best left not joined. Continue to Increase the legibility, consistency, and quality of handwriting, eg: by ensuring that down strokes of letters are parallel and equidistant; that lines of writing are spaced sufficiently so that the ascenders and descenders of letters do not touch.	Confidently use diagonal and horizontal joining strokes when writing independently to increase fluency. Begin to choose a standard of handwriting which is appropriate for a particular task, e.g. quick notes, or a final handwritten version	Choose a standard of handwriting which is appropriate for a particular task, e.g. quick notes or a final handwritten, presented version. Choose the writing implement which is best suited for a task.
Writing: Planning, Drafting and Editing	Use ideas from their own reading and modelled examples to plan their writing. Begin to proofread their own and others' work to check for errors (with increasing accuracy) and to make improvements – purple polishing pens introduced. Organise their writing into paragraphs around a theme (e.g. 3 paragraphs – beginning middle and end).	Compose and rehearse sentences orally (including dialogue), progressively building a varied and rich vocabulary and an increasing range of sentence structures. Consistently organise their writing into paragraphs around a theme to add cohesion and to aid the reader. Proofread and amend their own and others' writing, correcting errors in grammar, punctuation and spelling and adding nouns/ pronouns for cohesion using purple polishing pens.	Plan their writing by identifying the audience for and purpose of the writing, selecting the appropriate form and using other similar writing as models for their own. Consider, when planning narratives, how authors have developed characters and settings in what pupils have read, listened to or seen performed and use these as a basis for structuring their own writing. Proofread work to précis (edit and shorten) longer passages by removing unnecessary repetition or irrelevant details. Link ideas across paragraphs using cohesive devices. Proofread their work to assess the effectiveness of their own and others' writing and to make necessary corrections and improvements using purple polishing pens.	Note down and develop initial ideas, drawing on reading and research where necessary. Use appropriate organisational and presentational devices to structure text and to guide the reader (e.g. headings, bullet points, underlining). Use a wide range of devices to build cohesion within and across paragraphs. consistently proofread for spelling and punctuation errors. Make changes to vocabulary, grammar and punctuation to enhance effects and clarify meaning. Recognise how words are related by meaning as synonyms and antonyms and to use this knowledge to make improvements to their writing using purple polishing pens independently.
Writing: Audience, Purpose and Structure.	Demonstrate an increasing understanding of purpose and audience by discussing writing like that which they are planning to write in order to understand and learn from its structure,	Write a range of narratives and non-fiction pieces using a consistent and appropriate structure (including genre- specific layout devices e.g: text boxes, bullet points etc.)	Produce sustained and accurate writing from different narrative and non-fiction genres with appropriate structure, organisation, and layout devices for a range of audiences and purposes.	Write effectively for a range of purposes and audiences, selecting the appropriate form and drawing independently on what they have read as models for their own writing (including literary language,

vocabulary and grammar. Use the structure of a wider range of text types (including the use of simple layout devices in non-fiction). Make deliberate, ambitious word choices to add detail. Create settings, characters and plot in narratives. Begin to use dialogue to convey a character.	Write a range of narratives that are well-structured andwell-paced. Create detailed settings, characters and plot in narrativesto engage the reader and to add atmosphere. Use dialogue to convey a character and to startto advance the action.	characterisation, structure, etc.). Describe settings, characters, and atmosphere with carefully- chosen vocabulary to enhance mood, clarify meaningand create pace. Use dialogue to convey acharacter and to advance the action. Perform their own compositions confidently using appropriate intonation, volume and movementso that meaning is clear.	characterisation, structure, etc.). Distinguish between the language of speech and writing and to choose the appropriatelevel of formality. Select vocabulary and grammatical structures that reflect what the writing requires (e.g. using contracted forms in dialogues in narrative; using passive verbs to affect how information is presented; using modalverbs to suggest degrees of possibility).
Children to build upon and introduce new terminology year on year.			
	- Preposition - Conjunction - Word family - Prefix - Clause - Subordinate clause - Direct speech - Consonant - Vowel - Inverted commas (speech marks)	- Determiner - Pronoun - Possessivepronoun - Adverbial	- Modal verb - Relative pronoun - Relative clause - Parenthesis - Brackets - Dash - Cohesion - Ambiguity	- Subject - Object - Active - Passive - Synonym - Antonym - Ellipsis - Hyphen - Colon - Semi-colon - Bullet points
Writing: Phonic and Whole Word Spelling	Spell further homophones. Spell words that are often misspelt.	Spell further homophones. Spell words that areoften misspelt.	Spell some words with'silent' letters. Continue to distinguish between homophonesand other words whichare often confused. Use knowledge of morphology and etymology in spellingand understand that the spelling of some words needs to be learnt specifically.	Spell some words with'silent' letters. Continue to distinguish between homophonesand other words whichare often confused. Use knowledge of morphology and etymology in spellingand understand that the spelling of some words needs to be learnt specifically.
Other word building spelling			
	Year 3	**Year 4**	**Year 5**	**Year 6**
	Use further prefixes and suffixes and understand how to add them. Place the possessive apostrophe accuratelyin words with regular plurals and in words with irregular plurals. Use the first 2 or 3 letters of a word to check its spelling in adictionary	Use further prefixes and suffixes and understand how to addthem Place the possessive apostrophe accuratelyin words with regular plurals and in words with irregular plurals. Use the first 2 or 3 letters of a word to check its spelling in adictionary	Use further prefixesand suffixes and understand the guidance for adding them Use dictionaries to check the spelling and meaning of words. Use the first 3 or 4 letters of a word to check spelling, meaning or both of these in a dictionary	Use further prefixesand suffixes and understand the guidance for adding them. Use dictionaries to check the spelling and meaning of words. Use the first 3 or 4 letters of a word to check spelling, meaning or both of these in a dictionary
Contexts for Writing (Purpose)			
	Year 3	**Year 4**	**Year 5**	**Year 6**

	Writing to entertain: Setting description Writing to entertain: Character description Writing to entertain: Descriptive poem (Kenning) Writing to inform: Non-chronological report Writing to inform: Instructions Writing to inform: Diary entry Writing to inform: Explanation text Writing to inform: Newspaper report Writing to persuade: Poster	Writing to entertain: Setting description Writing to entertain: Character description Writing to entertain: Performance Poetry Writing to entertain: Adventure story (5 part story) Writing to entertain: Fantasy Writing to inform: Non-chronological report Writing to inform: Diary entry Writing to inform: Explanation text Writing to inform: Newspaper report Writing to persuade: Letter	Writing to entertain: Setting description Writing to entertain: Character description Writing to entertain: Haiku poetry Writing to entertain: Suspense narrative Writing to entertain: Adventure narrative Writing to inform: Non-chronological report Writing to inform: Diary entry Writing to inform: Explanation text Writing to inform: Newspaper report Writing to inform: Biography Writing to inform: Informal Letter Writing to persuade: Advertisement Writing to discuss: Biased argument	Writing to entertain: Setting description Writing to entertain: Character description Writing to entertain: Performance Poetry Writing to entertain: Suspense narrative Writing to entertain: Adventure narrative Writing to inform: Non-chronological report Writing to inform: Diary entry Writing to inform: Explanation text Writing to inform: Newspaper report Writing to inform: Biography Writing to inform: Informal letter Writing to persuade: Letter Writing to persuade: Speech Writing to discuss: Biased argument Writing to discuss: Hotel Trip Advisor review
	Year 3	**Year 4**	**Year 5**	**Year 6**
Reading: Word Reading	Apply your growing knowledge of root words, prefixes and suffixes (etymology and morphology) both to read aloud and to understand the meaning of new words meet. Read further exception words, noting the unusual correspondences between spelling and sound, and where these occur in the word.	Apply your growing knowledge of root words, prefixes and suffixes (etymology and morphology) both to read aloud and to understand the meaning of new words you meet. Read further exception words, noting the unusual correspondences between spelling and sound, and where these occur in the word.	Apply your growing knowledge of root words, prefixes and suffixes (morphology and etymology) both to read aloud and to understand the meaning of new words that they meet.	Apply your knowledge of root words, prefixes and suffixes (morphology and etymology) both to read aloud and to understand the meaning of new words they meet.
Reading: Comprehension	Listen to and discuss a wide range of fiction, poetry, plays, non-fiction and reference or text books. Read books that are structured in different ways and reading for a range of purposes. Use a dictionary to check the meaning of words that you have read. Increase your familiarity with a wide range of books, including fairy stories, myths and legends, and retell some of these orally. Identify themes and conventions in a wide range of books. Discuss words and phrases that capture the reader's interest and imagination.	Listen to and discuss a wide range of fiction, poetry, plays, non-fiction and reference or text books. Read books that are structured in different ways and reading for a range of purposes. Use a dictionary to check the meaning of words that you have read. Increase your familiarity with a wide range of books, including fairy stories, myths and legends, and retell some of these orally. Identify themes and conventions in a wide range of books. Discuss words and phrases that capture the reader's interest and imagination.	Continue to read and discuss an increasingly wide range of fiction, poetry, plays, non-fiction and reference books or textbooks. Read books that are structured in different ways and reading for a range of purposes. Increase familiarity with a wide range of books, inc myths, legends & traditional stories, modern fiction, fiction from our literary heritage & books from other cultures & traditions. Recommend books that you have read to your peers, giving reasons for your choices. Identify and discuss themes and conventions in and across a wide range of writing.	Continue to read and discuss an increasingly wide range of fiction, poetry, plays, non-fiction and reference books or textbooks. Read books that are structured in different ways and reading for a range of purposes. Increase familiarity with a wide range of books, inc myths, legends & traditional stories, modern fiction, fiction from our literary heritage & books from other cultures & traditions. Recommend books that you have read to your peers, giving reasons for your choices. Identify and discuss themes and conventions in and across a wide range of writing.

Recognise some different forms of poetry (e.g. free verse, narrative poetry).	Recognise some different forms of poetry (e.g. free verse, narrative poetry).	Make comparisons within and across books.	Make comparisons within and across books.
Check that the text makes sense to you, discuss your understanding and explaining the meaning of words in context.	Check that the text makes sense to you, discuss your understanding and explaining the meaning of words in context.	Learn a wider range of poetry by heart. Prepare poems and plays to read aloud and to perform, showing understanding through intonation, tone and volume so that the meaning is clear to an audience.	Learn a wider range of poetry by heart. Prepare poems and plays to read aloud and to perform, showing understanding through intonation, tone and volume so that the meaning is clear to an audience.
Ask questions to improve your understanding of a text.	Ask questions to improve your understanding of a text.	Check that the book makes sense to you, discussing your understanding and exploring the meaning of words in context.	Check that the book makes sense to you, discussing your understanding and exploring the meaning of words in context.
Draw inferences such as inferring characters' feelings, thoughts and motives from your actions, and justifying inferences with evidence.	Draw inferences such as inferring characters' feelings, thoughts and motives from your actions, and justifying inferences with evidence.	Ask questions to improve your understanding.	Ask questions to improve your understanding.
Predict what might happen from details stated and implied.	Predict what might happen from details stated and implied.	Draw inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence.	Draw inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence.
Identify main ideas drawn from more than one paragraph and summarise these.	Identify main ideas drawn from more than one paragraph and summarise these.	Predict what might happen from details stated and implied.	Predict what might happen from details stated and implied.
Identify how language, structure and presentation contribute to meaning.	Identify how language, structure and presentation contribute to meaning.	Summarise the main ideas drawn from more than one paragraph, identifying key details that support the main ideas.	Summarise the main ideas drawn from more than one paragraph, identifying key details that support the main ideas.
Retrieve and record information from non-fiction.	Retrieve and record information from non-fiction.	Identify how language, structure and presentation contribute to meaning.	Identify how language, structure and presentation contribute to meaning.
Participate in discussion about both books that are read to you and those you can read for yourself, taking turns and listening to what others say.	Participate in discussion about both books that are read to you and those you can read for yourself, taking turns and listening to what others say.	Discuss and evaluate how authors use language, including figurative language, considering the impact on the reader.	Discuss and evaluate how authors use language, including figurative language, considering the impact on the reader.
		Distinguish between statements of fact and opinion.	Distinguish between statements of fact and opinion.
		Retrieve, record and present information from non-fiction.	Retrieve, record and present information from non-fiction.
		Participate in discussions about books that are read to you and those you can read for yourself, building on your own and others' ideas and challenging views courteously.	Participate in discussions about books that are read to you and those you can read for yourself, building on your own and others' ideas and challenging views courteously.
		Explain and discuss your understanding of what you have read, including through	Explain and discuss your understanding of what you have read, including through

			formal presentations and debates, maintaining a focus on the topic and using notes where necessary. Provide reasoned justifications for your views.	formal presentations and debates, maintaining a focus on the topic and using notes where necessary. Provide reasoned justifications for your views.
Oracy Based on Oracy pioneers programme in association with Oracy 21	**Discussion groups** Talk partners, trios, traverse and begin Harkness discussions **Sentence stems** • I know… • I can… • I remember… • I notice… • I think… • I agree…. disagree… • This links to… • Now I think… • I found out that… • …happened because…. • First I thought… but now I know • Having listened to everyone's ideas… **Vocabulary** 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. **Physical** To deliberately vary tone of voice in order to convey meaning. E.g. speaking authoritatively during an expert talk or speaking with pathos when telling a sad part of a story. To consider position and posture when addressing an audience. **Linguistic** To be able to use specialist language to describe their own and others' talk.	**Discussion groups** Talk partners, trios, traverse and begin Harkness discussions **Sentence stems** • I know… • I can… • I remember… • I notice… • I think… • I agree…. disagree… • This links to… • Now I think… • I found out that… • …happened because…. • First I thought… but now I know • Having listened to everyone's ideas… • I found it hard/easy because… • Next time I could… • It was interesting because… • I like the part where… • I found this piece of work hard/easy because… **Vocabulary** 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. **Physical** To consider movement when addressing an audience. To use pauses for effect in presentational talk e.g. when telling an anecdote or telling a joke. **Linguistic** To carefully consider the words and phrasing they use to express their ideas and how this supports the purpose of talk. **Cognitive**	**Discussion groups** Talk partners, trios, traverse and begin Harkness discussions **Sentence stems** • I know… • I can… • I remember… • I notice… • I think… • I agree…. disagree… • This links to… • Now I think… • I found out that… • …happened because…. • First I thought… but now I know • Having listened to everyone's ideas… • I found it hard/easy because… • Next time I could… • It was interesting because… • I like the part where… • I found this piece of work hard/easy because… • An argument for is… because… • An argument against is because… • However, I would point out that… • It is clear that… **Vocabulary** 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. **Physical** To project their voice to a large audience. For gestures to become increasingly natural. **Linguistic** To use an increasingly sophisticated range of sentence stems with fluency and accuracy.	**Discussion groups** Talk partners, trios, traverse and begin Harkness discussions **Sentence stems** • I know… • I can… • I remember… • I notice… • I think… • I agree…. disagree… • This links to… • Now I think… • I found out that… • …happened because…. • First I thought… but now I know • Having listened to everyone's ideas… • I found it hard/easy because… • Next time I could… • It was interesting because… • I like the part where… • I found this piece of work hard/easy because… • An argument for is… because… • An argument against is because… • However, I would point out that… • It is clear that… • I accept your decision; however I think… because… • I understand your point of view; however… • Perhaps some people would argue that… **Vocabulary** 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. **Physical** To speak fluently in front of an audience.

To use specialist vocabulary. To make precise language choices e.g. instead of describing a cake as 'nice' using 'delectable'. **Cognitive** To offer opinions that aren't their own. To reflect on discussions and identify how to improve. To be able to summarise a discussion. To reach shared agreement in discussions. **Social and Emotional** To adapt the content of their speech for a specific audience. To speak with confidence in front of an audience.	To be able to give supporting evidence e.g. citing a text, a previous example or a historical event. To ask probing questions. To reflect on their own oracy skills and identify areas of strength and areas to improve. **Social and Emotional** To use more natural and subtle prompts for turn taking. To be able to empathise with an audience. To consider the impact of their words on others when giving feedback. .	**Cognitive** To be able to draw upon knowledge of the world to support their own point of view and explore different perspectives. To identify when a discussion is going off topic and to be able to bring it back on track. **Social and Emotional** Listening for extended periods of time. To speak with flair and passion.	To have a stage presence. Consciously adapt tone, pace and volume of voice within a single situation. **Linguistic** To vary sentence structures and length for effect when speaking. To be comfortable using idiom and expressions. **Cognitive** To construct a detailed argument or complex narrative To spontaneously respond to increasingly complex questions, citing evidence where appropriate. **Social and Emotional** To use humour effectively. To be able to read a room or a group and take action accordingly e.g. if everyone looks disengaged, moving on or changing topic, or if people look confused stopping to take questions.

How will we implement English in our school?

- We plan **discrete teaching** of English, minimum of 4 sessions per week.
- Our English lessons are based on engaging texts**, promoting a love of literacy and narrative, producing quality outcomes.**
- Our English lesson **starters** include SPaG and phonics used as opportunities for retrieval.
- We teach handwriting using the **Letter-join** scheme across the school.
- Our children have daily (where possible) **transcription fluency** sessions incorporating **Spelling and Handwriting,** with the aim of building automaticity.
- We use the HIPS **Phonics scheme** to deliver phonics interventions to identified pupils and bespoke **phonics mats** in classrooms.
- Our children have **Daily Reading Recharged** lessons, focusing on teaching **Reading domain skills** and developing the pupils' skill of 'empathy' through considered text choices.
- Our **KS2 daily reading** includes 1:1 reading, Reading Recharged, whole class reading, choral reading, paired reading and Accelerated Reader quizzes.
- We use termly **reading fluency** assessments as a **diagnostic** to ensure all pupils progress and receive reading provision suited to their needs.
- **We** promote **Oracy.** Children encouraged to say sentences before writing. **Progressive sentence stems, question words** and **key vocabulary** are shared, modelled, rehearsed and displayed. Our children use our **whole school discussion guidelines** which are agreed with the children and displayed in class. **Voice 21 Oracy domains** are woven into English and the curriculum.
- We use **Accelerated Reader** to track reading progress across the school. Our library is organised into Accelerated Reader levels.
- **We use Bug Club** for children who are not able to access the Accelerated Reader system enabling them to access books at their required level.
- Our children **take home books** linked to the **Accelerated Reader system** and a book for '**reading for pleasure'**.
- Our **word walls** display **relevant CEWs** for each year group.
- Our **English working walls** in each classroom display current learning.
- We use **Talk for Writing** approaches across the curriculum where relevant.
- We use **Alan Peat** model sentences where appropriate.
- We use **Washing lines** in classrooms to **model effective writing strategies** and **teach skills explicitly.**
- We use when writing, **sentence strips** (symbols) to promote Sentence features e.g. capital letters, commas etc. See HJS Marking and Feedback policy.
- Our **regular English Parent Workshops** share information, good practice, vocabulary and resources as we believe the partnership between home and school is vital for progression.
- Our children have weekly **homework** set on Seesaw.
- We have bespoke **reading areas** in all classrooms promote key texts shared by the class teacher developing pleasure for reading.
- We ensure regular **opportunities to edit** (purple polishing pens) to improve English work.