

Appendix 1: English Units						
Narrative Non-fiction Poetry						
Year Group	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
1	<p>Stories</p> <p>Information texts</p> <p>Poetry-Rhyme</p>	<p>Traditional stories and Fairy Tales (Cinderella, The Gingerbread Man, Three Billy Goats Gruff, The Three Little Pigs.)</p> <p>Recount of class visit.</p> <p>Instructions</p>	<p>Different stories by the same author (Julia Donaldson)</p> <p>Stories from a different culture (Eileen Brown. Handa's Surprise.)</p> <p>Letters</p>	<p>Stories with predictable/patterned language (We're Going on a Bear Hunt by Michael Rosen.)</p> <p>Information texts</p> <p>Recount of class visit</p> <p>Poetry-Rhyme</p>	<p>Non-chronological character descriptions</p> <p>Persuasion Poster</p>	<p>Poetry-Pattern</p> <p>Stories</p> <p>Recount of class visit</p>
2	<p>Stories (Owl Babies, The Owl who was afraid of the Dark)</p> <p>Information texts</p> <p>Non-chronological character descriptions</p> <p>Narrative Poetry: Edward Lear (The Owl and the Pussy Cat)</p>	<p>Traditional stories and Fairy Tales (Jack and the Beanstalk, Rumpelstiltskin, Peter and the Wolf, The Golden Goose, Silly, silly Jack)</p> <p>Recount of class visit.</p> <p>Instructions</p>	<p>Different stories by the same author (Julia Donaldson)</p> <p>Stories from a different culture (Eileen Brown. Where is Mondì.)</p> <p>Letters</p> <p>Persuasion</p> <p>Poster</p>	<p>Different stories by the same author (Allan Ahlberg-Burglar, Bill, Funnybones, Happy Families)</p> <p>Information Texts</p> <p>Recount of class visit</p>	<p>Traditional stories and Fairy Tales (Jack and the Beanstalk, Rumpelstiltskin, Peter and the Wolf, The Golden Goose, Silly, silly Jack)</p> <p>Poetry--Rhyme</p>	<p>Information Texts</p> <p>Recount of class visit</p> <p>Poetry-Shape poetry</p>
3	<p>Historical Stories</p> <p>Non-chronological reports</p> <p>Poetry-Performance</p>	<p>Myths and Legends</p> <p>Letters</p> <p>Recount of class visit.</p>	<p>Instructions</p> <p>Explanations</p>	<p>Traditional Tales</p> <p>Poetry-Shape Poems and Calligrams</p>	<p>Author focus-Dick King-Smith</p> <p>Information texts</p>	<p>Playscripts</p> <p>Poetry-</p>

3/4	<p>Historical Stories</p> <p>Non-chronological reports</p> <p>Poetry- Performance Poetry</p>	<p>Myths and Legends</p> <p>Instructions</p> <p>Recount of class visit.</p>	<p>Letters</p> <p>Explanations</p>	<p>Traditional Tales and Fairy Tales</p> <p>Poetry- Rhyming Poetry</p>	<p>Author focus- Dick King-Smith/Roald Dahl</p> <p>Poetry- Shape Poems</p>	<p>Playscripts</p> <p>Information texts</p>
4/5	<p>Historical Stories</p> <p>Recount of class visit. (did as diary of Victorian)</p>	<p>Myths and Legends</p> <p>Non-chronological reports</p>	<p>Explanations</p> <p>Playscripts</p>	<p>Author focus-Roald Dahl (linked to world book day)</p> <p>Letters</p>	<p>Instructions</p> <p>Poetry-</p>	<p>Traditional Tales</p> <p>Information texts (similar to non chron)</p>
5/6	<p>Narrative/ Fiction – Historical fiction Link *Historical Adventure stories.</p> <p>Instructions and explanations. (2 weeks) *Historical instructions/Explanations: mummification.</p>	<p>Biographies and Auto-biographies. (2 weeks) *Link to Famous Scientists</p> <p>Non-Chronological reports.</p> <p>Poetry</p>	<p>Play scripts</p> <p>War poetry</p> <p>Myths and Legends (3 weeks)</p>	<p>Adventure</p> <p>Poetry/ Narrative</p>	<p>Persuasion</p> <p>Poetry</p>	<p>Written argument.</p> <p>Newspaper</p> <p>Fables</p>
6	<p>Adventure stories linked to Egyption topic – Horous the Avenger.</p> <p>Non-chronological report – linked to topic (e.g. Egyptian mummification).</p>	<p>Myths and legends – King Arthur.</p> <p>Biography – linked to famous scientists e.g. Edward Jenner, Mary Anning (depending upon topic).</p> <p>News paper linked to RE (Birth of Jesus).</p> <p>Poetry (if time) linked to war poetry. For 11.11</p>	<p>Play scripts – linked to theatre visit and topic.</p> <p>Information texts</p> <p>Diary – linked to topic.</p>	<p>Poetry –Imagery The magic Box.</p> <p>Non chronological reports – linked to topic.</p> <p>(Historical stories if History topic or leave until summer).</p> <p>During the spring term there is more of a focus upon Grammar and Spelling Rules.</p>	<p>Historical stories or Fables (depending upon topic).</p> <p>Persuasion and written argument</p>	<p>Letters – introducing themselves to new high school teachers.</p> <p>Narrative poetry – e.g. The Highway man.</p>

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Appendix 2: Planning proforma

St. John's LITERACY unit Planning Sheet

SEN/ LA WILF: level 2

Story has a beginning, middle and end

Full sentences are used

Characters are described

Full stops and capital letters are correct

I have used and, but because

On Track WILF: level 3c/b

Story has clear structure following the plan

A range of adverbials are used: when, where, how

I've written in extended sentences using connectives
- but, because, so, as, however

I have used a range of different sentence types: 2ad,
who drop,

All my sentences are punctuated well including using
some commas.

Working Above WILF: level 3a/ 4c

Story has an opening, build up, problem, events, resolution
and ending following the plan

Paragraphs are used

A range of adverbials are used: when, where, how

All punctuation is correct including commas for clauses
and speech marks.

I have used a range of connectives: however, although,
meanwhile, since, etc

	<u>WALT & Teacher Exposition</u>	<u>Activities and Learning Outcomes</u>			<u>Plenary</u>
Monday	<i>WALT:</i>	Working below	On track	Working above	
				Extension	
Tuesday	<i>WALT:</i>	Working below	On track	Working above	
				Extension	
Wednesday	<i>WALT:</i>	Working below	On track	Working above	
				Extension	
Thursday	<i>WALT:</i>	Working below	On track	Working above	
				Extension	
Friday	<i>WALT:</i>	Working below	On track	Working above	
				Extension	

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Appendix 3: Phonics Phases and Book Bands

											Free Reading		
Colour	Pink	Red	Yellow	Blue	Green	Orange	Turquoise	Purple	Gold	White	Lime	Ruby	Sapphire
Band	1	2	3	4	5	6	7	8	9	10			
Reading Level	Working towards level 1	Working towards level 1	Working within level 1 (1C)	Working within level 1 (1B)	Working within level 1 (1B)	Working towards level 2 (1A)	Working towards level 2 (1A)	Working within level 2 (2C)	Working within level 2 (2B)	Working towards level 3 (2A)	Working within level 3 (3C)	Working within level 3 (3B)	Working within level 3 (3A)
On track learners			End of Reception			End of Year 1			End of Year 2	End of Year 3		End of Year 4	End of Year 5
Phonics Phase (working at.)	2	3	3/4	4/5	5	5/6	6	6					

Appendix 4: Spoken Language Objectives

<u>Spoken Language Assessment—Objectives</u>		
	<u>Year 1</u>	<u>Year 2</u>
1	Speaking 1. I can tell someone what I like doing in a clear voice.	Speaking 1. I can read clearly using different tones.
2	2. I can retell stories, ordering events and using story language.	2. I can retell real and imagined stories using story language.
3	3. I can read aloud using different speeds and emphasising different parts.	3. I can use language and gesture when explaining the use of models, diagrams or displays.
4	Listening 1. I can listen carefully for longer.	Listening 1. I can listen to other's, I can ask questions and follow instructions.
5	2. I can listen and follow instructions well, asking for help if needed.	2. I can listen to stories and talk about the characters actions.
6	3. I can listen to tapes or videos and can say what I think about how it has been presented.	3. I can listen to a talk by an adult and I can remember some points and I can say what I have learned.
7	Group 1. I can take turns to ask and answer questions in a group.	Group 1. I can listen to other's ideas and agree the next steps to take.
8	2. I can take turns to listen to other peoples suggestions and talk about what they are going to do.	2. I can make sure everyone in a group takes a turn to speak and I can come up with a shared agreement.
9	3. I can explain what I think to others in a small group.	3. I can work well in a group by challenging or agreeing with ideas and by moving on the discussion.
10	Drama 1. I can use the role-play area to act out every day situations.	Drama 1. I can play different roles in the role-play area.
11	2. I can act out well known stories, using different voices for characters.	2. I can think about how mood and atmosphere are created in a live or recorded performance.
12	3. I can say why I like a performance.	3. I can act out traditional stories or own stories to the class.

Spoken Language Assessment—Objectives

<u>Year 3</u>		<u>Year 4</u>
1	Speaking 1. I can explain a process in the right order and including details and technical vocabulary.	Speaking 1. I can use and think about the rules for conversations.
2	2. I can choose and prepare poems for performance by using expression, tone, volume and other sounds.	2. I can respond to other's views even when they are different from my own.
3	3. I can continue a conversation by explaining or giving reasons for my opinions.	3. I can tell stories using my voice effectively.
4	Listening 1. I can listen to other's points and show whether I agree or disagree.	Listening 1. I can compare the music, words and images. used in TV extracts.
5	2. I can identify the presentational features used to communicate the main points in a broadcast.	2. I can investigate how to talk to different ages, genders and to people who I know and don't know.
6	3. I can listen to a broadcast and can say how language is used to signal changes or transitions.	3. I can listen to a broadcast and can say how language is used to signal changes or transitions.
7	Group 1. I can use talk to organise roles and make decisions when in a group	Group 1. I can take different roles in a group: leader, reporter and scribe.
8	2. I can make sure everyone in a group takes a turn to speak.	2. I can use ideas from play-scripts to improvise and make up new scenes.
9	3. I can use language to investigate feelings, behaviour and relationships.	3. I can identify the main points of speakers and can compare their opinions and their presentations.
10	Drama 1. I can use speech to act out characters to interest an audience.	Drama 1. I can comment on performances: positives and improvements.
11	2. I can talk about others' performances, including my opinions on gesture, action and costume.	2. I can use time, resources and group members well by sharing tasks and checking on progress.
12	3. I can use hot-seating and freeze-framing to explore stories.	3. I can create a character showing how their behaviour can be viewed in different ways.

Spoken Language Assessment—Objectives

<u>Year 5</u>		<u>Year 6</u>	
1	Speaking 1. I can explain a process in the right order and including details and technical vocabulary.	1	Speaking 1. I can use a range of oral techniques to present a persuasive argument.
2	2. I can choose and prepare poems for performance by using expression, tone, volume and other sounds.	2	2. I can make notes when listening and can discuss how they can vary depending upon context and purpose.
3	3. I can continue a conversation by explaining or giving reasons for my opinions.	3	3. I can use techniques of dialogic talk to explore ideas, topics or issues.
4	Listening 1. I can listen to other's points and show whether I agree or disagree.	4	Listening 1. I can analyse how speakers present points effectively through the use of language and gesture.
5	2. I can identify the presentational features used to communicate the main points in a broadcast.	5	2. I can participate in a whole-class debate using the conventions and language of debate.
6	3. I can listen to a broadcast and can say how language is used to signal changes or transitions.	6	3. I can listen for language variation in formal and informal contexts.
7	Group 1. I can use talk to organise roles and make decisions when in a group	7	Group 1. I can understand and use a variety of ways to criticise constructively.
8	2. I can make sure everyone in a group takes a turn to speak.	8	2. I can consider examples of conflict and resolution, by exploring the language used.
9	3. I can use language to investigate feelings, behaviour and relationships.	9	3. I can identify the ways spoken language varies in different contexts and for different purposes.
10	Drama 1. I can use speech to act out characters to interest an audience.	10	Drama 1. I can consider the overall impact of a live or recorded performance.
11	2. I can talk about others' performances, including my opinions on gesture, action and costume.	11	2. I can improvise using a range of drama strategies to explore themes such as hopes, fears and desires.
12	3. I can use hot-seating and freeze-framing to explore stories.	12	3. I can devise a performance considering how to adapt a performance for a specific audience.

Appendix 5: An example of Spoken Language Self Assessment
(Learners colour in the box they think they are.)

<u>Spoken Language Assessment—Year 1</u>				
Name: _____				
1	Speaking 1. I can tell someone what I like doing in a clear voice.	This is hard. Please help me.	I think I've got it but need more practice.	I understand.
2	2. I can retell stories, ordering events and using story language.	This is hard. Please help me.	I think I've got it but need more practice.	I understand.
3	3. I can read aloud using different speeds and emphasising different parts.	This is hard. Please help me.	I think I've got it but need more practice.	I understand.
4	Listening 1. I can listen carefully for longer.	This is hard. Please help me.	I think I've got it but need more practice.	I understand.
5	2. I can listen and follow instructions well, asking for help if needed.	This is hard. Please help me.	I think I've got it but need more practice.	I understand.
6	3. I can listen to tapes or videos and can say what I think about how it has been presented.	This is hard. Please help me.	I think I've got it but need more practice.	I understand.
7	Group 1. I can take turns to ask and answer questions in a group.	This is hard. Please help me.	I think I've got it but need more practice.	I understand.
8	2. I can take turns to listen to other peoples suggestions and talk about what they are going to do.	This is hard. Please help me.	I think I've got it but need more practice.	I understand.
9	3. I can explain what I think to others in a small group.	This is hard. Please help me.	I think I've got it but need more practice.	I understand.
10	Drama 1. I can use the role-play area to act out every day situations.	This is hard. Please help me.	I think I've got it but need more practice.	I understand.
11	2. I can act out well known stories, using different voices for characters.	This is hard. Please help me.	I think I've got it but need more practice.	I understand.
12	3. I can say why I like a performance.	This is hard. Please help me.	I think I've got it but need more practice.	I understand.

Appendix 5: An example of Spoken Language Teacher Assessment

(Teachers write in the box for those children .)

<u>Spoken Language Assessment—Year 2</u>				
Name: _____				
To pass onto next teacher and English Leader at the end of the year.				
1	Speaking 1. I can read clearly using different tones.	Guided reading	Children who are unable to complete the speaking tasks confidently.	Children who are exceeding the speaking tasks.
2	2. I can retell real and imagined stories using story language.	Literacy— Traditional tales		
3	3. I can use language and gesture when explaining the use of models, diagrams or displays.	DT		
4	Listening 1. I can listen to other's, I can ask questions and follow instructions.		Children who are unable to complete the listening tasks confidently.	Children who are exceeding the listening tasks.
5	2. I can listen to stories and talk about the characters actions.	Guided reading		
6	3. I can listen to a talk by an adult and I can remember some points and I can say what I have learned.	Science, Visitor,		
7	Group 1. I can listen to other's ideas and agree the next steps to take.	Science, Maths	Children who are unable to complete the group tasks confidently.	Children who are exceeding the group tasks.
8	2. I can make sure everyone in a group takes a turn to speak and I can come up with a shared agreement.	Science,		
9	3. I can work well in a group by challenging or agreeing with ideas and by moving on the discussion.	Science, Visit		
10	Drama 1. I can play different roles in the role-play area.	Role-play area	Children who are unable to complete the drama tasks confidently.	Children who are exceeding the drama tasks.
11	2. I can think about how mood and atmosphere are created in a live or recorded performance.	Christmas Pantomime		
12	3. I can act out traditional stories or own stories to the class.	Literacy		