



English Planning Overviews linked to National Curriculum Spoken Language requirements

Pupils should be taught to:

- SL1:** *listen and respond appropriately to adults and their peers*
- SL2:** *ask relevant questions to extend their understanding and knowledge*
- SL3:** *use relevant strategies to build their vocabulary*
- SL4:** *articulate and justify answers, arguments and opinions*
- SL5:** *give well-structured descriptions, explanations and narratives for different purposes, including for expressing feelings*
- SL6:** *maintain attention and participate actively in collaborative conversations, staying on topic and initiating and responding to comments*
- SL7:** *use spoken language to develop understanding through speculating, hypothesising, imagining and exploring ideas*
- SL8:** *speak audibly and fluently with an increasing command of Standard English*
- SL9:** *participate in discussions, presentations, performances, role play, improvisations and debates*
- SL10:** *gain, maintain and monitor the interest of the listener(s)*
- SL11:** *consider and evaluate different viewpoints, attending to and building on the contributions of others*
- SL12:** *select and use appropriate registers for effective communication.*

Adapting writing for purpose, audience, form, effect			
Related reading provision			
<ul style="list-style-type: none"> <li>listen to and discuss a wide range of poems, stories and non-fiction at a level beyond that at which they can read independently <sup>[L]</sup><sub>[SEP]</sub> <b>SL1 SL6 SL9</b></li> <li>be encouraged to link what they read or hear read to their own experiences <sup>[L]</sup><sub>[SEP]</sub> <b>SL1 SL2</b></li> <li>become very familiar with key stories, fairy stories and traditional tales, <sup>[L]</sup><sub>[SEP]</sub> retelling them and considering their particular characteristics <sup>[L]</sup><sub>[SEP]</sub> <b>SL7 SL8 SL9</b></li> <li>recognise and join in with predictable phrases <sup>[L]</sup><sub>[SEP]</sub> <b>SL3</b></li> <li>learn to appreciate rhymes and poems, and to recite some by heart <sup>[L]</sup><sub>[SEP]</sub> <b>SL9</b></li> <li>discuss word meanings, linking new meanings to those already known <sup>[L]</sup><sub>[SEP]</sub> <b>SL3 SL7</b></li> <li>make inferences based on what is being said and done <b>SL4 SL11</b></li> <li>predict what might happen on the basis of what has been read so far <b>SL5</b></li> </ul>			
Writing behaviours: ideas, planning, experimentation in composition, review			
Generating ideas	Planning	Composing and experimenting	Reviewing and refining
Participate in role play, drama, oral retelling using story language <b>SL1 SL6 SL8 SL9 SL10</b>	Use story maps and/or picture cues to support retelling <b>SL3</b>	Say out loud what they are going to write about <b>SL5 SL7</b>	Discuss what they have written with their teacher or other pupils <b>SL4</b>
Participate in discussion about what is read to them, taking turns and listening to what others say <b>SL1 SL2 SL4 SL5 SL6 SL7 SL8 SL9 SL10 SL11</b>	Retell stories to anchor in memory before writing <b>SL8 SL9 SL10</b>	Compose a sentence orally before writing it <b>SL3 SL7</b>	Read aloud their writing clearly enough to be heard by their peers and their teacher <b>SL8</b>
Begin to imitate language matched to context <b>SL3 SL8 SL11 SL12</b>	Contribute to shared writing, adding to and using word banks and other scaffolds <b>SL3 SL6</b>	Use word walls and other scaffolds created during talk and shared reading <b>SL3</b>	Respond to others' writing as a reader <b>SL6 SL11</b>

Adapting writing for purpose, audience, form, effect			
Related reading provision			
<ul style="list-style-type: none"> <li>listen to and discuss a wide range of contemporary and classic poetry, stories and non-fiction at a level beyond that at which they can read independently <b>SL1 SL6 SL9</b></li> <li>discuss the sequence of events in books and how items of information are related <b>SL5 SL7 SL9</b></li> <li>become increasingly familiar with and retelling a wider range of stories, fairy stories and traditional tales <b>SL7 SL8 SL9</b></li> <li>be introduced to non-fiction books that are structured in different ways <b>SL3</b></li> <li>recognise simple recurring literary language in stories and poetry <b>SL3</b></li> <li>discuss and clarify the meanings of words, linking new meanings to known vocabulary <b>SL2 SL3 SL7 SL9</b></li> <li>discussing their favourite words and phrases <b>SL3 SL4 SL7 SL9</b></li> <li>continuing to build up a repertoire of poems learnt by heart, appreciating these and reciting some, with appropriate intonation to make the meaning clear <b>SL7 SL8 SL9</b></li> <li>drawing on what they already know or on background information and vocabulary provided by the teacher <b>SL2</b></li> <li>checking that the text makes sense to them as they read and correcting inaccurate reading <b>SL2</b></li> <li>making inferences on the basis of what is being said and done <b>SL4 SL11</b></li> <li>answering and asking questions <b>SL1 SL5 SL7 SL11</b></li> <li>predicting what might happen on the basis of what has been read so far <b>SL4 SL7</b></li> </ul>			
Writing behaviours: ideas, planning, experimentation in composition, review			
Generating ideas	Planning	Composing and experimenting	Reviewing and refining
Participate in role play, drama, oral retelling to extend understanding and try out the language of the text <b>SL1 SL6 SL7 SL8 SL9 SL10 SL12</b>	Retell stories and say out loud what they are going to write about to anchor in memory before writing <b>SL3 SL4 SL5 SL8 SL9</b>	Encapsulate what they want to say, sentence by sentence <b>SL3 SL8</b>	Evaluate what they and others have written with their teacher or other pupils <b>SL4 SL6 SL11</b>
Participate in discussion about what is read to them, taking turns and listening to what others say <b>SL1 SL2 SL4 SL5 SL6 SL7 SL8 SL9 SL10 SL11</b>	Map out ideas, key words and phrases including new vocabulary using notes, story maps and boards, concept maps <b>SL3</b>	Re-read during and after composition to check writing makes sense (e.g. consistent tense) and make simple additions and revisions <b>SL11</b>	Read aloud their writing with appropriate intonation to make meaning clear <b>SL8 SL9</b>
Explain and discuss their understanding of texts and topics, asking and answering questions <b>SL1 SL2 SL4 SL5 SL6 SL7 SL8 SL9 SL10</b>	Contribute to shared writing, adding to and using word banks and other scaffolds <b>SL1 SL3 SL6</b>	Use word walls and other scaffolds created during talk and shared reading with greater independence <b>SL3</b>	Proof-read to check for errors in spelling, punctuation and grammar

Adapting writing for purpose, audience, form, effect			
Related reading provision			
<ul style="list-style-type: none"> <li>listen to and discussing a wide range of fiction, poetry, plays, non-fiction and reference books or textbooks (including fairy stories, myths and legends) <b>SL1 SL6 SL9</b></li> <li>read books with different structures</li> <li>draw inferences such as inferring characters' feelings, thoughts and motives from their actions, justifying inferences with evidence; predicting what might happen from details stated and implied. <b>SL2 SL4 SL11</b></li> <li>prepare poems and play scripts to read aloud and to perform, showing understanding through intonation, tone, volume and action <b>SL7 SL8 SL9</b></li> <li>discuss words and phrases that capture the reader's interest and imagination <b>SL3 SL7 SL9</b></li> <li>Identify themes and conventions <b>SL1 SL4 SL5 SL11</b></li> </ul>			
Writing behaviours: ideas, planning, experimentation in composition, review			
Generating ideas	Planning	Composing and experimenting	Reviewing and refining
Role play, oral retelling, presentation, performance (selecting oral registers according to context) <b>SL1 SL8 SL9 SL10 SL12</b>	Begin to use writing for thinking and to experiment with new ideas and new language structures <b>SL3</b>	Monitor and re-read for accuracy and for sense	Proof read for targeted spelling and punctuation rules
Discuss and comment on reading (and language) to deepen understanding and inform writing <b>SL1 SL3 SL6 SL7 SL8 SL9 SL10 SL11</b>	Record ideas to support sustained composition (range of graphic organisers to support structure) <b>SL3</b>	Re-read own and others' writing to improve it for the reader <b>SL11</b>	Assess the most effective aspects of writing and agree on next steps <b>SL11</b>
Speculate, hypothesise, imagine, explore, giving reasons for views: explore the language of feelings and offer reasons <b>SL1 SL2 SL3 SL4 SL5 SL6 SL7 SL8 SL9 SL10 SL11</b>	Begin to set goals: intent, purpose, reader response, effect	Be prepared to make changes as writing emerges <b>SL11</b>	Re-read own writing aloud with comprehension <b>SL8 SL9</b>

Adapting writing for purpose, audience, form, effect			
Related reading provision			
<ul style="list-style-type: none"> <li>continue to read and discuss an increasingly wide range of fiction, poetry, plays, non-fiction and reference books or textbooks <sup>[SEP]</sup> <b>SL1 SL6 SL9</b></li> <li>read books that are structured in different ways and reading for a range of purposes <sup>[SEP]</sup></li> <li>increase their familiarity with a wide range of books, including myths, legends and traditional stories, modern fiction, fiction from our literary heritage, and books from other cultures and traditions <sup>[SEP]</sup></li> <li>recommend books that they have read to their peers, giving reasons for their choices <sup>[SEP]</sup> <b>SL4</b></li> <li>identify and discuss themes and conventions in and across a wide range of writing <b>SL1 SL4</b></li> <li>make comparisons within and across books <sup>[SEP]</sup> <b>SL5</b></li> <li>learn a wider range of poetry by heart <sup>[SEP]</sup></li> <li>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 <sup>[SEP]</sup> <b>SL1 SL8 SL9 SL10</b></li> </ul>			
Writing behaviours: ideas, planning, experimentation in composition, review			
Generating ideas	Planning	Composing and experimenting	Reviewing and refining
Role-play, oral retelling, presentation, performance, debate (selecting oral registers according to context, including those that are more formal) <b>SL1 SL2 SL4 SL6 SL7 SL8 SL9 SL10 SL11 SL12</b>	Retrieve, record and present information from non-fiction  Note and develop initial ideas, drawing on reading and research <b>SL3</b>	Monitor and re-read both for accuracy and for clarity	Proof read for spelling and punctuation errors
Discuss, question, respond to and evaluate reading, including writers' choices of vocabulary, grammatical structures and genre features to deepen understanding and inform writing <b>SL1 SL2 SL4 SL6 SL7 SL8 SL9 SL10 SL11</b>	Identify the audience and purpose for writing, selecting an appropriate form, drawing on models that have been read	Re-read own and others' writing with composition and effect goals in mind <b>SL11</b>	Assess the effectiveness of their own and others' writing, proposing changes to vocabulary, grammar and punctuation to enhance effects and to clarify meaning <b>SL11</b>
Speculate, hypothesise, imagine, explore, giving reasons for views: provide reasoned justifications and challenge the views of others courteously <b>SL1 SL2 SL4 SL6 SL7 SL8 SL9 SL10 SL11</b>	Plan for the shape and structure of writing, making decisions and adaptations based on models <b>SL3</b>	Be open to making changes through the writing process <b>SL11</b>	Perform their own compositions, using appropriate intonation, volume and movement so that meaning is clear <b>SL8 SL9 SL10</b>

## Let's Think in English: Cognitive Acceleration programme developed at King's College London

### Core Principles and Concepts from Vygotsky:

- *Social construction of understanding (“we become ourselves through working with others”)*
- *Thought and language (externalising internal thoughts)*
- *The more knowledgeable other (teacher, peer, parent)*
- *Students challenged to work at the upper limit of their current ability (zone of proximal development)*

### The CA/Let's Think approach in practice

#### **Concrete preparation:**

clarifying the shared knowledge needed for understanding to develop

#### **Social construction:**

discussion with others to establish understanding of topic

#### **Cognitive conflict:**

challenge to resolve a problem – requires new way of thinking;  
understanding of topic altered to accommodate conflict

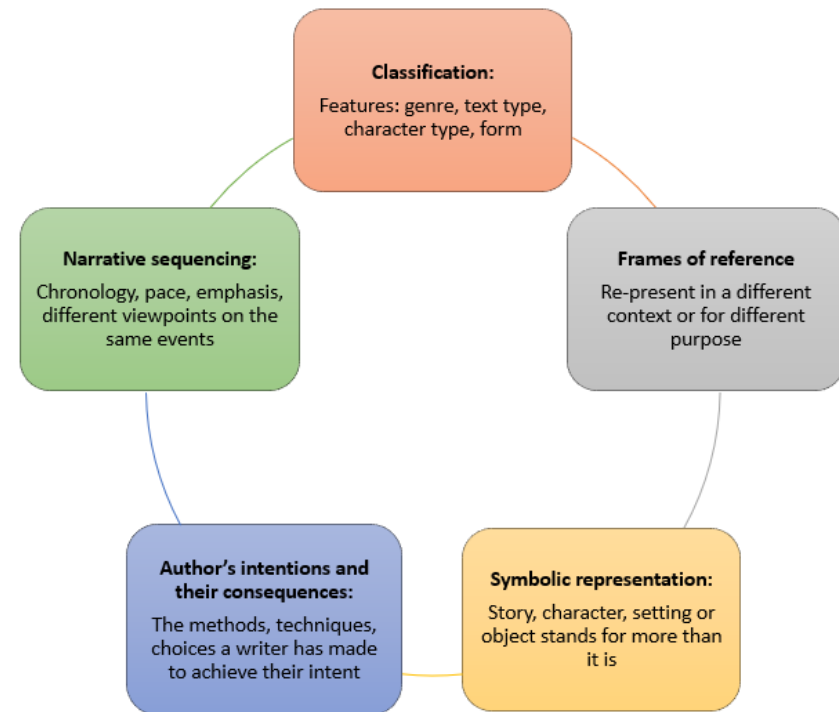
#### **Metacognitive phase:**

explicit review of the thinking that has taken place

#### **Bridging:**

using the same kind of thinking in other contexts

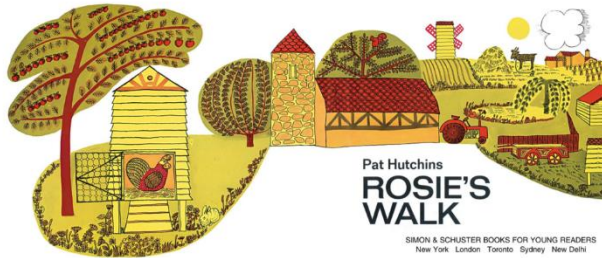
### The reasoning patterns for English: mental schemas



## Let's Think in English Sessions

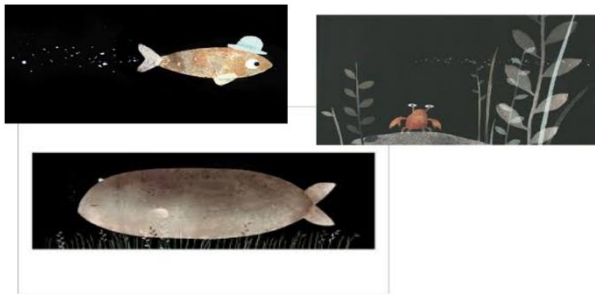
### Predict

This book is called Rosie's Walk. Rosie is the hen.  
What might the book be about?



### Rank

Who do you think is to blame for what happens?



English

## Responsibility

Can you rank these characters from most to least responsible for what happens?

Birds  
Squirrels  
Rabbits  
Porcupines  
Frog  
Fish  
Terrible Things  
Little Rabbit  
Big Rabbit

### Scaffolding thinking

- What thoughts/ideas do we have so far?
- What has your group been thinking?
- Let's listen to the different points of view again and see which seem most likely/plausible
- I had not thought of it like that at all. I can see that links to...
- I wonder if...
- What do you think about...?
- Another group was just thinking...What do you think about that?
- So what you have just said is... (use language as close to the child's as possible – then pause for response)

Progression of Spoken Language

## The ending

- How is the sister able to change her brother back from stone?
- Do our feelings towards the girl change by the end of the story? If so, how?

Watch up to 0.36 <https://www.youtube.com/watch?v=WjqIU5FgsYc>

- What is your first impression of the boy?



Overton CE Primary



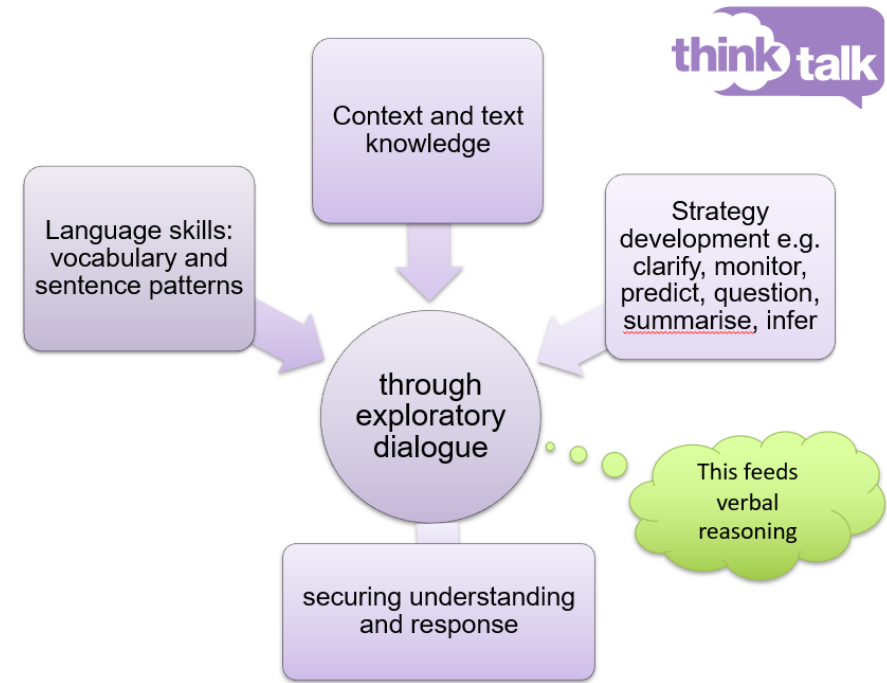
# Dialogic Teaching and Blended Reading

What can you tell about the girl in the picture?

What do you think she is feeling? – use clues from the picture

What is the mood of the picture?

Is this moment from the beginning, middle or end of the story?



Vocabulary teaching in context



**roamed**

walked around

traveled around

wandered

informal

formal

amused  
roamed  
throbbing  
determined  
glint



Spoken Language in Action at Overton CE Primary

*Year 3/4 Easter Production*

*Class Assemblies for Parents and School*

*Book Week 2023 Rehearsal and Performances*

*Year 5 Shakespeare4Kids*

*Year 6 Leavers Production*