



St. Cuthbert's Catholic Primary School
English Spoken Language and Writing Outcomes



Autumn Term 1						
Literacy Counts Texts						
EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
		 	 			
English Writing Outcomes						
Outcome 1: Losing Story Sentences Purpose 1: To Retell Outcome 2: Animal Information Sentences Purpose 2: To inform	Outcome 1: Finding Story Sentences Purpose 1: To Retell Outcome 2: Message sentences Purpose 2: Inform	Outcome 1: Friendship Narrative Purpose 1: To narrate Outcome 2: Underwater explorers Log Purpose 2: To recount	Outcome 1: Dream Adventure Narrative Purpose 1: To narrate Outcome 2: Captain's Daily Log Purpose 2: To recount	Outcome 1: Setting Narrative Purpose 1: To narrate Outcome 2: Newspaper Report Purpose 2: To report	Outcome 1: Space Journey Narrative Purpose 1: To narrate Outcome 2: Formal Mission Report Purpose 2: To report	Outcome 1: Diary Purpose 1: To recount Outcome 2: Bravery Award Speech Purpose 2: To recount and inform
Spoken Language Incomes						
Role play - explore and retell the story through imaginative play. Description – describe characters, settings and objects using new vocabulary. Discussion – Answer questions about a non-fiction text using information from the text. Description – Describe frogs using newly learnt vocabulary and complete sentences.	Discussion – answer questions, share and justify ideas. Storytelling Performance – orally rehearse and retell the story to support writing. Role Play – take on roles to explore characters' thoughts, feelings and actions. Discussion – answer questions, explain ideas and justify opinions about the text.	Thinking Aloud – Verbalise predictions, ideas and writing choices using clues from objects, illustrations and the text. Role Play – Act out key moments to explore characters' thoughts, feelings and relationships. Debate – Share and justify opinions about characters' decisions using evidence from the text. Description – Describe characters and settings using precise vocabulary, expanded noun phrases and varied sentence structures.	Storytelling Performance - Orally rehearse, sequence and retell a dream adventure narrative to develop ideas before writing Discussion - Discuss texts, answer questions and justify ideas using evidence from the text. Discussion -Discuss texts, ask and answer questions, and justify ideas and predictions using evidence from the text. Role Play - Adopt the role of Dr Morley to explore thoughts, feelings and experiences, orally	Discussion – Discuss illustrations, vocabulary and author's choices, using evidence to justify ideas and make predictions. Role Play – Adopt the roles of characters to explore thoughts, feelings and actions, generating ideas for descriptive writing. Role Play – Adopt the roles of reporters, eyewitnesses and experts to explore viewpoints and rehearse formal spoken language. Discussion – Discuss evidence, evaluate	Role play – Children adopt the role of Curiosity to explore thoughts, feelings and motivations through hot seating and drama. Storytelling Performance – Children orally rehearse and sequence events using rich vocabulary before writing their first-person space journey narrative. Discussion – exploring technical vocabulary, analysing the example text and discussing Writer's Knowledge. Presentation – reading mission logs and sharing findings in a formal register.	Discuss narrative structure using evidence from the Example Text to explain how events build tension or emotion. Take part in a character roleplay to explore thoughts, feelings and motivations before writing (e.g., Syd saying goodbye, Dr Rose searching for Carmella).



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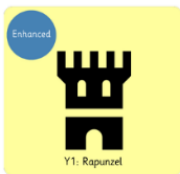


			rehearsing ideas to support writing.	information and justify reporting decisions using journalistic vocabulary.		
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Autumn Term 2						
Literacy Counts Texts						
EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
						
English Writing Outcomes						
Outcome 1 – Finding story sentences Purpose 1 – To retell Outcome 2 – Poster sentences Purpose 2 – To inform	Outcome 1 – Traditional Tale Sentences Purpose 1 – To retell Outcome 2 – Instruction Sentences Purpose 2 – To instruct	Outcome 1 - Setting Narrative Purpose 1 – To narrate Outcome 2 – Diary Purpose 2 – To recount	Outcome 1 – Fable narrative Purpose 1 – To narrate Outcome 2 – Information report Purpose 2 – To inform	Outcome 1 – Outsider Narrative Purpose 1 – To narrate Outcome 2 – Diary Purpose 2 – To inform	Outcome 1 – Setting Narrative Purpose 1 – To narrate Outcome 2 – Letter Purpose 2 – To recount	Outcome 1 – Flashback Narrative Purpose 1 – To narrate Outcome 2 – Survivors Letter Home Purpose 2 – To inform
Spoken Language Incomes						
Storytelling Performance – children orally retell, sequence and rehearse the story before writing simple sentences. Discussion – children discuss illustrations, characters, vocabulary and answer questions about the story.	Role Play – Act out key scenes from <i>Rapunzel</i> to explore characters' thoughts, feelings and actions. Discussion – Discuss predictions using clues from illustrations and objects, justifying ideas with evidence. Role Play – Act out scenes from <i>How to Catch a Witch</i> to practise giving clear instructions and using expressive language. Discussion – Discuss and explain the steps of a plan, using reasons to justify ideas.	Discussion – Discuss the setting, characters and objects in the illustrations, answering questions using evidence from the pictures. Description – Describe characters, settings and objects using ambitious vocabulary, adjectives and similes. Thinking Aloud – Verbally explain questions, thoughts and feelings that William might have when discovering the sculptures. Description - Write diary-style sentences describing the sculptures using expanded noun phrases and precise vocabulary.	Role Play – Re-enact key scenes to explore character motivation, emotions and moral choices. Discussion – Discuss themes of trust and betrayal, using evidence to justify opinions. Role Play – Take on the role of wildlife narrators to present factual information clearly and confidently. Discussion – Discuss facts and opinions, using research evidence to justify ideas.	Role Play – Adopt the role of a character to explore thoughts, feelings and motivations. Discussion – Discuss illustrations and texts, using evidence to justify ideas and deepen understanding. Presentation – Present factual information clearly, using technical vocabulary and confident speaking. Discussion – Discuss habitats, adaptations and behaviours, justifying opinions using evidence from texts and research.	Description – Describe settings, characters and atmosphere using precise vocabulary and figurative language to create mood. Discussion – Discuss and justify characters' thoughts, feelings and motivations using evidence from the text. Discussion – Explore and justify characters' thoughts, feelings and motivations using evidence from the text and others' ideas. Performance – Read and perform letters and dialogue with expression, adapting voice and intonation to suit the purpose and audience.	Description – Describe settings, characters and atmosphere using precise vocabulary, figurative language and varied sentence structures to create mood. Discussion – Discuss characters' thoughts, feelings and motivations, justifying ideas with evidence and explaining how language creates atmosphere.



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Spring 1						
Literacy Counts Texts						
EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
						
English Writing Outcomes						
Outcome 1 - Superhero Sentences Purpose - To Retell Outcome 2 - Letter Sentences Purpose 2 - To retell	Outcome 1 - Imagination Story Sentences Purpose 1 -To retell Outcome 2 - Diary Sentences Purpose 2 - To recount	Outcome 1 - Finding Narrative Purpose 1 - To narrate Outcome 2 – Instructions Purpose 2 – To instruct	Outcome 1 - Setting Narrative Purpose 1 - To narrate Outcome 2 - Encodable Information Leaflet Purpose 2 - To inform	Outcome 1 – Myth Narrative Purpose 1 – To narrate Outcome 2 – Information guide Purpose 2 – To inform	Outcome 1 - Cliffhanger Narrative Purpose 1 - To narrate Outcome 2 - Formal report Purpose 2 - To report	Outcome 1 - Discovery Narrative Purpose 1 -To narrate Outcome 1 - Explanation Text Purpose 1 - To explain
Spoken Language Incomes						
Discussion – Discuss characters, events and vocabulary, using evidence from the story to answer questions, justify ideas and make predictions. Storytelling – Retell and rehearse the story orally, using story language, sequencing and expressive speaking to prepare for writing.	Discussion – Discuss Bobby's feelings and ideas, sharing opinions using complete sentences and listening carefully to others. Role play – Children take on the role of Bobby to explore his thoughts, using expression and movement to show how he feels in different parts of the story. Performance – Children perform short scenes showing Yasmin's changing emotions, using voice, gesture and facial expression. Explanation – Children explain how Y	Discussion – Children discuss the creature and its habitat, sharing ideas and predictions using complete sentences and newly learnt vocabulary. Role play – Take on the role of the Bog Baby or the girls, using expression and movement to explore feelings and events from the story Discussion – Discuss how instructions are structured and share ideas clearly, using precise vocabulary and complete sentences. Role play – Children use role play to give and	Discussion – Discuss the river's journey and the creatures it meets, sharing ideas clearly and listening to others using complete sentences and precise vocabulary. Role play – Use movement and expression to explore the river's changing settings, voicing thoughts and feelings as if they were part of the scene. Discussion – Discuss how rivers and waterfalls are formed, sharing factual ideas clearly and using technical vocabulary	Discussion – Discuss Arthur's journey, Fenrir's character and themes of courage, using evidence from the text to justify ideas and explain the author's choices. Role Play – Adopt the roles of Arthur, Fenrir and other characters to explore thoughts, feelings and motivations, rehearsing ideas and language for narrative writing. Explanation – Explain how to identify, summon and defeat Norse monsters such as Fenrir or Jörmungandr using	Performance – Perform the description poem and read extracts aloud using expression, pace and intonation to create suspense and atmosphere. Discussion – Discuss and justify Watson's thoughts, feelings and reactions to the mysterious events at Baskerville Hall, using evidence from the text to explain how suspense is created. Role Play – Adopt the role of Dr Watson to investigate events, question characters and rehearse formal reports from different scenes at Baskerville Hall.	Role Play – Adopt the role of Charles Darwin to explore unfamiliar environments, observe wildlife and express thoughts, questions and discoveries. Description – Describe discovered animals, habitats and observations using precise scientific and sensory vocabulary to engage the listener.



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	Azmin's feelings shift throughout the story, using precise vocabulary to link ideas clearly.	follow spoken instructions, adapting tone and expression to suit purpose and audience.	confidently. Presentation – Children present their information leaflets aloud, speaking with clarity and expression to inform their audience about the river's journey.	precise technical vocabulary and evidence from research. Discussion – Discuss and justify ideas about the strengths, weaknesses and dangers of Viking monsters, building on others' ideas and selecting the most relevant information for an information guide.	Discussion – Discuss and justify evidence from the investigation, explaining observations, conclusions and next steps using formal language.	
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Spring 2						
Literacy Counts Texts						
EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
						
English Writing Outcomes						
Outcome 1 – Instruction sentences Purpose 1 – To instruct Outcome 2 – Transformation story sentences Purpose 2 – To describe	Outcome 1 – Return story sentences Purpose 1 – To retell Outcome 2 – Information sentences Purpose 2 – To inform	Outcome 1 – Return Narrative Purpose 1 – To narrate Outcome 2 – Information Text Purpose 2 – To inform	Outcome 1 – Transformation narrative Purpose 1 – To narrate Outcome 2 – Complaint letter Purpose 2 – To persuade	Outcome 1 – Twisted Narrative Purpose 1 – To narrate Outcome 2 – Persuasive Letter Purpose 2 – To Persuade	Outcome 1 – Character narrative Purpose 1 – To narrate Outcome 2 – Bargain letter Purpose 2 – To Persuade	Outcome 1 – Documentary Narrative Purpose 1 – Balanced Argument Outcome 2 – Balanced argument Purpose 2 – To discuss
Spoken Language Incomes						
Storytelling / Narrative Performance – Retell familiar stories orally using repeated language, actions and story structure with increasing confidence. Description – Describe characters, settings and events using new vocabulary and full sentences to communicate ideas clearly. Explanation – Explain ideas, processes and instructions clearly using appropriate vocabulary and full sentences. Discussion – Share ideas,	Discussion - Children discuss feelings in role, explaining how Little Red might feel when receiving the basket, using emotion vocabulary confidently. Improvisation - Children step inside the illustration, improvising sounds, movements and actions of the Wild Things during the rumpus. Performance - Children perform actions linked to verbs (swinging, roaring, stomping) and describe what they see in	Improvisation outcome - improvise dialogue between characters to generate vocabulary for narrative writing. Discussion outcome - answer questions about the text using information gathered from illustrations, vocabulary grids and drama.	Debate – argue whether Egg should have stayed home or explored the world, giving reasons and responding to others. Narrative Performance – perform your simile poem aloud, emphasising imagery through tone and rhythm. Discussion - Children confidently predict and justify ideas, using objects, images and clues to explain their thinking aloud with	Discussion - Children take part in a structured debate about whether the witch deserves a happy ending, building on others' ideas. Description - Children describe a villain using precise adjectives and prepositional phrases, speaking in complete, confident sentences. Discussion - Children confidently explain persuasive vocabulary aloud, using clues from the text and images, and justify meanings through	Perform - Children create and perform atmospheric scenes, using voice, movement and descriptive language to convey mood, and verbally justify vocabulary choices that build tension. Discussion - Children confidently discuss and explain new vocabulary, using clues from the text to justify meaning, and share spoken inferences about character and atmosphere.	Discussion - Children explore and discuss vocabulary, ideas and authorial choices aloud, using talk to clarify meaning, justify interpretations and build shared understanding of character, setting and atmosphere. Performance - Children rehearse, perform and present narrative scenes or commentaries, using voice, movement and expression to convey mood and meaning, and evaluate how spoken delivery enhances



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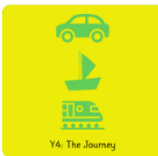


ask and answer questions, and work collaboratively to plan and justify choices.	the illustration using sensory language. They orally rehearse nounverb lines before writing.		growing detail. Hot Seating - Children articulate inner thoughts, speaking as the dung beetle with emotional clarity, using drama to deepen empathy and perspective-taking.	discussion. Performance - Children perform persuasive sentences aloud, experimenting with tone, emphasis, and rhetorical phrasing to convince the witch to return the endings.		audience engagement. Presentation - Children present balanced arguments orally, structuring points clearly and using tone, pace and emphasis to engage an audience. They evaluate how spoken delivery and vocabulary choices influence persuasion and clarity.
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Summer 1						
Literacy Counts Texts						
EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
	 		 			
English Writing Outcomes						
Outcome 1 – Instruction sentences Purpose 1 – To instruct Outcome 2 – Transformation story sentences Purpose 2 – To retell	Outcome 1 – Search story sentences Purpose 1 – To persuade Outcome 2 – Diary sentence Purpose 2 – To recount	Outcome 1 – Persuasive Letter Purpose 1 – To persuade Outcome 2 – Banning narrative Purpose 2 – To narrate	Outcome 1 – Finding memories Purpose 1 – To narrate Outcome 2 – Exploration narrative Purpose 2 – To narrate	Outcome 1 – Refugee narrative Purpose 1 – To narrate Outcome 2 – Survival guide Purpose 2 – To explain	Outcome 1 – Survival narrative Purpose 1 – To narrate Outcome 2 – Survival guide Purpose 2 – To explain	Outcome 1 – Education narrative Purpose 1 – To narrate Outcome 2 – Biography Purpose 2 – To recount
Spoken Language Incomes						
Hot Seating – Become Joe and answer questions about your seed, your dreams and why you feel disappointed that nothing has grown. Role Play – Become Little Gardeners , following the planting instructions together whilst explaining each step aloud. Storytelling – Become Garden Designers , describing your extraordinary garden to the class as if everyone is walking through it. Use sentence stems such as “In	Role Play – Become Mystery Animal Explorers , following the paw prints and discussing who (or what!) has visited the garden. Present your best prediction using clues from the objects and explain “ <i>I think... because...</i> ”. Hot Seating – Become Nora before and after her adventure, answering questions about how her thoughts and feelings have changed. Explorer’s Interview – Interview the young	Thinking Aloud – Verbally explain predictions using clues from the story cover and objects. Debate – Debate whether the king has made the right decision banning the dark Role Play – take on the role of a citizen living without darkness Description – describe the kingdom before and after the battle	Hot Seating – Become Granny and answer questions about forgotten memories, explaining how it feels to lose and rediscover important moments. Performance – Perform your list poem aloud using expression, varied pace and pauses to bring the memories to life. Description – Create a spoken “sound painting” of the alien landscape, describing what you can see, hear, smell and feel	Role on the Wall – Build a living character profile by stepping into role and explaining how your feelings change at different points on the journey. Journey Through My Eyes – Step inside one of the illustrations and narrate the setting as if you are walking through it for the very first time, using rich sensory language. Performance – Groups perform the diary with gestures, tone and	Presentation – Deliver a spoken character profile as if introducing the explorer in a survival TV show, using ambitious vocabulary and dramatic intonation. Threat Simulation Theatre – Recreate scenes from the Vehicle Text using improvisation, acting as explorers, predators, weather or landscape features to bring the danger to life. Presentation – Deliver mini-talks summarising essential survival knowledge, using cohesive devices to link ideas clearly.	Antarctic Investigation Briefing – Children become expedition analysts examining mysterious objects (compass, telescope, pickaxe, reins), explaining what each artefact reveals about the unknown journey ahead before presenting their prediction to the “Expedition Committee.” Storytelling – Create a spoken “atmosphere painting,” describing the frozen world using contrasting synonyms and antonyms to heighten mood.



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<i>my garden you will see..."</i> and <i>"You might hear..."</i>. Discussion – Take part in 'Who Knows Joe Best?', answering story questions and justifying answers using clues from the story.	explorer about his adventure, asking questions about where he searched, how he felt and why he didn't notice the yeti. Debate – Which three items are the most important for surviving a snowy expedition? Justify your choices and persuade your team.		as if you have just landed. Hot Seating – Become either the astronaut or the alien and answer questions about your first meeting, explaining your thoughts, emotions and discoveries.	movement to emphasise fear, hope and exhaustion. Hot-Seat Confessional – Children become the mother or one of the children, answering probing questions with emotional honesty as if being interviewed by a journalist.	Performance – Act out wilderness tasks (building fires, navigating terrain, setting up camp) while narrating actions using precise, formal vocabulary.	Children recount a moment from Shackleton's expedition, adopting his perspective to narrate a key event such as Endurance becoming trapped or motivating the crew. Description – Create a "frozen sound painting", describing the icy landscape using contrasting vocabulary (synonyms/antonyms) to show danger vs calm.
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Summer 2						
Literacy Counts Texts						
EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
 YR: The Storm Whale	 Y1: The Last Wolf	 Y2: Tidy  Y2: Sports	 Y3: Our Earth  Y3: Usain Bolt	 Y4: Manjoh	 Y5: King Kong	 Y6: Paradise Sands
English Writing Outcomes						
Outcome 1 – Friendship story sentences Purpose 1 – To retell Outcome 2 – Whale Poem Sentences Purpose 2 – To describe	Outcome 1 – Hunting story sentences Purpose 1 – to retell Outcome 2 – Recipe sentences Purpose 2 – To instruct	Outcome 1 - Environment narrative Purpose 1 - To narrate Outcome 2 - Olympic Sports Guide Purpose 2 - to instruct	Outcome 1 – Environment letter Purpose 1 – to describe Outcome 2 – Olympian Recount Purpose 2 – To inform	Outcome 1 - Invention narrative Purpose 1 - To narrate Outcome 2 - Bigprahy Purpose 2 - To inform	Outcome 1 – Dilemma narrative Purpose 1 - To narrate Outcome 2 – Balanced argument Purpose 2 - To discuss	Outcome 1: First person narrative Purpose 1: To narrate Outcome 2 – A warning letter Purpose 2 – To warn
Spoken Language Incomes						
Role Play – Adopt the role of Noi to persuade others how the whale should be cared for. Performance – Perform new vocabulary using actions, expression and gesture before using it in sentences. Performance – Perform sections of the model poem using expression, rhythm and intonation. Description – Become a Whale Expert by describing different parts of the whale using ambitious vocabulary (e.g. powerful tail, smooth skin, enormous body).	Discussion – Become Wolf Detectives and examine clues from around school to predict what might have happened. Hot Seating – Become either Little Red or the wolf and answer questions from the class. Role Play – Become a TV chef and demonstrate recipe actions using bossy verbs such as <i>mix, stir, crack, pour</i> and <i>bake</i> . Discussion – Become Wolf Food Experts by discussing which ingredients a wolf would enjoy and justifying your	Description – Step inside the woodland and describe what you can see, hear, smell and feel as if you are standing beside Pete the Badger. Role Play – Become Pete the Badger and mime cleaning the forest while classmates describe your thoughts, feelings and actions. Description – Describe an Olympic event as it unfolds like a sports commentator, using exciting sporting vocabulary and precise verbs.	Role Play – Take the 'Hot Seat' as an explorer visiting your chosen environment, answering questions about what you can see, hear, feel and why it needs protecting. Improvisation – Create freeze frames to represent environmental change, then use thought-tracking to explain what each character or feature is 'thinking'. Presentation – Become a Sports Reporter and present interesting facts	Discussion – Discuss characters, vocabulary and author's language, using evidence to justify ideas, make predictions and explain the impact on the reader. Role Play – Adopt the role of Jacques Cousteau to explore thoughts, feelings and motivations, rehearsing ideas and language to prepare for writing. Discussion – Discuss and evaluate information from a range of sources, justifying which facts are	Discussion – Debate whether Carl Denham is brave, determined or reckless, supporting opinions with evidence from the text. Conscience Alley – One pupil becomes the determined character while another becomes the cautious character. The class offers persuasive reasons to continue or turn back. Research Conference – Work in expert groups to gather facts before presenting findings to the class. Mini Debate – Debate the arguments for and against gorillas in captivity using	Hot Seating – Become the girl in role. Role Play – Explore how characters feel about each character. Performance – Take part in Warning Alley , delivering powerful spoken warnings to persuade a traveller not to enter Teller's Hollow. Hot Seating – Take on the role of the girl after escaping Teller's Hollow, answering probing questions about your experiences, fears and regrets.



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	choices.	Explanation – Explain why warm-ups, healthy eating and practice are important for Olympic success.	about Usain Bolt to the class using clear, confident speech. Discussion – Compare the lives of Mo Farah and Usain Bolt, explaining similarities and differences using evidence.	most relevant for a biography. Presentation – Present research findings clearly, using formal vocabulary and accurate factual language to inform an audience.	evidence cards.	
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