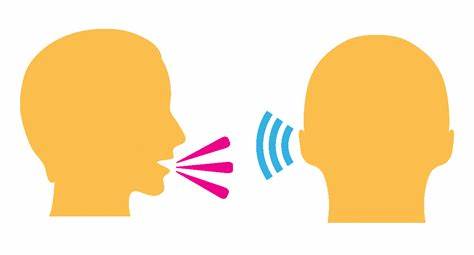
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Oracy, Communication and Language

Curriculum

**Oracy, Communication and Language Curriculum**

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Intent

At St Giles’ and St George’s Academy, we believe pupils’ communication skills are essential for socialising, learning and to reach their potential.Our Oracy, Communication and Language curriculum reflects the importance of listening, understanding and spoken language in pupils’ development. St Giles’ and St George’s believe that these areas of communication and language underpin the development of reading and writing and access to the wider curriculum. The quality and variety of language that pupils hear and speak are vital for developing their vocabulary and grammar and their understanding for reading and writing. We believe that pupils at our school should develop these skills to enable them to explain their understanding of books and other reading, and to prepare their ideas before they write*.*

Our aim is to enable the children improve their levels of oracy so that all pupils are able to communicate effectively and confidently in front of any type of audience. These skills are being encouraged in every area of our curriculum as good communication skills can enhance every type of learning. We aim to develop and encourage fluent speakers, who can confidently articulate their ideas in a wide range of situations.

As a Church of England school, our Oracy, Communication and Language curriculum is underpinned by our gospel values. Our children are learned and wise in the way that they practise and apply their communication and language skills in a variety of different contexts and use these skills to become independent and resilient learners. They show active learning through their use of applying their communication and language skills through all areas of the curriculum. Our gospel values create a solid moral background for our children and encourage them to become better members of society.

Our children come from a wide range of backgrounds and many are not equipped with the communication and language skills and experiences they need to become the communicators that they can be. We have worked together to create our main outcomes that we want for our children. Through our oracy, communication and language curriculum, we want to allow our children to develop the independence and resilience needed in order to have high aspirations and achieve their full potential. We strive to develop spoken language skills through the taught curriculum, the hidden curriculum, playtimes and lunchtimes, extra-curricular activities and the whole ethos of the school.

Respectful and productive relationships between all who form part of the school community are crucial aspects of this ethos. As a staff, we therefore foster good communication amongst ourselves and with our pupils, their parents and carers, and with the wider community. We place a high priority on supporting the development of good speaking and listening skills amongst our pupils.



Our oracy curriculum will enable children to:

* speak with confidence, clarity and fluency;
* recognise the value of listening;
* be confident in the value of their own opinions and to be able to express them to others;
* adapt their use of language for a range of different purposes and audiences, including using Standard English;
* sustain a logical argument and respond to others appropriately;
* concentrate, interpret and respond appropriately to a wide range of listening experiences;
* be open-minded, to value the contribution of others and to take account of their views;
* appreciate the diversity of languages, dialects and accents in the school and value the experience and contributions of children with a wide variety of linguistic backgrounds;
* share their learning in an engaging, informative way through formal presentations.

Implementation

Our curriculum starts with our youngest of pupils, ensuring that they can pay attention, listen and understand what has been communicated to them. This then develops into speech and spoken language. Embedding the curriculum from Nursery allows our pupils to have all the building blocks that they need in order to develop and apply their communication and language skills further in their school journey. We know that the majority of communication development takes place in the early years of life, so we ensure that our Early Years pupils are supported as well as they can be, as well as through the school.

Teachers plan to develop oracy, communication and language skills in a wide variety of ways in all subject areas. The children are encouraged to explore ideas through talk; challenge each other’s opinions and develop their own reasoned arguments, as well as talking in full sentences with a clear and confident voice.

In order to develop the children’s spoken language, teachers use the SOLO taxonomy to pre-plan questions in core subjects. This will also allow teachers to extend and support the children in their verbal responses and will also enable the children to understand what response is expected from them. A copy of the posters to support teachers and children with this can be found at the end of this document.

Pupils should have a range of planned oracy experiences (this is not an exhaustive list), which include:

* drama;
* talking partners;
* listening to stories;
* reading lessons;
* preparation for writing;
* visiting speakers;
* giving and receiving instructions;
* paired/collaborative work;
* problem solving in maths;
* presentation of learning;

It should also be recognised that there are opportunities for children to develop their oracy skills outside of the curriculum, including (but not limited to):

* assemblies, including class assemblies;
* school council and other pupil voice activities;
* topic showcase events;
* extra-curricular and year group productions;

**Learning Environments**

Each classroom has working walls which contribute to promoting subject specific vocabulary through the Word Wizard. Classrooms have a variety of oracy visual cues including the SOLO symbols. Reception – Y6 have their curriculum targets displayed on the wall and these are referred to. These are used as scaffolds during oracy sessions.

**Lesson Journey**

A lesson journey can be seen below. Oracy is woven through all areas of the curriculum, from core subjects to foundation, to embed the talk skills and incorporate the oracy targets. Talk opportunities are planned for during these sessions as part of the curriculum planning in the subject areas or expanded on should they naturally happen. Some examples can be seen in red through the journey below, where the opportunities might arise or be planned for.

Diagram

Description automatically generated

Impact

The impact of this curriculum will be evidenced through the monitoring of attainment and progress of all children by class teachers. Each year group has oracy objectives which build on the preceding years’ study to ensure progression in this area as children move through the school. Children will be able to access all areas of the curriculum at their level and articulate their thoughts appropriately.

The English Lead, SLT, Head teacher and Governors will be responsible for monitoring the impact of this policy and standards of spoken language across the school, through work scrutiny, planning scrutiny, learning walks and lesson observations and any other relevant monitoring activities.

Inclusion

Children with additional needs are encouraged to take a full and active part in spoken language activities at a level appropriate for their needs. Targets are usually set by the class teacher, following the advice of our SENDCo (and external agencies where appropriate), which are then worked on individually or in small groups. Some of our children have input from a speech therapist, and we welcome the expertise they bring to the school.

As a school we have some pupils who have English as an additional language. Their experiences and knowledge provide us with a rich resource on which to draw for the benefit of the whole school. Visual prompts and signs written in the child’s first language may be used to develop vocabulary and encourage participation for early English speakers.

Our experienced Teaching Assistants work with individuals or groups of children specifically in the areas of speaking, listening and collaboration. Sometimes this may be to address a SEND issue, at other times it may be to encourage social skills.

EYFS Wellcomm Overview

In the Early Years, we use the Early Communication Screening (ECS) tool to identify children who may need support with an aspect of speech and language (understanding, spoken language and speech). Following this, we might feel that a child would benefit from ‘Time to Talk’ or ‘More Time to Talk’, interventions developed by speech and language specialists.

We use Wellcomm as a taught session during ‘Snack and Social’ for all EYFS pupils. We use a ‘Word Wizard’ and phonics sessions, to develop children’s communication, language and vocabulary skills. In Nursery, the Wellcomm sessions are also taught through provision to ensure the skills are embedded.

**Snack and Social Objective Overviews:**

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| --- | --- | --- | --- | --- | --- | --- |
|  | **Autumn 1** | **Autumn 2** | **Spring 1** | **Spring 2** | **Summer 1** | **Summer 2** |
| **Nursery**  (Wellcomm Section 6 and 7) | Baseline and ECS  Recap Section 5 chosen areas to suit the cohort. | Section 6.1  Understand the pronouns ‘he’ and ‘she’  Section 6.2  Understand prepositions ‘behind’ and ‘in front’  Section 6.3  Understand the negative form (no/not isn’t, can’t) | Section 6.4  Understand the function of body parts (eyes for looking, ears for listening)  Section 6.5  Play sociably and learn to share  Section 6.6  Developing expressive language | Section 6.7  Understand and use verbs in the past tense  Section 6.8  Generating ideas about the function of objects (semantic links)  Section 6.9  Understand and answer ‘why’ questions  Section 6.10  Learn to remember and then say the names of three things | Section 7.1  Role play  Section 7.2  Understanding ‘many’ and ‘few’.  Section 7.3  Understanding ‘long’ and ‘short’  Section 7.4  Learning the meaning of ‘why’  Section 7.5  Understanding ‘first’ and ‘last’ | Section 7.6  Understanding and using four-word sentences  Section 7.7  Using comparatives: ‘bigger’, ‘longer’ and ‘smaller’  Section 7.8  Understanding opposites: ‘wet’/‘dry’  Section 7.9  Understanding and using pronouns: ‘his’ and ‘her’  Section 7.10  Linking sentences using ‘because’ |

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|  | **Autumn 1** | **Autumn 2** | **Spring 1** | **Spring 2** | **Summer 1** | **Summer 2** |
| **Reception (Wellcomm Section 8 and 9)** | Baseline and ECS  Recap Section 7  Discussion - What makes a good speaker/listener?  Section 8.1 Understanding ‘when  Section 8.2 Understanding that things that go together are not always the same.  Section 8.3 Learning the meaning of ‘after’.  Section 8.4 Understanding post modified sentences  Section 8.5 Understand sentences containing ‘either’ and ‘or’. | Section 8.6  Using an increasing range of prepositions:  ‘behind’, ‘in front’, ‘next to’ and ‘between  Section 8.7  Understanding emotions from facial expressions  Section 8.8  Understanding question words using stories  Section 8.9  Learning to remember and then say 5 things  Section 8.10  Using superlatives ‘biggest’ and ‘smallest’ | Consolidate Section 8  Section 9.1  Understanding which day comes next  Section 9.2  Understanding passive sentences  Section 9.3  Identifying an increasing range of emotions and feelings in ourselves and others  Section 9.4  Begin to understand idioms  Section 9.5  Predicting what might happen next | Section 9.6  Understanding periods of time  Section 9.7  Remembering more and more information  Section 9.8  Using category names and explaining the differences between things in the same category/finding the odd one out  Section 9.9  Make inferences using idioms  Section 9.10  Talk about things that are going to happen (future tense)  Consolidate Section 9 | Early Learning Goals  Communication and Language opportunities  Listening, Attention and Understanding:  • 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. | Early Learning Goals Communication and Language opportunities  Speech:  • Participate in small group, class and one-to-one discussions, offering their own  ideas, using recently introduced vocabulary.  • 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. |

Oracy Curriculum Targets

and Opportunities

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| **REC** | **Autumn 1** | **Autumn 2** | **Spring 1** | **Spring 2** | **Summer 1** | **Summer 2** |
| **Physical** | To speak audible so they can be heard and understood (using sentences of 4 or more words). | To speak audible so they can be heard and understood. | To use gestures to support meaning in play. | To use gestures to support meaning in play. | To know when and where different voice volumes are appropriate (indoors/outdoors). | To know when and where different voice volumes are appropriate (indoors/outdoors). |
| **Linguistic** | To use talk in play to practise new vocabulary. | To join phrases with words such as ‘because’ and ‘but’. | To join phrases with words such as ‘if’, ‘so’ and ‘could’. | Articulate their ideas and thoughts in well-formed sentences. | Use talk to help work out problems and organise thinking and activities, and to explain how things work and why they might happen. | Develop social phrases. |
| **Cognitive** | To describe events that have happened to them in increasing detail. | To use ‘because’ to develop their ideas. | To make relevant contributions and ask questions. | Ask questions to find out more and to check they understand what has been said to them. | Express their ideas and feelings about their experiences using full sentences. | … including use of past, present and future tenses and making use of conjunctions. |
| **Social and Emotional** | To look at someone who is speaking to them. | To take turns to speak when working in a group. | To take turns to speak when working in a group. | Listen to and consider the feelings of others | Express their feelings and consider the feelings of others. | Work and play cooperatively and take turns with others. |
| **Talk Opportunities** | Snack and Social  Circle time PSHE  Social Station (CP plan)  Questions to visitor Rec | Snack and Social  Circle time PSHE  Social Station (CP plan)  Story time End of Day  Nativity | Snack and Social  Circle time PSHE  Social Station (CP plan)  Word Wizard Focus | Snack and Social  Circle time PSHE  Social Station (CP plan)  Rec trip to the farm discussion previous and after | Snack and Social  Circle time PSHE  Social Station (CP plan)  Rec Compare life to a pirates – UTW lessons | Snack and Social  Circle time PSHE  Social Station (CP plan)  Team building ready for Y1 |
| **Gospel/Spiritual Link** | World and Beauty  What is your favourite colour? Why?  What is your favourite season? What makes you afraid? | Others  What makes a good friend? Why are friends important to me? How do I look after my family and friends? | Self  What makes you happy? What do you do in your time after school? What is important to me?  What might make me sad? Is it ok to be sad? | | Beyond  What are stars for? Why do we have rainbows? What is the smallest thing there is? Why are people different? What does God look like? | |

Black – FREDs (or adapted) Red – EYFS Development Matters Purple – Early Learning Goals

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| **Y1** | **Autumn 1** | **Autumn 2** | **Spring 1** | **Spring 2** | **Summer 1** | **Summer 2** |
| **Physical** | To speak clearly and confidently in a range of contexts. | Participate in presentations and performances | To use the appropriate tone of voice in the right context. | To use gestures to support meaning. | To use facial expressions to support meaning. | Select and use appropriate registers for effective communication |
| **Linguistic** | To use sentence stems to link to other’s ideas in group discussions. (I agree with… because…) | To take opportunities to try out new language, even if not always used correctly. | To take opportunities to try out new language, even if not always used correctly. | To use new vocabulary appropriately | To use topic specific vocabulary appropriately. | To use conjunctions to organise and sequence ideas e.g. firstly, secondly. |
| **Cognitive** | To offer reasons for their opinions. | To explain events in chronological order. | Imagine and explore ideas | To recognise when they haven’t understood something and ask questions to help with this. | To offer expanded reasons for their answers. | To disagree with someone else’s opinion politely. |
| **Social and Emotional** | Organise a small discussion with an adult | Organise a group discussion independently of an adult. | Listens to others and accepts that their point of view may differ. | Listens to others and accepts that their point of view may differ. | Listens to others and is willing to change their mind based on what they have heard. | Listens to others and is willing to change their mind based on what they have heard. |
| **Talk Opportunities** | English drama  P4C  Science experiment  Reading for pleasure questions  PSHE circle time  Class worship  Harvest festival | English drama  P4C  Science experiment  Reading for pleasure questions  PSHE circle time  Class worship  Nativity  Trip | English drama  P4C  Science experiment  Reading for pleasure questions  PSHE circle time  Class worship | English drama  P4C  Science experiment  Reading for pleasure questions  PSHE circle time  Class worship  Easter celebration | English drama  P4C  Science experiment  Reading for pleasure questions  PSHE circle time  Class worship | English drama  P4C  Science experiment  Reading for pleasure questions  PSHE circle time  Class worship  Trip |
| **Gospel/Spiritual Link** | World and Beauty  Do different colours have different moods? what gives them these moods? What is the most beautiful thing in the world? | Others  How do I treat others? Do I treat other people in the same way? Should I treat everyone the same? Why do we fight and argue? Should we be loyal to our friends? | Self  Who am I? What makes me, me? What is right and wrong? Who decides what is right and wrong? What excited me about the future? | | Beyond  Where is God? What do you think heaven might be like? Is there such things as an angel? | |

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| **Y2** | **Autumn 1** | **Autumn 2** | **Spring 1** | **Spring 2** | **Summer 1** | **Summer 2** |
| **Physical** | listen and respond appropriately to adults and their peers | Participate in presentations and performances | To start to use gesture to support the delivery of ideas e.g. gesturing towards someone if referencing their idea, or counting off ideas on their fingers as they say them. | Participate in discussions and debates. | Speak audibly and fluently with an increasing command of Standard English | To continue to use gesture to support the delivery of ideas e.g. gesturing towards someone if referencing their idea, or counting off ideas on their fingers as they say them. |
| **Linguistic** | To use new vocabulary learnt specific to different subjects. | To adapt how they speak in different situations according to audience. | To adapt how they speak in different situations according to audience. | To use sentence stems to signal when they are building on or challenging others’ ideas. | To use sentence stems to signal when they are building on or challenging others’ ideas. | To be able to talk in unfamiliar situations e.g. on a trip. |
| **Cognitive** | To imagine and explore ideas. | To make connections between what has been said and their own and others’ experiences. | Use spoken language to make predictions. | To ask questions to find out more about a subject. | Give well-structured opinions on a given subject | To build on others’ ideas in discussions |
| **Social and Emotional** | To be aware of others who have not spoken and to invite them into discussion. | To start to develop an awareness of audience e.g. what might interest a certain group. | Maintain attention and participate actively in conversations. | To consider other viewpoints. | Confident delivery of short pre-prepared material. | To speak confidently in unfamiliar situations. |
| **Talk Opportunities** | ‘Time to Talk’  RE debate – is it possible to be kind all of the time? | Christingle  Christmas nativity  Drama activities through RSC week.  ‘Time to Talk’ | Hot seating – Samuel Pepys  ‘Time to Talk’ | London Landmarks Powerpoint Presentation.  ‘Time to Talk’ | ‘Time to Talk’ | ‘Time to Talk’ |
| **Gospel/Spiritual Link** | World and Beauty  Why do we care for plants and animals? How does the weather affect our mood? Why? | Others  Should I treat my friends differently than others? How can I demonstrate compassion? Why do people bully others? | Self  What am I worth? If I try to succeed and fail, what have I learned? What am I scared of? Is it ok to sometimes give up? | | Beyond  What is true happiness? When have you experienced moments of wonder? Is everyone’s view of God the same? What do you think is God’s biggest achievement? | |

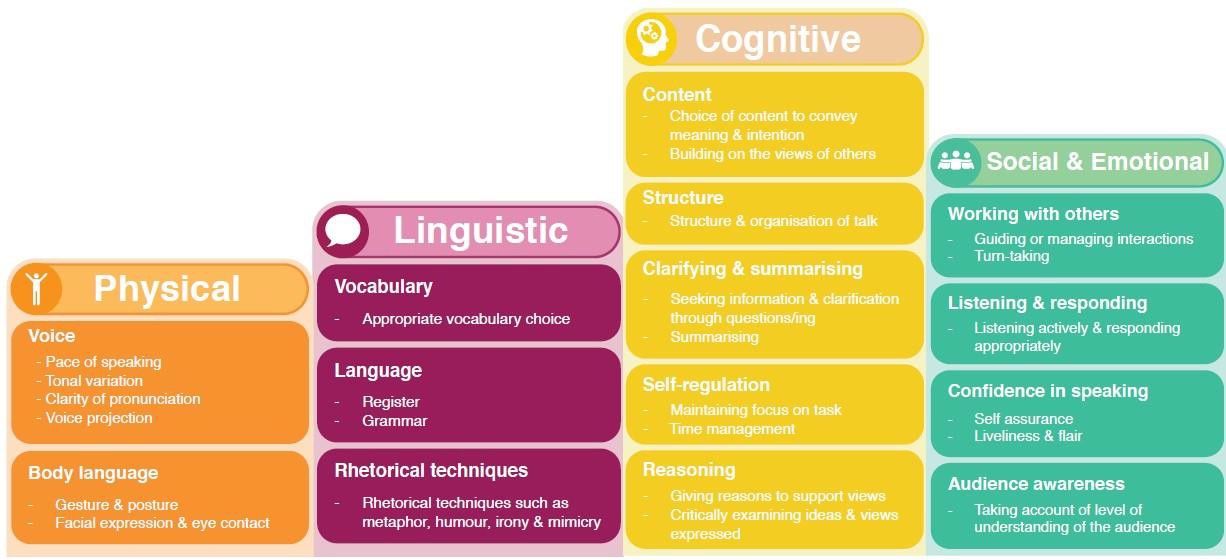
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| **LKS2** | | **Autumn 1** | | **Autumn 2** | | **Spring 1** | **Spring 2** | | **Summer 1** | **Summer 2** | |
| **Physical** | | Vary tone of voice for humorous or sad parts of a story telling. To consider movement when addressing an audience. | | Considers position and posture when addressing an audience. Pause at appropriate points to allow for an audience’s reaction. E.g in the comic poetry competition. | | Explain the purpose of their talk. E.g. to discuss, entertain, inform, instruct or persuade. To use pauses for effect in presentational talk e.g. when telling a anecdote or telling a joke. | Take part in a consensus circle and reach a shared conclusion. Deliver a short presentation (with notes) to an unfamiliar audience. Project voice to the back of the hall and maintain that without shouting. E.g. during the play performance. | | Explain reasoning in maths to the class in a logical way. Adapt explanation to suit audience reaction. To continue to project voice to the back of the hall and maintain that without shouting. E.g. during the play performance. | Continue to vary tone of voice for humorous or sad parts of a story telling. To use pauses for effect in presentational talk e.g. when telling a anecdote or telling a joke. | |
| **Linguistic** | | To use specialist vocabulary. Begin To carefully consider the words and phrasing they use to express their ideas and how this supports the purpose of talk. | | To be able to use specialist language to describe their own and others’ talk. To carefully consider the words and phrasing they use to express their ideas and how this supports the purpose of talk. | | Use awareness of audience to support choice of formal/informal language. Begin to recognise when something ‘just doesn’t sound right.’ | To make precise language choices e.g. instead of describing a cake as ‘nice’ using ‘delectable’. Show awareness of taught collocations and recognise when something ‘just doesn’t sound right.’ | | To make precise language choices e.g. instead of describing a cake as ‘nice’ using ‘delectable’. Deliver a short teaching session to a small group of younger children. | Know which strand they are practising and explain why that is important to effective talk. | |
| **Cognitive** | | To offer opinions that aren’t their own. Confidently summarise the contribution of one participant in a logical order. | | Take on the challenger role in a small discussion. To ask probing questions. | | To reflect on discussions and identify how to improve. Take on the summariser role in a trio discussion. | To be able to summarise a discussion. To be able to give supporting evidence e.g. citing a text, a previous example or a historical event. | | To reach shared agreement in discussions. Cite evidence from the text or linked wider experiences when participating in discussions in reading lessons. | Begin to summarise the opinion of one contributor. To reflect on their own oracy skills and identify strengths/weakness. | |
| **Social and Emotional** | | Notice when someone has not contributed and invite them to speak. To use more natural and subtle prompts for turn taking | | Be able to confidently change their mind e.g. opinion continuum. Continue to use more natural and subtle prompts for turn taking | | To adapt the content of their speech for a specific audience. To be able to empathise with an audience. | To speak with confidence in front of an audience. Continue to be able to empathise with an audience | | Be able to explain why they have changed their mind e.g. opinion continuum. To consider the impact of their words on others when giving feedback. | Be able to explain why they have changed their mind e.g. opinion continuum. Continue to consider the impact of their words on others when giving feedback. | |
| **Talk Opportunities** | | Class debate  Drama for writing  PSHE | | Drama RSC week  Christmas  P4C oracy sessions | | Oracy sessions  PSHE  Class debate  Writing lessons – drama | Writing lessons  Oracy sessions | |  |  | |
| **Gospel/Spiritual Link** | World and Beauty  How do we know we’ve found all the colours of the world? What season most reflects your personality? What’s the difference between hearing and listening? Should we try to tame nature? What does it mean that beauty is in the eye of the beholder? What would it be like without seasons? | | Others  Why do people ignore others when in need of help? Is being a good friend easy? Why do we sometimes hurt others’ feelings? How can we care for people we’ve never met? Will we ever live in a world without fighting? What responsibilities do I have for others? | | Self  What are feelings? Don’t we deserve happiness? What do I deserve in life? Who should I look up to? What type of person do I want to be? What difference does being loved make? Is having a belief in something important? What rights do I have? | | | Beyond  What is the purpose of the earth? Is God alive now? Why is there illness? Why do destructive things happen? Which is stronger love or hate? Is it good that scientists cant explain everything? Why are there religions? What is beyond the universe? | | |

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| **Y5** | **Autumn 1** | **Autumn 2** | **Spring 1** | **Spring 2** | **Summer 1** | **Summer 2** |
| **Physical** | To project their voice to large audience. | Use gestures effectively to engage and persuade the audience. E.g. when pitching ideas to the school council for the charity day. | For gestures to become increasingly natural. | Take part in a consensus circle and reach a shared conclusion. | Deliver a short presentation (with notes) to an unfamiliar audience. | To adjust their voice level and tone to be appropriate. |
| **Linguistic** | To use an increasingly sophisticated range of sentence stems with fluency and accuracy. | Write a coherent discussion text in response to a whole-class stimulus. | Understand and use a wide range of vocabulary and apply it into the correct context. | Use evaluative stems to support the discussion of successes and next steps. | Begin to understand the etymology of the vocabulary they use. | Continue to understand the etymology of the vocabulary they use. |
| **Cognitive** | Self-assess own delivery of a short recorded presentation. Set targets to work on this year. | To be able to draw upon knowledge of the world to support their own point of view and explore different perspectives. | Use effective exploratory and evaluative language to clarify thinking during a discussion. | Present learning to parents in pupil-led parent meetings. | Independently discuss a question in a small group, maintaining focus on the question and roles. To identify when a discussion is going off topic and to be able to bring it back on track. | Chair discussion group of up to 6 pupils. Maintaining focus and use of appropriate sentence stems. Present the outcome of the discussion to the class. |
| **Social and Emotional** | Listening for extended periods of time. | Deliver that argument to a larger audience of their peers. (Yr grp) | To speak with flair and passion. | Debate viewpoints, ensuring that it does not become a personal argument. | Consider other viewpoints and change opinions based on these. | Continue to speak with flair and passion about a different topic. |
| **Talk Opportunities** | Class debate in History,  Drama in writing,  Vocab practise in French,  Class discussions in Class Worship,  Answers in all lessons using STEM questions | Vocab practise in French,  Presentation of own Scientific findings, | Vocab practise in French,  Hot Seating,  Giving instructions | Vocab practise in French,  Role Play,  Class discussions in Class Worship, | Vocab practise in French  Perform poetry  Class discussions in Class Worship,  Class debate in RE | Vocab practise in French,  Class discussions in Class Worship,  Year 6 Leaver’s assembly |
| **Gospel/Spiritual Link** | World and Beauty  What is a perfect world? How can we make the world ‘perfect’? Will we ever succeed? Can you love something that is ugly? What is the point in being creative? | Others  Is it better to please oneself, or others first? Why isn’t life always fair? Is being fair always the right thing to do? What is worth striving for? | Self  Where does your identity come from? Does having more mean you will be happier? Are the opinions of my friends important to me? Is it more important to love or be loved? | | Beyond  Why do we love? What lasts forever? What is unknowable? What else is there to discover? | |

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| **Y6** | **Autumn 1** | **Autumn 2** | **Spring 1** | **Spring 2** | **Summer 1** | **Summer 2** |
| **Physical** | To speak fluently in front of an audience. | To project voice to the back of the large hall and maintain volume and pitch through several short spoken contributions. | Consciously adapt tone, pace and volume of voice within a single situation. | To use posture, gestures and tone of voice effectively to persuade the audience. E.g. the speeches competition. | Speak confidently and naturally to an audience of known and unknown adults. | To have a stage presence. |
| **Linguistic** | Use humour appropriately and effectively to engage an audience. | To vary sentence structures and length for effect when speaking. | To be comfortable using idiom and expressions. | Structure a persuasive speech effectively using taught language techniques. | To use a range of rhetorical techniques e.g. irony. | Continue to use humour appropriately and effectively to engage an audience. |
| **Cognitive** | To be able to build on the viewpoints of others. | To construct a detailed argument or complex narrative. | Use wider world knowledge to support views when participating in debates. | Choose appropriately formal language when participating in debates and formal discussions. | Be able to reply to questions from the audience. | To spontaneously respond to increasingly complex questions, citing evidence where appropriate. |
| **Social and Emotional** | To develop flair when talking in a range of social situations. | To plan a presentation with others and manage this interaction positively. | To begin to notice when the audience needs to be refocused or explanations need to be reworded. | 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. | To respond appropriately to the audience/other speaker. | To use humour effectively. |
| **Talk Opportunities** | RE: class debate about how Muslims show commitment to God.  Presentation about the start of WW1. | PSHE debate – how can being different affect how someone lives?  RSC week – drama | Deliver a short teaching session to a younger year group, | Reciting poetry  Science debate – theory of evolution | Drama for writing | End of year performance |
| **Gospel/Spiritual Link** | World and Beauty  Why do you like certain types of music? What do you feel when you look at different types of art? Is beauty something that you can learn, or do you have to feel it? | Others  Is there such a thing as a bad person? Does having more mean being happier? Why do people have to suffer? What is pain? | Self  Are my beliefs important? Should you respect yourself over all things? Is my understanding of self a selfish concept? Would I break the law to save a loved one? | | Beyond  How do we know what we don’t know? Do we have a soul? What do you think happens after death? Do you think there are requirements to get into heaven? | |

The Oracy Framework

This framework of skills will be taught, practised, and assessed in all areas of the curriculum, using age-appropriate objectives



Progression of Skills

(FRED’s Progression Map)

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| **Progression of skills – EYFS** | |
| **Physical Icon  Description automatically generated**   * To speak audibly so they can be heard and understood. * To use gestures to support meaning in play | **Linguistic A picture containing clipart  Description automatically generated**  ➢ To use talk in play to practice new vocabulary. ➢ To join phrases with words such as ‘if’, ‘because’ ‘so’ ‘could’ ‘but.’ |
| **Cognitive A picture containing text, transport, wheel, gear  Description automatically generated**   * To use ‘because’ to develop their ideas. * To make relevant contributions and ask questions. * To describe events that have happened to them in detail. | **Social and Emotional**  ➢ To look at someone who is speaking to them. ➢ To take turns to speak when working in a group. |
| **Teaching Ideas**   * ➢  Provide pupils with opportunities to take on different roles, ensuring they are equipped with the appropriate knowledge and vocabulary to do this successfully. E.g. A shopkeeper speaking to a customer might say ‘How can I help you today?’ ‘Yes, let me get that for you. One moment’. Ensure that pupils are given specific praise when they adopt a role and use language appropriately. E.g. ‘Wow you sounded just like a grown up shopkeeper!’ * ➢  Support pupils’ understanding of turn-taking in talk by using a physical object such as a toy to signify whose turn it is to speak. * ➢  Support pupils’ understanding of listening through partner conversations. Break down what it means to listen and frequently return to this through praise. E.g. ‘Perfect partners sit calmly and face each other when they are listening’. * ➢  Introduce new language and sentence stems through call and repeat, ‘my turn, your turn’. * ➢  Support pupils to develop an awareness of the volume of their voice through modelling and chances for them to practice speaking at different levels. E.g. ‘tell your partner what you had for breakfast in a whisper ... now tell me your favourite colour in a playground voice!’ * ➢  Build pupils’ confidence to speak in class by getting them talking about silly subjects, e.g. would you rather be a chicken or a cow? | |
| **Experiences**   * ➢  To speak to a partner during whole class teaching. * ➢  Taking pupils to the supermarket or post office to practice speaking to an unfamiliar adult to carry out a transaction. * ➢  Provide pupils with opportunities to speak for an extended period of time about something they are interested in, for example a favourite toy or what they did at the weekend. | |

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| **Progression of skills – Year 1** | |
| **Physical**   * To use the appropriate tone of voice in the right context. E.g. speaking calmly when resolving an issue in the playground. * To speak clearly and confidently in a range of contexts. | **Linguistic**   * To use vocabulary appropriate specific to the topic at hand. * To take opportunities to try out new language, even if not always used correctly. * To use sentence stems to link to other’s ideas in group discussion. E.g. ‘I agree with… because …’ ‘Linking to …’   + To use conjunctions to organise and sequence ideas e.g. firstly, secondly, finally. |
| **Cognitive**   * To offer reasons for their opinions. * To recognise when they haven’t understood something and asks a   question to help with this.   * To disagree with someone else’s opinion politely. * To explain ideas and events in chronological order. | **Social and Emotional**   * Listens to others and is willing to change their mind based on what they have heard. * To organise group discussions independently of an adult. |
| **Teaching Ideas**   * Introduce pupils to different protocols to scaffold turn-taking e.g. putting a thumb in when they want to speak, or taking turns passing talk around a circle. * Use visual aids to support pupils’ awareness of talk e.g. using counters to represent contributions to a discussion or passing wool from speaker to speaker to show how contributions in a conversation should link to each other. * As a teacher, explicitly model your own use of questions to clarify your understanding, e.g. ‘I didn’t understand that so I’m going to ask a question to help   me. What did you mean by X?’   * Draw pupils’ attention to the role that listening has in developing understanding. E.g. ‘Now that we have heard that, has anyone changed their mind?’ | |
| **Experiences**   * To take part in small group discussions without an adult. * To be filmed speaking and use this for reflection. * To speak in front of a larger audience e.g. during an assembly. | |

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| **Progression of skills – Year 2** | |
| **Physical**   * To start to use gesture to support the delivery of ideas e.g. gesturing towards someone if referencing their idea, or counting off ideas on their fingers as they say them. | **Linguistic**   * To adapt how they speak in different situations according to audience. * To use sentence stems to signal when they are building on or challenging   others’ ideas. |
| **Cognitive**   * To ask questions to find out more about a subject. * To build on others’ ideas in discussions. * To make connections between what has been said and their own and   others’ experiences. | **Social and Emotional**   * To start to develop an awareness of audience e.g. what might interest a certain group. * To be aware of others who have not spoken and to invite them into discussion. * Confident delivery of short pre-prepared material. |
| **Teaching Ideas**   * Introduce sentence stems with accompanying gestures to support meaning for both speaker and their audience. E.g. linking fingers together for ‘linking to’   and holding up one finger to emphasise their first point.   * Create different role play scenarios which enable pupils to practice speaking in different contexts e.g. having tea with the Queen, talking to sibling, talking to a neighbour or a friend on the playground. * Play games which encourage pupils to elaborate on their ideas, e.g. ‘tell me more’ or ‘just a minute’. * Use hot-seating and question tennis to develop pupils’ questioning skills. * Praise pupils who invite others into discussions and as a class develop ideas for how this can be done, e.g. saying their name, asking them a question, turning to them. * Before students deliver presentational talk create structured opportunities for pupils to reflect on what will engage their audience e.g. how can they make their object for ‘show and tell’ interesting for their peers. | |
| **Experiences**   * Speak to unfamiliar people with real purpose e.g. asking questions to a museum curator or having a conversation with a visitor in the classroom. * Participate in a short ‘show and tell’ session. | |

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| **Progression of skills – Year 3** | |
| **Physical**   * Deliberately varies 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.   * Considers position and posture when addressing an audience. | **Linguistic**   * To be able to use specialist language to describe their own and   others’ talk.   * 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. |
| **Teaching Ideas**   * Expose students to a range of models for talk, e.g. by meeting an expert or watching a talk online. Unpick why each speaker is successful e.g. how they establish their authority. * Develop a shared language to describe talk in the classroom through creating a class set of ‘discussion guidelines’. These can be used as success criteria to   support pupils to reflect on their discussions.   * Spend time teaching pupils what it means to be a chair, e.g. a chair should be prepared to ask probing and clarifying questions and encourage others to do so too. * Scaffold pupils’ summaries by allocating one student in a trio discussion the role of the ‘silent summariser’. While the other members of the trio discuss an idea, the silent summariser must remain quiet, listen and then feedback the main points at the end of the discussion. * Play ‘articulate’ with specialist subject vocabulary | |
| **Experiences**   * Take on an expert role e.g. to deliver a talk or speech as an astrologist or archaeologist. * Become a storyteller for an authentic audience. * Present to an audience of older or younger students. * Chair a discussion. * Hold a class meeting. | |

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| **Progression of skills – Year 4** | |
| **Physical**   * To consider movement when addressing an audience. * To use pauses for effect in presentational talk e.g. when telling a 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**   * 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 strengths/weakness. | **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. |
| **Teaching Ideas**   * Introduce pupils to sentence stems to cite evidence and ask probing questions. * Teach the conventions for different types of talk, e.g. in oral storytelling using similes, metaphors, time connectives, rich description and techniques to   build suspense. In a persuasive pitch using a ‘hook’ to grab the audience’s attention, rhetorical devices such list of three and rhetorical questions.   * Create opportunities for pupils to reflect on their own oracy skills and those of their peers, and set targets for improvement. * Set up discussions where each pupil has key information to bring to the discussion. E.g. each pupil has read a different historical source or piece of evidence and the group needs to decide the cause of the central event. * When using trio discussions, allocate one member of the trio the role of questioner. Their sole responsibility during the trio discussion is to ask questions of the rest of the group. | |
| **Experiences**   * To use talk for a specific purpose e.g. to persuade or to entertain. * To speak in front of a larger audience of adults e.g. a group of eight. * To collaboratively solve a problem. * To speak with an unknown adult for a specific purpose, e.g. for market research or making an order. * To receive feedback from a peer or audience member on their oracy skills. * Create TV or Radio adverts. * Peer teaching. * Perform poetry by heart. | |

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| **Progression of skills – Year 5** | |
| **Physical Icon  Description automatically generated**   * To project their voice to large audience. * For gestures to become increasingly natural. | **Linguistic**   * To use an increasingly sophisticated range of sentence stems with fluency and accuracy. |
| **Cognitive A picture containing text, transport, wheel, gear  Description automatically generated**   * To be able to draw upon knowledge of the world to support their own point of view and explore different perspectives. E.g. In a discussion about vegetarianism, rather than saying ‘my mum is a vegetarian so eating meat is wrong’ to be able to say ‘lots of people don’t eat meat because they believe killing animals is cruel’. * 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. |
| **Teaching Ideas**   * Equip students with the language to describe when a discussion has gone off track and support them to identify when this has happened e.g. by looking at transcripts or video examples. Develop sentence stems for students to bring discussions back on track e.g. ‘That might be true, however what do you think about X?’ ‘It feels a bit like we are going off topic here. Let’s get back to X’. * Teach strategies to be able to listen for an extended period of time, e.g. note-taking or drawing visuals. * Use vocal warm ups and diaphragm breathing exercises to support voice projection. Some examples are in the book, This is a Voice. * Develop a bank of sentence stems which have a similar meaning to those students are already familiar with e.g. for agreement: ‘I agree and I would like to   add …’ ‘I would like to echo what X said because …’ ‘I see it in a similar way to X because …’ ‘I have a similar opinion because ...’ | |
| **Experiences**   * Enter a debate competition. * BBC school report. * Meet professionals e.g. a lawyer, an MP or councillor to ask questions about their job. * Leading a parents’ evening. * Compering a school talent show or event. * Slam poetry. * Stand-up comedy. | |

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| **Progression of skills – Year 6** | |
| **Physical Icon  Description automatically generated**   * To speak fluently in front of an audience. * To have a stage presence. * Consciously adapt tone, pace and volume of voice within a single situation. | **Linguistic A picture containing clipart  Description automatically generated**   * To vary sentence structures and length for effect when speaking. * To be comfortable using idiom and expressions. |
| **Cognitive A picture containing text, transport, wheel, gear  Description automatically generated**   * To construct a detailed argument or complex narrative.   + To spontaneously respond to increasingly complex questions, citing evidence where appropriate. | **Social and Emotional A picture containing text, clipart  Description automatically generated**   * 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. |
| **Teaching Ideas**   * Play games like ‘just a minute’ to practise fluency when talking about a given topic e.g. climate change. * Practise ‘power poses’ to explore physical aspects of speaking. * Teach structures for building evidence-based arguments. | |
| **Experiences**   * Give a speech to an audience of peers and adults. * Lead School Council. * Mentor or teach younger students. * Lead an assembly. * Act as a tour guides for prospective parents. * Record their own sports commentary. * Interview/be interviewed. | |

Assessment

This framework of skills will be taught, practised, and assessed in all areas of the curriculum, using age-appropriate objectives as mapped out on the previous overview pages. Children will be assessed against those targets set by their class teacher using formative assessment  
 to inform next steps and planning. These will not formally be assessed for years 1-6, as the objectives are contextualised as part of the reading and writing curriculum and the objectives will support the child’s reading and writing assessment. Children in Early Years will be assessed against their objectives from the Early Years Framework at the data points set in the staff handbook throughout the year and formative assessment will happen throughout their learning journey by teachers to inform future planning. Reception children will then be assessed against the Early Learning Goals (see table below) at the end of the academic year.

**EYFS Early Learning Goals**

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| 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. |
| ELG: Speaking Children at the expected level of development will: |
| * Participate in small group, class and one-to-one discussions, offering their own ideas, using recently introduced vocabulary * 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. |

Spoken language – National Curriculum

The national curriculum for English reflects the importance of spoken language in pupils’ development across the whole curriculum – cognitively, socially and linguistically. Spoken language underpins the development of reading and writing. The quality and variety of language that pupils hear and speak are vital for developing their vocabulary and grammar and their understanding for reading and writing. Teachers should therefore ensure the continual development of pupils’ confidence and competence in spoken language and listening skills. Pupils should develop a capacity to explain their understanding of books and other reading, and to prepare their ideas before they write. They must be assisted in making their thinking clear to themselves as well as to others and teachers should ensure that pupils build secure foundations by using discussion to probe and remedy their misconceptions. Pupils should also be taught to understand and use the conventions for discussion and debate.

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

SEND Adjustments and

Lowest 20% Offering

To ensure all pupils can access our Oracy, Communication and Language curriculum, we make the following adjustments

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| Cognition and Learning | Communication and Language | SEMH | Physical and Sensory |
| * Alternative methods of recording (talking tins, laptops, creative tasks) * Differentiated tasks – sometimes from the previous year group objectives * Visual supports * Word banks/phonic maps * Split teaching * Pre-teaching of vocabulary * Teaching of key skills * Coloured overlays * Timers and chunked activities * Use of practical apparatus * Sit close to the board * Mark target spellings only * Allow extra time | * Talking tins * Pre-teaching language * Visuals to support * Social stories * Now/Next * Increased focus on Oracy and developing talk opportunities * Thinking time * Explicit instructions * Makaton signs * Steps to success (one task at a time) | * Brain and movement breaks * CalmBrain * Reward time * Reflection areas (weighted blankets) * Sensory/fidget toys * Sit near to the teacher * Steps to success (one task at a time) * Peer buddies | * Own learning space (workstation) * Brain/Sensory breaks * Appropriate seating * Fidget toys * Adapted resources (scissors, rulers etc) * Sloping board * Alternative methods of recording * Wobble cushions * Use of a sensory areas (tent) * Chew buddies * Pencil grips/sloping boards |

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| **Attendance** | **Pastoral** | **Healthy Mind and Body** | **Academic** |
| * Encouraging text messages * Parenting drop-ins * School to collect children * Rewards for parents * Reward charts for children * Relationship building with families * Attendance action plans * Free additional hours in the Nursery * Free access to before and after school club * Meet and Greet at the Hive | * Additional transition * Pastoral plans for children * Pastoral coffee and catch-up sessions for parents * ELSA therapy * Providing uniform and school supplies * Funding of trips, clubs and before and after school care * Individual invites for parents to events * Enrichment opportunities * Referrals and signposting to external services * Pastoral support unit access. * Individual whole school roles to boost self esteem * Reduced timetable if needed to support pastoral needs * Sensory circuits and access to the sensory room | * School foodbank * Food vouchers * Parent workshops * School nurse referral for healthy living programme * Free school meals * Breakfast provision * After school sports clubs- personal invites * Budgeting support for families * Medical care plans * Invites to sports camps in the school holidays | * Before and after school clubs with personal invites * Teacher targeting in every lesson * National Tutoring Programme * In school interventions * Aspirational targets * Parenting workshops * Individual daily reading * Pre and post teaching * Scaffolding for aspiration * Access to technology * Metacognitive learning * Reward time with school dog * Targeted clubs including homework club * Home access to phonics subscription and magazine subscriptions * School funded instrumental lessons * Breakfast and books |

SOLO Taxonomy

In order to develop the children’s spoken language, teachers will use the SOLO taxonomy to pre-plan questions. This will also allow teachers to extend and support the children in their verbal responses and will also enable the children to understand what response is expected from them.

The planning of the SOLO taxonomy questioning can be seen on the subject specific plans and flipcharts. The questioning is not limited to those planned opportunities. Teachers are expected to use the SOLO taxonomy questioning throughout their practice and use the ethos to extend learning opportunities right from the early years.

SOLO Taxonomy is the Structure of Observed Learning Outcomes (SOLO) was developed by John Biggs and Kevin Collis around the 1980s. This developmental model has three levels of understanding: Surface, Deep, and Conceptual. When used as a tool for questioning children, SOLO makes the level of a question “visible” so that teachers, can reflect and respond accordingly. It supports teachers in school to know where pupils are currently in their learning, where we would like them to be, and what the next steps are in order to get there.

The ‘level’ of questioning can be seen in the table below:

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**SOLO Taxonomy – Poster for staff**

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| What is..?  Can you name..?  Can you identify..?  Yes/No questions  Can you define..?  What do you know about…?  How many altogether…?  What is the answer to..? | Can you describe..?  Can you list..?  What method could you use..?  Can you sort..?  What is the answer to these calculations?  How many in each..?? | If this … then why… ?  Why does this…?  What effect ..?  Why is this important..?  What is different, what is similar..?  What effect does.. have one…?  How could this skill be related to a problem?  What does this tell us about…? | How can you apply…. to your own work?  If you did this again, how would you do it differently?  What do you think would happen if?  Now you know this, what else do you know?  Justify how you know that this is right or wrong.  Make up a rule for…  How would you feel if…? |

**SOLO Taxonomy – Poster for children**

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| My teacher wants me to: | | | |
|  |  |  |  |
| * give one idea | * give several ideas | * link my ideas together | * look at my ideas in a new and different way |

Timeline

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**Graphical user interface

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