

Oracy, Communication
and Language Curriculum

Introduction

“Oracy is the ability to articulate ideas, develop understanding and engage with others through spoken language.”

Voice21

As a Roman Catholic primary school, our Oracy, Communication and Language curriculum is underpinned by our mission statement to ‘Love One Another As I Have Loved You’. Christ is at the centre of everything we do: we are committed to the faith development of our school community so that we can come to know God more deeply, communicating with Him and spreading the Good News about Him.

Our curriculum starts with our youngest of pupils, ensuring that they can pay attention, listen and understand what has been communicated to them. 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. At Our Lady of the Assumption Catholic Primary School, we believe pupils’ communication skills are essential for socialising, learning and ensuring they reach their potential.

“Language unlocks doors. It unlocks the world of reading and the imagination, the excitement of writing, the capacity to explore new subjects ... In schools, it underpins progress, impacts on attainment..., affects self-esteem and behaviour, and plays a huge role in a child’s life chances.”

Jane Harley, Oxford Language Report, 2018

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 have the potential be. Through our Oracy, Communication and Language Curriculum, we want to allow our children to develop the confidence, independence and resilience needed in order to have high aspirations and achieve their full potential.

Our Oracy, Communication and Language curriculum reflects the importance of listening, understanding and spoken language in pupils’ development. At Our Lady of the Assumption Catholic Primary School, we believe that these areas of communication and language underpin 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. 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.

EYFS Early Learning Goals

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.

EYFS WELLCOMM OVERVIEW

In the Early Years, we use the WellComm screening tool to identify children who may need support with an aspect of speech and language (understanding, spoken language and speech). Following this, we identify children for varying levels of support: in class, with our Speech and Language Trained TA, the NELI programme or a referral to our school Speech and Language therapist. We use the Word Aware programme to directly teach concepts to the children.

We use WellComm as a taught session during our snack time for all Reception pupils. In Nursery, the WellComm sessions are taught through provision or during snack time to ensure the skills are embedded. This overview is adapted based on the needs of each cohort and the data from the initial WellComm assessments. All timings are approximate.

Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Baseline and ECS	Section 4.1 – 1 week Remembering two things at a time	Section 4.5 – 2 weeks Understanding more complex instructions	Section 5.1 – 2 weeks Understanding 'in', 'on' and 'under' at the simplest level	Section 5.9 – 1 week Understanding what things are for	Section 6.3 – 1 week Understanding the negative form.
Recap Section 3 chosen areas to suit the cohort.	Section 4.2 – 2 weeks Understanding simple adjectives in sentences	Section 4.7 – 2 weeks Using 'in' and 'on' at the simplest level	Section 5.2 – 1 week Learning to remember and then say the names of two things	Section 5.10 – 1 week Using simple plurals/plural forms	Section 6.4 – 2 weeks Understanding functions of body parts
Section 5.4 ongoing Learning the names of colours	Section 4.3 – 2 weeks Understanding that 'no' plus an object is an early negative	Section 4.9 – 2 weeks Understanding and using pronouns: I, you and we	Section 5.5. – 1 week Learning the meaning of 'where'	Section 6.1 – 2 weeks Understanding using pronouns: 'he' and 'she'	Section 6.7 – 2 weeks Understanding and using verbs in the past tense
	Section 4.10 -- ongoing Learning to use 'big' and 'little'	Section 4.10 -- ongoing Learning to use 'big' and 'little'	Section 5.8 – 2 weeks Beginning to use 'what' and 'where'	Section 6.2 – 1 week Understanding 'behind' and 'in front'	

Reception
(Wellcomm Section 8 and 9)

Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<p>Baseline and ECS</p> <p>Recap Section 6</p> <p>Discussion - What makes a good speaker/listener?</p> <p>Section 7.2 Understanding 'many' and 'few'.</p> <p>Section 7.3 Understanding 'long' and 'short'</p> <p>Section 7.4 Learning the meaning of 'why'</p> <p>Section 7.5 Understanding 'first' and 'last'</p>	<p>Section 7.6 Understanding and using four-word sentences</p> <p>Section 7.7 Using comparatives: 'bigger', 'longer' and 'smaller'</p> <p>Section 7.8 Understanding opposites: 'wet'/'dry'</p> <p>Section 7.10 Linking sentences using 'because'</p> <p>Recap Section 7</p> <p>Section 8.1 Understanding 'when'</p> <p>Section 8.2 Understanding that things that go together are not always the same.</p> <p>Section 8.3 Learning the meaning of 'after'.</p>	<p>Section 8.4 Understanding post modified sentences</p> <p>Section 8.5 Understand sentences containing 'either' and 'or'.</p> <p>Section 8.6 Using an increasing range of prepositions: 'behind', 'in front', 'next to' and 'between'</p> <p>Section 8.7 Understanding emotions from facial expressions</p> <p>Section 8.8 Understanding question words using stories</p> <p>Section 8.9 Learning to remember and then say 5 things</p> <p>Section 8.10 Using superlatives 'biggest' and 'smallest'</p>	<p>Consolidate Section 8</p> <p>Section 9.1 Understanding which day comes next</p> <p>Section 9.2 Understanding passive sentences</p> <p>Section 9.3 Identifying an increasing range of emotions and feelings in ourselves and others</p> <p>Section 9.4 Begin to understand idioms</p> <p>Section 9.5 Predicting what might happen next</p>	<p>Section 9.6 Understanding periods of time</p> <p>Section 9.7 Remembering more and more information</p> <p>Section 9.8 Using category names and explaining the differences between things in the same category/finding the odd one out</p> <p>Section 9.9 Make inferences using idioms</p> <p>Section 9.10 Talk about things that are going to happen (future tense)</p> <p>Consolidate Section 9</p>	<p>Early Learning Goals</p> <p>Language opportunities</p> <p>Listening, Attention and Understanding:</p> <ul style="list-style-type: none"> - 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. <p>Speech:</p> <ul style="list-style-type: none"> - 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

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.

The Oracy Framework



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.
- 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 speak in front of a larger audience e.g. during an assembly.

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.

Teaching Ideas

- Create different role play scenarios which enable pupils to practice speaking in different contexts e.g. having tea with the Queen, talking to a 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.
- To speak in front of a larger audience e.g. during an assembly.

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.
- Role-play

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.

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.
- 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.
- Role play and freeze frame
- Pass the story using books and the visualiser

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.
- Hold a class meeting.
- Class assemblies and reading in church
- Portals to the Past
- Farmer John
- Thrive

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'.

Social and Emotional

- To adapt the content of their speech for a specific audience.
- To speak with confidence in front of an audience.



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 – The Easter Reflection
- To speak in front of a larger audience of adults e.g. a group of eight.
- To collaboratively solve a problem.
- To receive feedback from a peer or audience member on their oracy skills.
- Peer teaching.
- Perform poetry by heart.
- To speak in front of a larger audience e.g. during an assembly.

Progression of skills – Year 5

<p><u>Physical</u></p> <ul style="list-style-type: none"> ➤ To project their voice to large audience. ➤ For gestures to become increasingly natural. 		<p><u>Linguistic</u></p> <ul style="list-style-type: none"> ➤ To use an increasingly sophisticated range of sentence stems with fluency and accuracy. 	<p><u>Social and Emotional</u></p> <ul style="list-style-type: none"> ➤ Listening for extended periods of time. ➤ To speak with flair and passion.
<p><u>Cognitive</u></p> <ul style="list-style-type: none"> ➤ To be able to draw upon knowledge of the world to support their ownpoint 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. 		<p><u>Teaching Ideas</u></p> <ul style="list-style-type: none"> ➤ 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. ➤ 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 ...' 	
<p><u>Experiences</u></p> <ul style="list-style-type: none"> ➤ Meet professionals e.g. a lawyer, an MP or councillor to ask questions about their job – Careers Fayre ➤ School Tasking Project with Warwick University ➤ Performance Poetry – Moonjuice Unit ➤ Portals to the Past – Anglo Saxons ➤ To speak in front of a larger audience e.g. during an assembly. 			

Progression of skills – Year 6

Physical



- 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



- To vary sentence structures and length for effect when speaking.
- To be comfortable using idiom and expressions.

Cognitive



- To construct a detailed argument or complex narrative.
 - To spontaneously respond to increasingly complex questions, citing evidence where appropriate.

Social and Emotional



- To use humour effectively.
- To be able to read a room or a group and take action accordingly e.g. if everyone looks disengaged, moving on or changing topic, or if people look confused stopping to take questions.

Teaching Ideas

- Teach structures for building evidence-based arguments.
- Variety of ways to talk as a group

Experiences

- Give a speech to an audience of peers and adults.
- Lead School Council – Eco Team – Pupil Parliament
- Mentor or teach younger students.
- Lead an assembly/Mass/Confirmation
- Act as a tour guides for prospective parents.
- End of year play
- Magistrates

