Oracy Curriculum

St Helen's CE Primary School

Oracy at St Helen's CE Primary School

Our Oracy, Communication and Language curriculum prioritises listening, understanding and high-quality spoken language as the foundation for reading, writing and learning across the curriculum. Rooted in our Christian values, it develops confident, articulate and reflective learners who can express ideas, explain understanding and engage respectfully in a range of contexts. From Nursery onwards, pupils are systematically supported to build attention, listening and speaking skills, recognising that early development is crucial, particularly given our varied starting points. Through structured approaches, including the use of WalkThrus and the WellComm tool, to plan and extend dialogue, we ensure all pupils develop the vocabulary, independence and resilience needed to achieve their potential and become effective communicators in school and beyond.



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

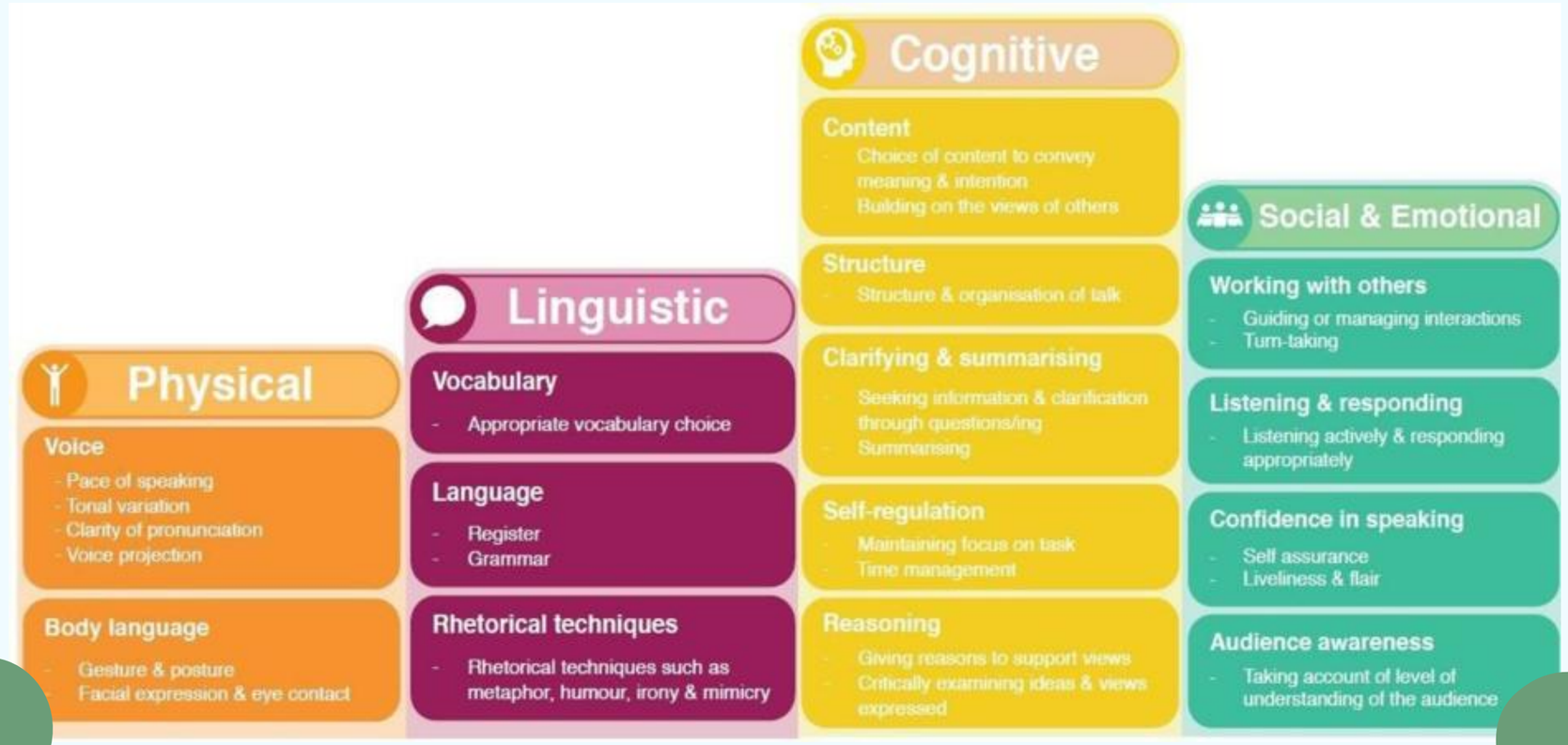
Offer explanations for why things might happen, making use of recently introduced vocabulary from stories, non-fiction, rhymes and poems when appropriate

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.

Oracy in the 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
- 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



Nursery

Nursery					
In the Early Years, we use Wellcomm as a screening tool and as a taught session during the day for Nursery pupils. We use Read Write Inc phonics sessions, to develop children's communication, language and vocabulary skills. In Nursery, the Wellcomm sessions are taught through continuous provision and focused activity time to ensure the skills are embedded.					
Entry	Term 1	Term 2	Term 3	Term 4	Term 5
Baseline 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 sha re Section 6.6 Developing expressive langua ge	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 'fe w'. Section 7.3 Understanding 'long' and 'sho rt' Section 7.4 Learning the meaning of 'why ' Section 7.5 Understanding 'first' and 'las t'	Section 7.6 Understanding and using four-word sentences Section 7.7 Using comparatives: 'bigger', 'longer' and 'smaller' Section 7.8 Understanding opposites: 'w et'/'dry' Section 7.9 Understanding and using pro nouns: 'his' and 'her' Section 7.10 Linking sentences using 'because'
Taught		Caught		Sought	
Modelling questions, vocabulary and sentence stems in the curriculum Adult modelling in continuous provision Circle time		Festivals and experience days Family events and performances Pal's Picnic Wonderful Walks Friendship flowers		Trips and visits Vistors to school including people who help us Extra-curricular clubs	

Reception

Reception			
Milestones			
Listening Ladder	Walkthrus	Sentence Stems – use a range of these each week	Oracy Skills – use a range of these each week
Giving 100% of their focus to the person speaking Being calm and still Giving eye contact to the speaker	Think, pair, share Process questions Scaffold verbal response Feedback that moves children forward	Prediction – *I think, I predict* Opinion – *I think, I like best... because, my partner thinks* Evaluation – *I found... easy/hard because, Next time I could* Comparison – *It is the same/different because*	Physical – use of volume when talking; use of movement/actions to convey meaning; make eye contact Linguistic – use appropriate words so that the listener understands what is being said Cognitive – staying focused and on task; conveying meanings through speech Social & emotional – taking turns speaking; actively listening and responding

Taught	Caught	Sought
Democracy week Diversity Awareness – Same but different Picture News Water safety Modelling questions, vocabulary and sentence stems in the curriculum Adult modelling in continuous provision Heartsmart	Festivals and experience days including environment safety week Learning Exhibitions Family events and performances School and church led worships New Beginnings Wild Wonders Because you serve, we thrive	B-Tales performance workshops Trips and visits Community events Pupil leadership groups/events Vistors to school including people who help us Extra-curricular clubs

Year 1

Year 1			
Milestones			
Listening Ladder	Walkthrus	Sentence Stems – use a range of these each week	Oracy Skills – use a range of these each week
Giving 100% of their focus to the person speaking Being calm and still Giving eye contact to the speaker Offering nods or short words of encouragement	Think, pair, share Say it again better Process questions Scaffold verbal response Feedback that moves children forward Whole class feedback	Prediction – *I predict... will happen because, I think they will be alike because, They are both* Opinion – *I agree/disagree because, I prefer because* Conclusion – *Now I think, I found that, ... happened because* Evaluation – *I feel that... next time, It was interesting because* Comparison – *They are alike because they are both* Argument – *Yes/no because, It is right/wrong...*	Physical – varying tone when talking; clarity of pronunciation Linguistic – using correct grammar so that what is being said makes sense Cognitive –asking questions when listening to others Social & emotional – responding appropriately; speaking with more confidence

Taught	Caught	Sought
Democracy week Diversity Awareness – Same but different Picture News Water safety Heartsmart Modelling questions, vocabulary and sentence stems in the curriculum	Festivals and experience days including environment safety week Learning Exhibitions Family events and performances School and church led worships Chain of cheer Helping Hands Seeds to supper	B-Tales performance workshops Trips and visits Community events Pupil leadership groups/events Vistors to school Extra-curricular clubs

Year 2

Year 2			
Milestones			
Listening Ladder	Walkthrus	Sentence Stems – use a range of these each week	Oracy Skills – use a range of these each week
Giving 100% of their focus to the person speaking Being calm and still Giving eye contact to the speaker Offering nods or short words of encouragement Reacting and refocusing Asking questions to clarify understanding – depends on context	Think, pair, share Say it again better Process questions Scaffold verbal response Feedback that moves children forward Whole class feedback	All of the above Conclusion – *First I thought... but now I know, Having listened to everyone's ideas* Evaluation –*I like the part where... because, I found this piece of work hard/easy because* Comparison – *They are similar because* Argument – *I agree/disagree because, However* Conclusion – *In summary, we think... To conclude... First I thought... but now I think... I found that...*	All of the above Physical – more fluency when speaking; use of facial expressions Linguistic – using an appropriate level of formality when speaking Cognitive – giving reasons to support views Social & emotional –more liveliness and flair when speaking

Taught	Caught	Sought
Democracy week Diversity Awareness – Same but different Picture News Water safety Modelling questions, vocabulary and sentence stems in the curriculum Heartsmart	Festivals and experience days including environment safety week Learning Exhibitions Family events and performances School and church led worships Kindness agents Construct and connect – den building Feast and friendship	B-Tales performance workshops Trips and visits Community events Pupil leadership groups/events Vistors to school Extra-curricular clubs

Year 3

Year 3			
Milestones			
Listening Ladder	Walkthrus	Sentence Stems – use a range of these each week	Oracy Skills – use a range of these each week
Giving 100% of their focus to the person speaking Being calm and still Giving eye contact to the speaker Offering nods or short words of encouragement Reacting and refocusing Asking questions to clarify understanding – depends on context Asking questions that dig deeper Summarising the speaker's ideas	Think, pair, share Say it again better Process questions Scaffold verbal response Feedback that moves children forward Whole class feedback Show me boards Short feedback loops	All of the above Prediction – *I predict that because... however* Opinion – *My partner thinks... whereas I think, I agree/disagree because* Conclusion – *In summary I think, To conclude* Evaluation – *It was interesting because, I like the part where... because, I found this work... because, I enjoyed it because* Comparison – *It is the same/different because, They are alike because they are both* Argument – *An argument for/against is because*	All of the above Physical – using gestures and posture Linguistic – beginning to use humour Cognitive – using time management; seeking clarification when listening; building on others' views; summarising Social & emotional – appropriate interactions with others

Taught	Caught	Sought
Democracy week Diversity Awareness – Same but different Picture News Water safety Modelling questions, vocabulary and sentence stems in the curriculum Heartsmart	Festivals and experience days including environment safety week Learning Exhibitions Family events and performances School and church led worships Kindness rocks Ingenious Inventors Valued Volunteers	B-Tales performance workshops Trips and visits Community events Pupil leadership groups/events Vistors to school Extra-curricular clubs

Year 4

Year 4			
Milestones			
Listening Ladder	Walkthrus	Sentence Stems – use a range of these each week	Oracy Skills – use a range of these each week
Giving 100% of their focus to the person speaking Being calm and still Giving eye contact to the speaker Offering nods or short words of encouragement Reacting and refocusing Asking questions to clarify understanding – depends on context Asking questions that dig deeper Summarising the speaker's ideas	Think, pair, share Say it again better Process questions Scaffold verbal response Feedback that moves children forward Whole class feedback Show me boards Short feedback loops	All of the above Prediction – *I think the outcome will be... because, Due to the fact that... I predict that* Opinion – *I appreciate/understand ...'s opinion however I feel, My opinion/view is... because* Conclusion – *Having listened to everyone's opinions, After looking at the information I conclude that* Evaluation – *Next time I/you would/could, Maybe you could try* Comparison – *One similarity between... and... is that, In some ways... and... are alike. For instance they are both* Argument – *I accept your decision ; however I think... because, I understand your point of view; However*	All of the above Linguistic – use of rhetorical questions Cognitive – structuring and organising talk; examining ideas and views expressed by others Social & emotional –an awareness of audience and their understanding

Taught	Caught	Sought
Democracy week Diversity Awareness – Same but different Picture News Water safety Modelling questions, vocabulary and sentence stems in the curriculum Heartsmart	Festivals and experience days including environment safety week Learning Exhibitions Family events and performances School and church led worships Health Heroes Dream big, shine bright My mindfulness	B-Tales performance workshops Trips and visits Community events Pupil leadership groups/events Vistors to school Extra-curricular clubs

Year 5

Year 5			
Milestones			
Listening Ladder	Walkthrus	Sentence Stems – use a range of these each week	Oracy Skills – use a range of these each week
Giving 100% of their focus to the person speaking Being calm and still Giving eye contact to the speaker Offering nods or short words of encouragement Reacting and refocusing Asking questions to clarify understanding – depends on context Asking questions that dig deeper Summarising the speaker's ideas	Think, pair, share Say it again better Process questions Scaffold verbal response Feedback that moves children forward Whole class feedback Show me boards Short feedback loops Spot your mistake Assessment for student agency	All of the above Prediction – *Because... and... are similar/different, I predict that* Opinion – *The facts lead me to the conclusion that, It is my opinion that... however others might believe that* Conclusion – *... happened because..., First I thought... but now I know* Evaluation – *Possible improvements may include..., Or alternatively* Comparison – *Another feature that they have in common is that* Argument – *Perhaps some people would argue that, However I would point out that*	All of the above Linguistic – use of rhetorical techniques – humour, questions, metaphors, irony Cognitive – choice of content to convey meaning and intention

Taught	Caught	Sought
Democracy week Diversity Awareness – Same but different Picture News Water safety Modelling questions, vocabulary and sentence stems in the curriculum Heartsmart	Festivals and experience days including environment safety week Learning Exhibitions Family events and performances School and church led worships Positive posts – pen pals Bard's Brilliant Performers Planet Protectors	B-Tales performance workshops Trips and visits Community events Pupil leadership groups/events Vistors to school Extra-curricular clubs School performance and drama club

Year 6

Year 6			
Milestones			
Listening Ladder	Walkthrus	Sentence Stems – use a range of these each week	Oracy Skills – use a range of these each week
Giving 100% of their focus to the person speaking Being calm and still Giving eye contact to the speaker Offering nods or short words of encouragement Reacting and refocusing Asking questions to clarify understanding – depends on context Asking questions that dig deeper Summarising the speaker's ideas	Think, pair, share Say it again better Process questions Scaffold verbal response Feedback that moves children forward Whole class feedback Show me boards Short feedback loops Spot your mistake Assessment for student agency	All of the above Prediction – *After hearing all this evidence, I think that, I think that there is a high/low probability that* Opinion – *After consideration* Comparison – *They differ in some ways. For example, Another difference is that... whereas,* Argument – *It is clear that, On the one hand... but*	All of the above

Taught	Caught	Sought
Democracy week Diversity Awareness – Same but different Picture News Water safety Modelling questions, vocabulary and sentence stems in the curriculum Heartsmart	Festivals and experience days including environment safety week Learning Exhibitions Family events and performances School and church led worships Agents of change Confident communicators Peer Power	B-Tales performance workshops Trips and visits Community events Pupil leadership groups/events Vistors to school Extra-curricular clubs School performance and drama club