



Oracy Curriculum

Intent

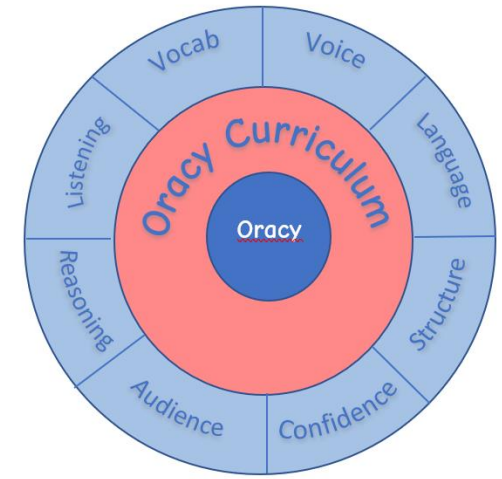
As an Infant and Nursery School, Enderby Road recognises the importance of early language development and how this will underpin a child's development as they progress through school – making oracy one of our CORE drivers. This development is crucial for a child to succeed in all areas of the curriculum and a good secure language base will enable them to thrive. By creating many explicit and planned opportunities for oracy in our school, we intend for our children to have exposure to a rich and diverse language culture. Many of our children start our school with specific speech and language needs and we believe it is essential that our curriculum supports and enhances our children's oracy levels in order for them to access the knowledge rich content of our curriculum and empower them to access it at a deeper level.

Implementation

Our oracy curriculum is interwoven into all areas of school life and is threaded through the other CORE drivers of personal development, enrichment experiences and our knowledge-based curriculum. We support language development in key stage specific tasks and interventions as well as many whole school initiatives. We deliver small group and 1:1 support where specific needs have been identified and follow evidence-based programmes to ensure rapid progress is made. As a whole school, opportunities for oracy are embedded through a mixture of formal lessons such as Jigsaw and PSHE through to performances and opportunities to work together using language skills. All children are given a voice in developing questions and discussion around our curriculum topics as Talking Tubs, Floorbooks, and sticky knowledge boards give the children the opportunities to share and celebrate what they have to say and the language that they have to learn.

Impact

Our children from the very start in Nursery to when they leave us at the end of Y2, have an opportunity to have their voice heard and are given the confidence to use their oracy skills to develop their learning in all areas of school life. Specific programmes in EYFS such as NELI and SALT ensure that children with language difficulties are identified quickly and supported. The children at Enderby Road learn in an environment where oracy is encouraged and promoted which, in turn, creates a culture of confident expressive young children who are happy to question and explore deeper areas of their learning through these developed skills.

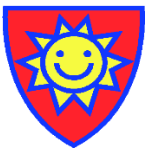




Oracy Strand	Progression of Skills			Provision		
	EYFS	Y1	Y2	EYFS	KS1	Whole School
Physical - Voice - Body language	- To speak audibly so they can be heard and understood - To use gestures to support meaning in play	- To use the appropriate tone of voice in the right context. e.g. speaking calmly when resolving an issue in the playground. - To speak clearly and confidently in a range of contexts eg. assembly, reading aloud, answering questions in class - To start to use gesture to support the delivery of ideas e.g. I agree, I disagree, building on, linking to	- 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 e.g. Firstly, next - To start to use gesture to support the delivery of ideas e.g. clarifying	- Talking technology throughout provision – microphones, sound buttons, sound recorders, telephones etc. - Role play in provision - Dummy training for parents - Nursery rhymes and singing - NELI programme - Drawing Club	- Role play - Performances - Debates and discussions (Y2)	- Whole School singing assembly – skills being discreetly taught through a whole school singing lesson. Led by the piano and music specialist. - Circle time assemblies - Talking tubs and floorbooks Little Wandle – programme and interventions - Talk partners - SALT Music lessons – singing and performing - Singing Club



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Linguistic - Vocab - Language - Rhetorical techniques	- To correct speech when prompted by an adult - To use talk in play to practise new vocabulary - To join phrases with words such as 'because'	- To correct speech when prompted by an adult - To use appropriate vocabulary 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 ...,' 'I disagree with... because...' - To use conjunctions to organise and sequence ideas e.g. firstly, secondly, finally - To join phrases with words such as 'if', 'so' 'but'	- To correct speech when prompted by an adult - To adapt how they speak in different situations according to audience - To be able to start a discussion in different ways i.e. formally or informally. e.g. 'I would like to start by saying...' - To join phrases with words such as 'could' - To begin to make precise language choices e.g. instead of describing a cake as 'nice' use 'delectable'.	- Vocab boards in provision - Drawing Club - Talk through provision and curriculum topics	- Explicit teaching of vocab throughout writing sessions - Spelling lessons in Y2 Vocab through curriculum topics	- Floorbooks and Talking Tubs - Reciting, learning and performing poetry. - School Council and Class Ambassadors Little Wandle – intervention groups, reading groups. - Phonics sentence prompts around school - Sticky knowledge boards with vocab Enrichment experiences to enhance and introduce new vocab Music lessons – listening and appraising floorbooks - Sticky Knowledge boards - Phonics sentences around school



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	EYFS	Y1	Y2	EYFS	KS1	Whole School
Cognitive • Content • Clarifying □ Structure • Self-regulation • Reasoning	• To use 'because' to develop their ideas • To make relevant contributions and asks question to find out more information • To describe events that have happened to them in sentences	• To offer reasons for their opinions using because, if, so, but • To ask questions to find out more about a subject • To disagree with someone else's opinion politely • To explain ideas and events in chronological order • To reach shared agreement in discussions.	• To build on others' ideas in discussions • To make connections between what has been said and their own and others' experiences • To recognise when they haven't understood something and asks a question to help with this	• Drawing Club • Questions through provision • Rainbow challenges • NELI programme	• Debates and discussions (Y2) • Outdoor learning opportunities using the outdoor classroom and tasks • Explicit vocabulary teaching through writing lessons	• Talking Tubs and floorbooks • Circle time assemblies • Restorative practice in dealing with conflicting situations or behaviour management issues • Enrichment experiences • Sticky Knowledge boards • School Council • Talk partners • Jigsaw and PSHE lessons • Nurture groups and 1:1 sessions • Thrive groups



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Social and Emotional - Working with others - Listening - Confidence - Awareness of audience	- To look at someone who is speaking to them - To take turns to speak when working in a pair	- To listen to others and be willing to change their mind based on what they have heard - To organise trio discussions independently of an adult.	- 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 - To confidently deliver short pre-prepared material	- Talking technology e.g. microphones, telephones etc. - Role Play in provision - Drawing Club - NELI programme	- Outdoor classroom - Choosing time (Y1) - Role play - DT or Art-collaborative tasks	- Performances – Christmas, Harvest, singing, leavers etc. - Talk partners - Sticky Knowledge boards - Floorbooks and talking tubs - Circle time assemblies Jigsaw and PSHE lessons - Music lessons – singing in lessons, assemblies and in Singing Club, Listening and appraising floorbooks - Coffee Mornings - Story time – author books Little Wandle group reading - Poetry recitals and performances Enrichment experiences