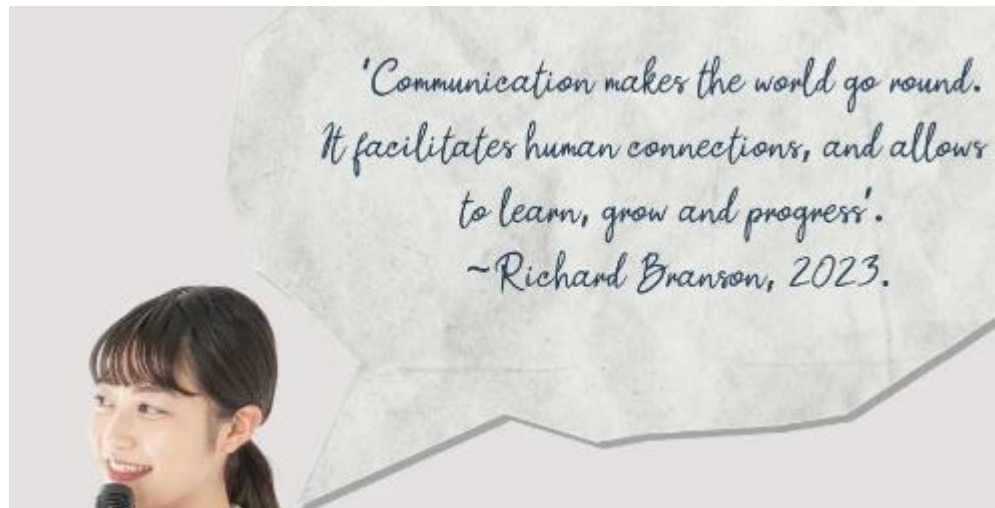




Chapelford Village Primary School **Communication and Interaction Curriculum**

Promoting Oracy Across the Curriculum

This document outlines how we incorporate and promote oracy across all areas of learning, ensuring that every child develops confident speaking, listening, and communication skills as part of their holistic education.



Intent

At Chapelford Village Primary School, we recognise oracy as a fundamental skill that underpins academic achievement, social confidence, emotional well-being, and future life opportunities. Our intent is to ensure that all children, regardless of their starting points, develop the ability to speak fluently, listen actively, reason critically, and communicate confidently.

Given our diverse demographic, including a significant proportion of pupils with English as an Additional Language (over 30%) and many children entering with lower-than-typical speech and language skills, our oracy curriculum is designed to:

- Develop cultural, social, and emotional confidence.
- Support children in expressing themselves clearly and appropriately for different audiences and purposes.
- Build skills in critical thinking, citizenship, and reflective dialogue.
- Ensure all pupils, particularly those with additional needs, are scaffolded and challenged appropriately.

To support early identification and intervention, we use WellComm screening across EYFS and KS1, and where appropriate in KS2, to assess pupils' language development. This enables us to promptly identify children who may be at risk of language delay and implement timely support to ensure children keep up, catch up and make expected progress. Where more significant concerns are identified, we work closely with Speech and Language Therapy (SALT) services to ensure specialist input is provided as needed.

Our curriculum also has a clear intent to track and monitor the progress of pupils with identified speech, language and communication needs. Through regular reviews and provision mapping, we ensure that interventions are effective and that children are making expected progress. This monitoring includes collaboration with teaching staff, our SENDCo and external professionals to adapt provision as required.

We understand the demands of the wider curriculum and view oracy as the tool through which learning can be deepened, consolidated and applied by all our children. Our curriculum places spoken language and vocabulary development at the heart of learning, preparing our children not only for academic success but also for life beyond the classroom.

Implementation (including assessment)

Oracy is embedded across the curriculum through a structured, progressive, and inclusive approach from EYFS to Year 6. It is explicitly taught and continually developed through both standalone opportunities and integrated activities across all subjects.

Oracy and speech, language, and communication skills are supported and developed through a **range of complementary approaches**:

- **High-quality modelling:** All adults consistently model clear, precise, and purposeful spoken language across the school day.
- **Explicit oracy-focused tasks linked to curriculum learning:** Oracy tasks are carefully designed to connect with areas of the curriculum the children are already studying. This ensures that oracy learning is specific, purposeful, and supported by the children's existing knowledge, content understanding, and vocabulary, allowing them to focus on the purpose and skills of the task.
- **Key enquiry questions and focus tasks:** Each oracy task is linked to a key enquiry question and a specific focus task, ensuring that oracy learning is **sequential and progressive** across the school.

- **Personalised support and interventions:** Assessment informs targeted interventions, including small-group or one-to-one support directed by teachers and, where appropriate, guidance from speech and language therapists.

Assessment of oracy focuses on the **core strands—physical, linguistic, cognitive, and social & emotional**—and is used to provide purposeful feedback that informs next steps. Follow-up tasks allow children to consolidate skills and demonstrate progress, ensuring that oracy is embedded as a fundamental part of learning and communication across all stages.

Through this approach, we ensure that oracy is embedded across the curriculum, supporting confident, articulate, and reflective communicators who can engage effectively in a variety of contexts.

While poetry, rhymes, songs and chants run throughout the academic year across all year groups to support rhythm, memory, vocabulary and expression, the oracy curriculum focuses more broadly on the development of listening, attention and the ability to express ideas effectively.

High-quality oracy provision at Chapelford includes:

- Explicit teaching of oracy skills such as reasoning, summarising, turn-taking, using standard English and adapting speech for different audiences.
- Modelling and feedback on spoken language with reference to the oracy strands.
- Scaffolds and supports such as sentence stems, vocabulary frames and talk prompts—particularly for EAL pupils and those with speech and language needs.
- Planned integration of oracy across all subjects, including structured opportunities for partner talk, group dialogue, debates, presentations and drama.
- Inclusive practice, with adaptations to ensure both challenge and support for all learners.
- Enrichment opportunities such as performances, assemblies, storytelling, poetry recitals and formal debates to showcase oracy in real-world contexts.
- Regular assessment and reflection through teacher observation, pupil feedback, and curriculum outcomes.

To support early identification and targeted intervention:

- All children in EYFS are screened using the WellComm programme during the baseline assessment period early in the autumn term.
- Children with identified needs, or those we have concerns about from our own observations, parental feedback or through the nursery handover, are prioritised for assessment and support. Based on the WellComm guidance, pupils are categorised as green, amber or red, which determines the level of intervention required.
- These children are tracked throughout the year, with regular reassessments to monitor progress and review targets.
- Where appropriate, referrals are made to Speech and Language Therapy (SALT), and intervention programmes are delivered in line with the plans and professional advice provided.
- Teachers also deliver informal, teacher-led interventions for pupils being monitored for emerging concerns. These are flexible, responsive to need, and reviewed regularly.

The following assessment cycle model is used in EYFS:

Assessment Cycle:

- **October (Baseline)** – Screen all EYFS pupils
- **End of Autumn 2 (1st review)** – Reassess Red/Amber pupils
- **End of Spring 2 (2nd review)** – Reassess and adjust groups
- **End of Summer 1 (3rd review)** – Reassess and adjust groups
- **End of Summer 2 (final review)** – Inform handover to Year 1

Furthermore, children will be assessed as part of a post-intervention review.

A post-intervention review is a vital part of our graduated response to supporting children's speech, language and communication development. After a period of targeted intervention, whether based on WellComm assessments, SALT plans or teacher-led concerns, we carry out a structured review to evaluate the impact of the support provided.

This review allows us to:

- Reassess the child's current speech and language skills.
- Measure progress against initial targets and WellComm section levels.
- Decide whether the child can exit intervention, requires continued support, or needs escalation to external professionals (e.g., SALT).
- Ensure provision remains responsive and evidence-informed, rather than generic or ongoing without clear purpose.

Ultimately, the post-intervention review ensures our provision is **targeted, time-limited, and effective**, supporting the child to make sustained progress in line with their peers.

- At the end of EYFS, any child still identified through WellComm assessment or SALT feedback as needing additional support is handed over to Year 1 with a clear plan for targets and provision in Autumn 1. The assessment cycle then begins again, ensuring continuity of support and effective tracking.
- Additionally, all children who did not meet GLD in Communication & Language and Literacy are logged and tracked for potential oracy concerns in KS1, with provision and interventions put in place as needed.

This comprehensive and layered approach to implementation ensures that all pupils—particularly those at risk of falling behind—receive timely, consistent, and effective support for their speech, language, and communication development, giving them the foundation they need to access the wider curriculum with confidence.

Children accessing support for their oracy developing, either through WellComm, SALT plans or teacher-led interventions, will be reviewed following this assessment cycle model:

Term	Assessment Point	Purpose
Autumn 1	Baseline Assessment	Identify starting points and categorise (Green/Amber/Red)
Autumn 2	Post-initial intervention review	Evaluate progress from first half-term of support
Spring 2	Mid-year check	Track ongoing progress, adjust intervention
Summer 1	Reassess progress	Decide if child can exit intervention or needs continued support
Summer 2	End-of-year / transition review	Inform handover to next teacher or phase (e.g. Year 1)

Oracy Progression Map: EYFS to Year 6

The oracy strands are mapped using the **Voice 21** strands:

1. Physical – voice projection, clarity, eye contact, posture
2. Linguistic – vocabulary, grammar, sentence structure
3. Cognitive – content, structure, reasoning, questioning
4. Social & Emotional – confidence, listening, turn-taking, empathy, audience awareness

Whole-Year Oracy Opportunities (All Phases – See document below)

Poetry, rhymes, chants, and songs run **throughout the year** and are essential tools in developing:

- Listening and attention
- Vocabulary acquisition
- Confidence in expression
- Rhythmic awareness and fluency
- Memory and recall of language structures

These are used regularly in:

- Daily routines and transitions (EYFS/KS1)
- Music and assemblies
- English and phonics

- Cross-curricular links (e.g. geography chants, times tables songs)



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Oracy Curriculum Progression Overview: Year 1 to Year 6

Year Group	Term	Focus	Skills Developed		Oracy Strands	Curriculum Links / Opportunities
EYFS	Autumn How can we use our listening and talking skills to get to know each other?	Listening & Attention	• I know how to take turns when speaking and listening. • I know it's polite to look at someone when they are talking. • I know good listening helps me understand and join in.	• I can take turns when talking with others. • I can look at people when they are speaking to me. • I can listen carefully and respond to what others say.	Social & Emotional, Physical	<u>How can we use our listening and talking skills to get to know each other?</u> Circle time, story sessions, 'getting to know you' games
	Spring What can we learn about good listening and responding through rhymes and chants?	Repetition & Response	• I know how to answer simple questions about myself and my learning. • I know that using sentence starters helps me to speak in full sentences.	• I can respond to simple questions using a clear sentence. • I can use sentence stems like "I think...", "I like...", or "Because..." when I talk.	Linguistics, Cognitive	<u>What can we learn about good listening and responding through rhymes and chants?</u> Rhymes and chants, adult-led talk modelling
	Summer How can we share our	Expressing Ideas	• I know how to talk about my ideas.	• I can share my thoughts and ideas.	Linguistics, Cognitive	<u>How can we share our ideas and tell</u>

	ideas and tell others about what we see and do?		- I know talking helps my friends understand me. - I know how to tell someone what I see in a picture.	- I can tell my friends what I'm doing in my play. - I can describe what I see in a picture or drawing.		<u>others about what we see and do?</u> Show and tell, role-play areas, small world narration
Year 1	Autumn I Am A Story Teller	Storytelling	I know that using sentence stems and descriptive language helps me retell stories clearly and in detail.	I can retell stories using sentence stems and include descriptive language to make my retelling engaging.	Linguistics, Cognitive	<u>I Am A Story Teller</u> <i>Story Sacks in provision linked to traditional tales</i> - Links to Author study (Julia Donaldson) - Performing and role play of traditional tales
	Spring What makes me an individual?	Speaking with Confidence	I know that speaking to a group helps me share my ideas and opinions clearly.	I can express my opinions confidently when speaking to a group.	Social & Emotional, Physical	<u>Expressing an Opinion linked to PSHCE</u> - What makes me an individual? - The importance of having similarities and differences - Expressing an opinion on what makes them special
	Summer What could my future look like?	Presentation Skills	I know that projecting my voice and sequencing my thoughts aloud helps others understand me clearly.	I can speak loudly and clearly so everyone can hear me. I can organise and share my ideas in a logical order when speaking.	Physical, Linguistics	<u>A Mini Presentation linked to PSHCE</u> <i>Speech about personal aspirations linked to the Diversity text When I Grow Up by Tim Minchin</i>

Year 2	Autumn What are we remembering on Remembrance Day? Poppy Symbol Discussion: Why a Poppy?	Questioning & Listening	I know that asking and answering in full sentences helps me communicate clearly.	I can ask questions and give answers using complete sentences.	Linguistics, Cognitive	<u>Answering Questions linked to History</u> <i>Show children real or paper poppies. Read a simple version of In Flanders Fields or explain the poppy's meaning. Ask questions and children to answer in full sentences:</i> - "Why do you think the poppy was chosen?" - "What could the red colour mean?" Hot Seating: Life During World War 1
	Spring Does what other people think about our hopes and dreams matter?	Performance & Drama	I know how tone, character voice, and memorisation can make my speaking more expressive and engaging.	I can use tone and character voice effectively when performing or presenting. I can memorise parts of my speech or lines to deliver them confidently.	Physical, Social & Emotional	<u>Does what other people think about our hopes and dreams matter?</u> <i>Role-play linked to English Texts</i> - To write an adventure narrative based on Man on the Moon or Look Up! and perform a section of own narrative to a small group
	Summer Is it always easy to make the right choice?	Introducing Debate	I know that in a debate there are reasons for and against an idea.	I can give simple reasons for my opinions using "because." I can listen respectfully to others' ideas. I can identify something I agree or	Cognitive, Social & Emotional	<u>Is it always easy to make the right choice?</u> <i>Light debate in PSHE linked to the Diversity Text 'The Magic Paint Brush'</i> - Should the magic paintbrush be shared with everyone? - Should Shen have painted what the emperor wanted?

				disagree with during a discussion.		- Is it fair for one person to have a magical power?
Year 3	Autumn Can words paint a picture?	Descriptive Language	• I know the importance of selecting appropriate adjectives to explain and describe something clearly.	• I can use detail and carefully chosen adjectives to make my explanations and descriptions more precise and engaging.	Linguistics, Physical	<u>Painting a Picture Through Words linked to Geography</u> <i>A presentation to a group/class</i> - Building vivid spoken descriptions of people, places, and objects found in Antarctica
	Spring What makes a good group discussion?	Group Discussion	• I know how to take turns, build on other people's ideas, ask questions, and avoid repeating what has already been said (ABC concept). • I know what makes my contributions thoughtful and relevant.	• I can listen respectfully to others. • I can ensure my input adds value to the discussion.	Cognitive, Social & Emotional	<u>What makes a good group discussion?</u> <i>Are all plants the same? What would the world be like without light?</i> - Comparing pairs or small groups - Children categorise and discuss differences, justifying choices - Encourage questioning - Imaginative group discussions exploring the consequences of no light (science + creativity) - Use for a circle discussion where children build on each other's contributions - Encourage turn-taking by using a talking object or set roles in groups

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	Summer What makes us sound like experts when talking about the Romans?	Oral Presentation	• I know how to structure a presentation using cue cards and techniques to build confidence. • I know how to plan a presentation effectively for my audience and purpose.	• I can take ownership of my knowledge and use it to deliver a presentation clearly. • I can deliver my presentation in a confident, engaging, and well-organised way.	Physical, Cognitive	<u>What makes us sound like experts when talking about the Romans?</u> <i>Children will work in small groups to discuss, debate, and present their ideas</i> - How did the Romans change life in Britain? Each group will explore different areas of Roman influence and present their case of whether those changes still affect our lives today.
Year 4	Autumn How do we explain the journey of a raindrop using cause and effect?	Explanation & Reasoning	• I know how to justify my views by linking cause and effect clearly. • I know different ways to explain my ideas, including using diagrams, drawings, or drama. • I know it's important to consider my audience and adjust my pitch so they understand me well.	• I can present an explanation of the water cycle using a labelled diagram. • I can role-play different parts of the water cycle to show the process through movement and speech. • I can take part in a partner or group discussion. • I can explain the water cycle step-by-step.	Cognitive, Linguistic	<u>How do we explain the journey of a raindrop using cause and effect?</u> <i>Geographical Explanation</i> - Present an explanation of the water cycle using a labelled diagram - Role-play different parts of the water cycle to show the process through movement and speech - Take part in a partner or group discussion, using sentence stems like "This causes...", "As a result...", or "Therefore..." - Explain the water cycle step-by-step using a storyboard or visual aid, linking each stage clearly with cause and effect language

	Spring Can we disagree respectfully and still make our voices heard?	Debate & Discussion	• I know how to structure a for/against argument using supporting ideas and evidence. • I know why it's important to disagree respectfully during discussions. • I know how listening carefully and giving polite challenges help conversations. • I know how to use real-life examples or stories to support my ideas.	• I can develop arguments for and against an idea, supporting them with evidence. • I can disagree respectfully without interrupting or being rude. • I can listen carefully, challenge politely, and support my points with examples or stories.	Linguistic, Social & Emotional	Can we disagree respectfully and still make our voices heard? <i>For & Against Debate: Is it ever okay to end a friendship?</i> - Use a for and against structure to explore healthy vs. unhealthy relationships. - Emphasise listening, polite challenge, and giving examples from real-life or stories <i>Value Sorting Debate: "Which Sikh values are most important in today's world?"</i> - Small groups sort and rank Sikh values (e.g. equality, service, honesty), then justify their ranking. - Encourage challenge through polite questions like: "Why do you think that one is more important?"
	Summer How can we use our voices and bodies to bring poetry to life?	Expressive Performance	• I know how to use gestures, volume, and facial expressions to match the tone and meaning of a poem. • I know why varying my volume and pace helps	• I can use gestures, volume, and facial expressions to bring a poem to life. • I can change my volume and pace to make my performance	Physical, Social & Emotional and expression	<u>How can we use our voices and bodies to bring poetry to life?</u> <i>"Look Closely" – A Week of Performance Poetry</i> - Analyse how the language and imagery of the poems encourage us to observe the world with care and curiosity - Practise performing poems with a focus on

			make my performance clearer and more engaging. • I know how to give helpful feedback to my peers using oracy success criteria.	more powerful and clear. • I can give respectful and useful feedback to my classmates using oracy success criteria.		intonation, volume, pace, and emotion - Work individually, in pairs, or small groups to prepare a class poetry slam or mini-performance showcase
Year 5	Autumn Can we use facts and structure to change someone's mind?	Structured Talk	• I know how to use formal language when speaking. • I know how to use sequencing words like <i>firstly</i>, <i>however</i>, and <i>therefore</i> to connect ideas. • I know the importance of speaking in full, clear sentences. • I know how to organize my ideas so they make sense and flow logically. • I know how to use facts and evidence from geography to	• I can speak using formal language appropriate for presentations. • I can use sequencing words to connect my ideas smoothly. • I can speak in full sentences to express my ideas clearly. • I can organize my ideas logically so my speech makes sense. • I can include facts and evidence from my geography lessons to support my points. • I can structure my speech	Cognitive, Linguistic	<u>Can we use facts and structure to change someone's mind?</u> <i>Persuasive writing presentations</i> - A travel presenter persuading tourists to visit the Alps - An environmentalist persuading listeners to protect alpine ecosystems - A local resident explaining why people should (or shouldn't) live in the mountains

			support what I say. • I know the parts of a clear speech: introduction, key points, and conclusion.	with a clear introduction, main points, and conclusion.		
	Spring	Panel Discussion Environmental debate, moral dilemmas	• I know how to present and explain different points of view clearly. • I know how to take part in a formal discussion using respectful language. • I know why it's important to listen to others with empathy and understanding. • I know how to use facts and evidence to support my arguments. • I know how to change my tone and language depending on who I am speaking to.	• I can clearly explain my viewpoint and respond to different opinions. • I can take part in a formal discussion using a calm and respectful tone. • I can listen carefully to others and show empathy, even when I disagree. • I can use facts and evidence to support my ideas in a debate. • I can speak in a way that suits the discussion and my audience.	Social & Emotional, Cognitive	<u>How do different perspectives help us understand big issues?</u> <i>Why do oceans matter?</i> In this panel discussion, pupils will explore the essential question: "Why do oceans matter?" They will take on different roles representing various perspectives, such as environmentalists, fishermen, tourists, and scientists, to debate the benefits and challenges related to ocean use and conservation linked to the key question and learning.

	Summer Is this the career for me – and can I convince you?	Speech Writing & Delivery	• I know how to use persuasive techniques like emotive language and rhetorical questions. • I know how to inspire others through my speech. • I know how to structure my ideas for a clear and powerful presentation. • I know what goals I have for the future and how to communicate them confidently.	• I can use emotive language and rhetorical questions to make my speech persuasive. • I can inspire my audience by speaking with enthusiasm and passion. • I can organise my ideas in a clear, structured way. • I can speak confidently to an audience about my future aspirations. • I can reflect on my goals and explain why they matter to me.	Physical, Cognitive	<u>Is this the career for me and can I convince you?</u> <i>Public speaking on ambitions and career goals (linked to PSHCE Economic Well-Being)</i> - Prepare mini careers showcase with the whole class - Children will plan, write and deliver a short persuasive speech about the career they aspire to have in the future. - They'll need to consider their skills, interests, and strengths, and explain how these align with their chosen job.
Year 6	Autumn Can my presentation make history come alive?	Formal Presentation	• I know how to structure a persuasive speech clearly. • I know different persuasive devices I can use to	• I can organise my ideas clearly in a well-structured speech. • I can use persuasive language such as	Linguistic, Cognitive	<u>Can my presentation make history come alive?</u> <i>Create a class showcase event: "How War Shaped Warrington"</i> - Invite an audience of staff, parents, or local veterans

			strengthen my speech. • I know how to speak confidently using voice, pace, and eye contact. • I know key facts about World War 2, including its impact on Britain and Warrington. • I know how to connect national events with changes in my local area.	rhetorical questions and emotive words. • I can speak clearly and confidently to an audience. • I can explain what happened during WW2 and how it affected people's lives. • I can make links between what happened in Britain and how it changed Warrington.		- Display supporting materials (e.g. photos, posters, maps) - Record presentations to share online
	Spring	Critical Dialogue	• I know how to respectfully challenge someone's opinion. • I know that empathy helps me understand different points of view. • I know I should use evidence to support my ideas in a discussion.	• I can explain my opinion clearly and respectfully. • I can use evidence from a text to support my argument. • I can respond to others using empathy and understanding. • I can take turns in a discussion and listen actively.	Cognitive, Social & Emotional	<u>Can I disagree with empathy and evidence?</u> <i>Was the Giant misunderstood, or truly selfish?</i> Whole-Class Debate: Motion: <i>"The Giant was right to close his garden."</i> In this task, children will engage in formal dialogue and respectful debate, exploring the complex moral themes in The Selfish Giant. After studying the text and writing their own monologues from the Giant's point of view, pupils will take part in small-group critical discussions or a whole-class debate.

			• I know that listening carefully is important in a debate. • I know that people can have different interpretations of a story. • I know that I can disagree without being unkind.	• I can build on what someone else has said. • I can stay calm and respectful when others disagree with me. • I can see and explain more than one side of a story.		
	Summer How can we work together to create a memorable performance?	Reflective Performance	• I know that using feedback helps me improve my performance. • I know that expressive delivery makes my performance more engaging. • I know that teamwork helps create a successful performance.	• I can listen to feedback and make changes to improve my delivery. • I can use my voice, tone, and body language to deliver my lines expressively I can work collaboratively with others to rehearse and perform as a team. • .	Physical, Social & Emotional	<u>How can we work together to create a memorable performance?</u> <i>End of Year 6 Leavers Performance.</i> • Plan and rehearse scenes in groups, discussing roles and responsibilities. • Perform your lines and songs using expressive tone, pitch, and volume to convey emotion. • Use facial expressions and body language to enhance the story. • Work in pairs or small groups to give feedback on expressive delivery and make improvements.

Enrichment & Additional Opportunities

- **Class debates** linked to current events or curriculum themes

- **Poetry slams** and performance poetry competitions
- **Whole-school assemblies** led by pupils
- **Drama productions** at key points in the year
- **School council speeches and campaigns**
- **Talk-rich classroom environments** with sentence stems, vocabulary displays, and structured talk time
- **Targeted support groups** for EAL learners or pupils with speech, language, and communication needs