



## English Policy

### Mission Statement

We are inspired by the teachings of Jesus Christ who is at the heart of all that we do.

Working in unity with our families, parish and community, we encourage and support the children to grow in faith and reach their full potential in a happy, caring and loving environment.

### English Curriculum Intent Statement

It is our intent at Our Lady and St Edward's Catholic Primary School, to provide the children with the foundations to speak, read and write fluently so that they develop a strong command and love of the spoken and written language of English. We intend that the children will be able to communicate, through their writing, reading, speaking and listening, their ideas and emotions clearly and creatively to and with others in the wider world.

### Our Commitment to English

At Our Lady and St Edward's, we believe that English lies at the heart of all learning and communication. Through a rich, purposeful, and inclusive English curriculum, we are committed to equipping every child with the tools to speak with confidence, read with understanding, and write with clarity and creativity.

We recognise that high-quality teaching of English opens doors – to academic success, to self-expression, and to wider engagement with the world. We are dedicated to developing not only technical proficiency in reading and writing, but also a lifelong love of language and literature.

Our approach is rooted in research-informed practice, a deep understanding of progression, and a whole-school commitment to nurturing articulate, thoughtful, and empowered learners. Through carefully chosen texts, meaningful topics, and high expectations, we ensure that every child has the opportunity to thrive as a speaker, reader, and writer.

### Linked Policies

- Early Reading Policy
- Handwriting and Presentation Policy
- Assessment Policy
- Marking and Feedback Policy

## Implementation

The teaching of English is taught through 4 key areas:

- Spoken Language
- Reading-Word Reading and Comprehension
- Writing-Transcription and Composition
- Spelling, Vocabulary, Grammar and Punctuation

*It is important to note that each is closely interrelated with the next and English lessons will often involve aspects of all key areas.*

## Spoken Language

*"The National Curriculum for English reflects the importance of spoken language in pupils' development across the whole curriculum – cognitively, socially and linguistically."*

*The national curriculum in England Key stages 1 and 2 framework document*

*"The Oracy Framework ... breaks down the skills within oracy into four distinct but interlinked strands: physical, linguistic, cognitive and social & emotional."*

*Voice 21 Oracy Schools Membership Guide*

Spoken Language is developed across all areas of the curriculum and forms the basis of all learning.

Specific taught sessions, Voices in Action, centered around oracy development are timetabled each week (see Appendix 1):

- Mindful Monday - Oracy Games
- Fluency Tuesday - Fluency Development Lesson (FDL)
- Word Wise Wednesday -Vocabulary Development
- Thinking Thursday - My Turn, Our Turn, Your Turn
- Super Singing Fridays – Singing Practice

In addition to these timetabled focussed sessions, oracy development is enhanced through:

- Explicit teaching of effective 'partner talk' (Appendix 2)
- Use of 'listening ladder' to develop children's listening skills (Appendix 3)
- Use of progressive language stems to support discussion (Appendix 4)
- Oracy progression document to support teaching of spoken language and listening skills (Appendix 5)
- Use of groupings – pairs, trios, fish bowl, onion...
- Use of roles – speaker, listener, recorder, summariser...

During their time at Our Lady and St Edward's, children are encouraged to develop their spoken language by taking part in the following:

- Termly class assemblies
- Projects (KS2 - Summer Term)

- Reading at Mass and class liturgies
- 'Show and Tell'
- Christmas (KS1) and End of Year (Year 5 & Year 6) Productions
- MEMAT Oracy Competition (trust-wide annual competition for Year 5 & Year 6)

## Reading – Word Reading and Comprehension

"Pupils should be taught to read fluently, understand extended prose (both fiction and non-fiction) and be encouraged to read for pleasure. Schools should do everything to promote wider reading. They should provide library facilities and set ambitious expectations for reading at home."

*The national curriculum in England Key stages 1 and 2 framework document*

The simple view of reading, proposed by Gough and Tunmer (1986) identified two main components of reading:

Decoding – the ability to work out sounds represented by written words

Language comprehension – the ability to interpret what the words mean individually and together

*Cited in The Art and Science of Teaching Primary Reading, Christopher Such*




At Our Lady and St Edward's, we recognise that reading development is a journey. Beginning with early decoding skills taught through our SSP, children progress towards fluent, expressive reading. Alongside decoding, we foster comprehension skills and a lifelong love of reading through carefully chosen texts, explicit strategy instruction, and opportunities for independent and shared reading across the curriculum.

## Word Reading

Word reading (decoding) is taught through a Systematic Synthetic Phonics Programme (SSP). Information about how we support children to learn to decode is covered in our *Early Reading Policy*.

## Fluency

Reading fluency has been identified as the bridge between phonics and comprehension. It combines being able to read with **accuracy** (decoding written words without error), **automaticity** (reading quickly and with relative ease) and **prosody** (reading in a way that mirrors the sound of natural, spoken language using intonation, stress and rhythm).

|   |   |  |
|---|---|--|
| <b>Accuracy</b><br><br>Reading accurately means to decode and read words correctly. It is the ability to apply knowledge of letter-sound relationships when reading and saying written words. Pupils' level of accuracy will impact their speed and ease of reading. | <b>Automaticity</b><br><br>The more cognitive space that is taken up with trying to decode words, the less space that is available to comprehend meaning in a text. Therefore, readers must be able to decode words without thinking about the decoding.<br><br>Reading with automaticity is reading words on sight automatically and at an appropriate pace. It feels and sounds effortless for pupils. | <b>Prosody</b><br><br>Prosody is reading aloud (and silently in the reader's head) with appropriate use of stress, intonation and expression. It requires both reading accuracy and a level of comprehension.<br><br>Understanding words and ideas enables pupils to make decisions about how they might vary their volume, phrasing, smoothness and pace to reflect emotion, emphasis or tone. Reading with prosody sounds interesting and engaging to others. |
|---|---|--|

*Education Endowment Foundation*

"Pupils need to:

- **Be read aloud to:** This allows them to hear fluent reading
- Engage in **assisted reading:** Pupils read a text whilst listening to a fluent reading of the same text

- Be given opportunities for **repeated reading**: pupils practice reading texts repeatedly until they can read the text in a fluent manner.”

*Tim Rasinski, Educational Endowment Foundation Blog*

To support children's fluency development at Our Lady and St Edward's, we allocate dedicated time to the practice of reading fluently using the structure of the **Fluency Development Lesson (FDL)**. The goal of the FDL is for pupils to be able to achieve fluency on a new text. The texts we use are short in length in order to keep the lessons to no more than 20 minutes.

In addition to weekly FDLs, we further support children to develop their reading fluency through the following strategies:

- Modelling reading by:
  - building the word
  - blending the word
  - reading the sentence
  - re-reading the whole sentence
  - re-reading the page/paragraph using 'smooth reading'
- Using repetitive reading during 1:1 sessions (daily readers)
- Providing opportunities for repeated reading through choral reading/echo reading
- Providing opportunities for repeated reading through singing (and displaying the lyrics)
- Emphasising punctuation when reading e.g. Pass the Punctuation
- Using word ladders (sequential word-building puzzles)
- Providing opportunities for informal performance (e.g. poetry, play scripts, dialogues, monologues)

### Comprehension

Our curriculum is underpinned by quality texts which form the foundation of our topic units. Within each topic, class texts are used to support children's comprehension development. We support reading comprehension through:

- Explicit Instruction of Reading Strategies. Teachers model and teach specific strategies:
  - **Predicting** what will happen next
  - **Questioning** the text
  - **Summarising** key ideas
  - **Visualising** scenes and concepts
  - **Clarifying** confusing parts
- Guided Reading. Guided Reading is taught through small group work (KS1) and whole class texts (KS2). Guided Reading sessions support children to:
  - Practise comprehension strategies
  - Read levelled texts
  - Ask and respond to questions
  - Make inferences
  - Identify structure or language use
- Vocabulary instruction
- Independent reading time
- Use of graphic organisers such as story maps, Venn diagrams, zones of relevance, and cause-and-effect charts

- Oracy strategies
- Cross-curricular reading

### Daily Readers/1:1 Reading

To support the development of children's fluency and comprehension skills, we implement regular 1:1 reading sessions across the school. These sessions allow staff to provide focused, individualized support tailored to each child's reading needs. In addition, we identify 'daily readers'—children who require additional support with their reading—so that they can receive 1:1 reading practice every day. This targeted approach ensures that struggling readers are given the consistent attention they need to make sustained progress and build confidence.

During 1:1 reading sessions, we encourage the following approaches:

- Tracking (using fingers or lollipop sticks) to encourage children to follow words left to right.
- Using phonics to blend unfamiliar/new words
- Re-reading to correct any mistakes
- Re-reading with fluency
- 'Smooth reading' to clarify understanding

The Multi-Dimensional Fluency Rubric (Appendix 6) is used to assess children's progress in reading fluency. Children accelerate through the reading scheme as they make progress with their reading fluency and demonstrate a secure understanding of the text.

### Promoting Wider Reading

At Our Lady and St Edward's, we are dedicated to promoting wider reading and supporting our children to develop a love of literature through widespread reading for enjoyment. We do this by:

- Setting ambitious expectations for children to read daily at home<sup>1</sup>
- Reading for pleasure in class
- Providing dedicated library areas for KS1/KS2 children<sup>2</sup>
- Books added to the library based on recommendations from children.
- Providing recommended class reads (books kept in class)
- Providing dedicated reading areas (KS1)
- Publishing termly Reading Bulletin to share new books and reading celebrations
- Author visits
- Author of the Term (KS1 & KS2)
- Encouraging 'Book Talk' in class and around school (children and adults)
- Recommending books to one another (children and adults)
- Hosting events to celebrate books/reading (such as 'Book Tastings')
- Providing opportunities for children to read with other classes (i.e. KS2 children listening to KS1 children)
- Appointing Reading Ambassadors<sup>3</sup>
- Fantastic Book Awards (Year 6)

## <sup>1</sup>Reading at Home

We expect children to read at home daily.

After completing Level 6 decodable books, which support the teaching of phonics and progression of word reading, children continue to access books from a progressive reading scheme. Children take home a Reading Record/Homework Diary, which is signed by a parent/carer to indicate the child has read at home.

In addition to levelled reading books, all children are encouraged to take home a book from the library. These books can be read by the child, or to them.

## <sup>2</sup>Library Areas

We have two dedicated library areas in school; one for EYFS and KS1 and one for KS2. Books are organised into genres/themes to support children in selecting books that interest them. In EYFS and KS1, each class has an allocated time to change their books. In KS2, children are encouraged to check-out and return books independently. This is monitored by Year 6 Reading Ambassadors.

## <sup>3</sup>Reading Ambassadors

Each year, teachers nominate children who have an 'infectious love of reading' to become reading ambassadors. Previously appointed reading ambassadors remain in post so that we have a growing community of reading ambassadors in school. Children are given a Reading Ambassador badge and agree to the OLSE Reading Ambassador Pledge (Appendix 7).

## Working with Parents and Families

We engage parents in supporting comprehension by encouraging them to use the Four Basic Questions (Aidan Chambers) as an approach to discussing books:

- Was there anything you liked about this book?
- Was there anything you disliked about this book?
- Were there any patterns (or connections) that you noticed?
- Was there anything that puzzled you?

In addition, we:

- Replying to comments or questions from parents in children's reading records
- Sharing the OLSE Termly Reading Bulletin
- Inviting parents to attend whole-school events such as Book Tastings
- Hosting parent workshops

## Writing Transcription and Composition

"The programmes of study for writing at key stages 1 and 2 are constructed similarly to those for reading:

**transcription** (spelling and handwriting)

**composition** (articulating ideas and structuring them in speech and writing)."

*The national curriculum in England Key stages 1 and 2 framework document*

At Our Lady and St Edward's, writing is taught progressively and purposefully, with a strong emphasis on foundational knowledge, subject-specific composition skills, and opportunities for writing for authentic purposes.

### Transcription and Sentence Structure

From the start of each academic year, all classes engage with the Place Value of Punctuation and Grammar (PVPG) approach. This approach reinforces a secure understanding of sentence structure by revisiting and embedding the core principles of grammar and punctuation. These principles underpin all writing and are regularly revisited and modelled throughout the year across the curriculum.

In addition, our Basics First Approach to Writing sets clear, year-group-specific expectations for grammar, punctuation, spelling, vocabulary, and handwriting. These expectations are reinforced with rigour across all subject areas and form the non-negotiables for daily writing.

Handwriting is taught and practised following our separate Handwriting and Presentation Policy, and spelling is taught systematically through:

- Twinkl Phonics (SSP) in EYFS and Year 1
- Spelling with Grammarsaurus from Year 2 onwards, which builds understanding of morphology, spelling rules, and pattern recognition

Spelling objectives are closely linked to the writing curriculum so that children are regularly applying new spelling knowledge in context.

*See also our Handwriting and Presentation Policy for further detail on expectations for transcription, handwriting practice, and pen licences.*

### Composition: Planning, Writing and Editing

We adopt a clear and purposeful approach to writing composition built around quality texts, meaningful topics, and explicit teaching of grammar, punctuation, and vocabulary.

Each year group follows a carefully sequenced writing journey, which outlines the text types to be taught across the year and ensures children encounter a broad and balanced range of genres. These journeys are adapted annually in response to class needs, curriculum topics, and current events.

Writing is planned in units that:

- Link closely with core texts and cross-curricular topics
- Include modelled, shared, and independent writing opportunities
- Explicitly teach features of text types (e.g., introductions, use of direct speech, cohesive devices)
- Ensure relevant SPaG objectives are taught alongside the composition skills (e.g., revisiting direct speech when writing character dialogue)

In each unit, children are supported to:

- Develop vocabulary through discussion and explicit instruction
- Plan and structure ideas effectively
- Draft, revise, and edit their work
- Apply grammar and punctuation knowledge for effect and clarity
- Write with increasing independence

#### A Responsive and Flexible Approach

Alongside this planned progression, teachers respond to pupil interests and world events to provide authentic, purposeful writing opportunities. Staff are encouraged to build in:

- Short, incidental writing tasks (e.g., diary entries, news reports, postcards)
- Creative and imaginative writing (e.g., poetry, story openers)
- Cross-curricular writing across history, geography, science, and RE
- Independent writing to apply and consolidate previously taught skills
- Cold writes (unscaffolded assessments) to track progress

This flexible approach ensures writing remains a pleasurable and empowering experience for children, while maintaining high standards and strong progression.

#### **Spelling, Grammar, Vocabulary and Punctuation**

##### Spelling Progression

Spelling is taught progressively across the school, beginning with phonics-based patterns and developing into morphological and rule-based spelling instruction.

##### Year 1

Spelling patterns are taught as part of daily phonics lessons using our SSP, Twinkl Phonics (see Early Reading Policy).

In the summer term, children are taught Year 1 spelling objectives (e.g. compound words, suffixes: -s/-es, -ing, -ed, -est, -er, and prefix *un-*).

##### Year 2 onwards

Spelling is taught through the Spelling with Grammarsaurus scheme. This scheme builds on phonics by teaching morphology, enabling children to:

- Recognise and apply common spelling patterns
- Understand root words, prefixes, and suffixes
- Decode unfamiliar words during reading

Spelling objectives are mapped alongside each year group's writing journey to ensure children apply new spellings within authentic writing contexts.



## Vocabulary

“Pupils’ acquisition and command of vocabulary are key to their learning and progress across the whole curriculum. Teachers should therefore develop vocabulary actively, building systematically on pupils’ current knowledge.”

*The national curriculum in England Key stages 1 and 2 framework document*

At Our Lady and St Edward's, we recognise that vocabulary development is fundamental to success in reading, writing, and across the curriculum. We adopt the Word Aware approach, ensuring vocabulary is explicitly taught, visibly celebrated, and actively used in a wide range of contexts.

Our approach is based on four key principles. Children will make the best progress if they:

- Are exposed to enriched vocabulary in an environment where spoken and written word is celebrated
- Have regular opportunities to enjoy and play with words
- Are explicitly taught useful, transferable words
- Are supported to develop strategies for independent word learning

## Opportunities to Enjoy Words

To promote a love of language, we:

- Celebrate a Word of the Week in each key stage
- Use ‘Word Collector’ bookmarks to collect and revisit new vocabulary
- Host whole-school events such as:
  - “Come as a Word” on World Book Day
  - “Word Tasting” using texts like *The Word Collector* or *Every Word Tells a Story*
  - No Pens Day to prioritise spoken word and vocabulary
- Play word games from Word Aware (e.g. *Word Chains*, *Gobbledygook*, *20 Questions*)
- Identify and praise ‘sparkling vocabulary’ by using sparkly stickers in marking
- Display curriculum driver words on working walls and topic boards
- Identify and pre-teach contextual vocabulary for trips or events (e.g. theatre: “interval”, “usher”, “actor”)

## Explicit Vocabulary Instruction – STAR Words

We use the STAR (Select – Teach – Activate – Review) method to explicitly teach vocabulary, following two strands:

- STAR Topic Words (drawn from Science, History, Geography, etc.)
- STAR Literacy Words (linked to class texts)

Each STAR word is selected because it is:

- Useful beyond the immediate context
- Likely to be encountered again

- Age-appropriate and curriculum-relevant

Teaching STAR Words includes:

- Visuals and child-friendly definitions
- The “Word Wizard” resource for Topic words (see Appendix 8)
- The “Nine Step Word Instruction” for Literacy words (see Appendix 9)
- Discussion, use in context, and regular review using Word Pots and Word Walls

Key vocabulary is also outlined on each Knowledge Organiser to reinforce exposure and usage.

### Grammar and Punctuation

At Our Lady and St Edward's, we ensure that grammar and punctuation are explicitly taught, regularly revisited, and meaningfully applied in writing across the curriculum.

### Building on Strong Foundations: PVPG

We begin each year by revisiting Place Value of Punctuation and Grammar (PVPG) — a whole-school approach designed to:

- Reinforce a strong understanding of sentence structure
- Establish consistent grammatical foundations
- Support composition and editing skills

PVPG principles are embedded throughout the year and continually referenced in teaching and modelling.

### Grammar and Punctuation in Writing Units

Each writing unit includes explicit grammar and punctuation objectives that align with:

- The text type being taught (e.g. fronted adverbials in reports; commas in speech)
- National Curriculum expectations for that year group

These elements are not taught in isolation, but within the context of purposeful writing, ensuring children understand when, how, and why to use them.

### Retrieval and Reinforcement

In addition to direct teaching within units, SPaG (Spelling, Punctuation and Grammar) knowledge is consolidated through:

- Weekly SPaG checks to revisit previously taught objectives
- Morning work focused on retrieval and consolidation
- Sentence repair or building tasks that encourage pupils to apply grammar rules in context
- Low-stakes quizzes, games, and visual prompts (e.g. SPaG Snap, punctuation pyramids)

### Assessment

Assessment in English includes both formative and summative approaches. Teachers use ongoing assessment to adapt planning, provide feedback, and identify children in need of support or challenge. Summative assessments are used to track progress and inform next steps. Further information can be found in the Assessment Policy and Marking and Feedback Policy.

### Inclusion

A multisensory approach to teaching phonics is used to support all learning preferences and learning styles. Multisensory hooks are used when teaching new GPCs;

- Actions
- Songs
- Mnemonics

### Supporting the Lowest 20% Achievers

Regular assessment is vital to ensure the early identification of children who may need extra support either through intervention or during the daily classroom teaching. Teachers should take steps to provide the best possible support for these children by;

- Building a clear picture through regular assessment and discussions with the Phonics Lead
- Considering reasons for slower progress and, where relevant, liaising with the SENDCo
- Liaising with other adults or involving and offering support to parents
- Making reasonable adjustments during daily phonics teaching (such as setting clear, weekly targets or providing additional resources to support children's understanding)
- Making time for additional input (Phonics Blasts)

### Intervention

#### 1:1 Same Day Interventions

1:1 Same Day Interventions can be used to provide immediate intervention to children who have not met the learning expectations during the lesson or are working below age-related expectations. This type of intervention should be used by Reading Teachers to secure children's learning on a day-to-day basis, as and when it is needed for individual children. Due to the nature of these sessions, tracking is not necessary.

## Supporting Documents

National Curriculum in England (2014) Available at: [National curriculum in England: English programmes of study - GOV.UK \(www.gov.uk\)](https://www.gov.uk/government/publications/national-curriculum-in-england/english-programmes-of-study)

Statutory Framework for the Early Years Foundation Stage (2021) Available at: [Statutory framework for the early years foundation stage \(publishing.service.gov.uk\)](https://www.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/92526/early-education-statutory-framework.pdf)

The Reading Framework (2022) Available at: [The reading framework: teaching the foundations of literacy - GOV.UK \(www.gov.uk\)](https://www.gov.uk/government/publications/the-reading-framework)

Professor Timothy Rasinski of Kent State University USA explains the importance of teaching reading fluency (2022) Available at: <https://educationendowmentfoundation.org.uk/news/why-focus-on-reading-fluency>

Parsons, S. Branagan, A (2022) *Word Aware 1* (Second Edition) Oxon: Routledge






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|----------------------------|--------------------------------|-----------------------------|
| <b>Written by:</b>         | Katie O'Donnell (English Lead) | <b>Date:</b> July 2025      |
| <b>Approved by:</b>        | Karen Woods (Headteacher)      | <b>Date:</b> September 2025 |
| <b>Last reviewed on:</b>   | July 2025                      |                             |
| <b>Next review due by:</b> | July 2027                      |                             |

# Our Lady & St Edward's Catholic Primary School

## Appendix 1 – Voices in Action

### Voices in Action

Each week, the following sessions are taught. Each session should last about 20 minutes.

|  |  |  |   |   |
|--|--|--|---|---|
| <b>Mindful Monday</b><br><i>Oracy Games</i><br> | <b>Fluency Tuesday</b><br><i>Fluency Development Lesson (FDL)</i><br> | <b>Word Wise Wednesday</b><br><i>Vocabulary Development</i><br> | <b>Thinking Thursday</b><br><i>My Turn, Our Turn, Your Turn</i><br> | <b>Super Singing Friday</b><br><i>Key-stage Singing Practice</i><br> |
|--|--|--|---|---|

| Session                          | Aims   | Structure of Session   | Resources  |
|----------------------------------|--|--|--|
| Oracy Games                      | This session is designed to develop the specific aspects of oracy identified in the Oracy Framework: physical, linguistic, cognitive and social & emotional. | Varies depends on chosen games.  | <ul style="list-style-type: none"> <li>Oracy Games (staffroom)</li> <li>Oracy Progression document</li> <li>Oracy Games document</li> </ul>  |
| Fluency Development Lesson (FDL) | This session supports children's development of accuracy, automaticity and prosody for reading fluency.  | <ol style="list-style-type: none"> <li>Teacher presents a copy of the day's poem to the class, then reads them the poem aloud while pupils follow along silently. The teacher may choose to read the poem multiple times with different levels of prosody. After the reading, the teacher discusses the meaning of the poem with pupils.</li> <li>Teacher and pupils read the poem together chorally. Multiple readings can be made with different groupings of students.</li> <li>Pupils work alone or with classmates to continue practicing the poem independently. The teacher provides feedback and encouragement.</li> </ol> | <ul style="list-style-type: none"> <li>Poems work well, as their rhythm and rhyme lend themselves to prosodic reading.</li> <li>Why focus on reading fluency? (FDL) <a href="https://educationendowmentfoundation.org.uk/news/why-focus-on-reading-fluency">https://educationendowmentfoundation.org.uk/news/why-focus-on-reading-fluency</a></li> </ul> |

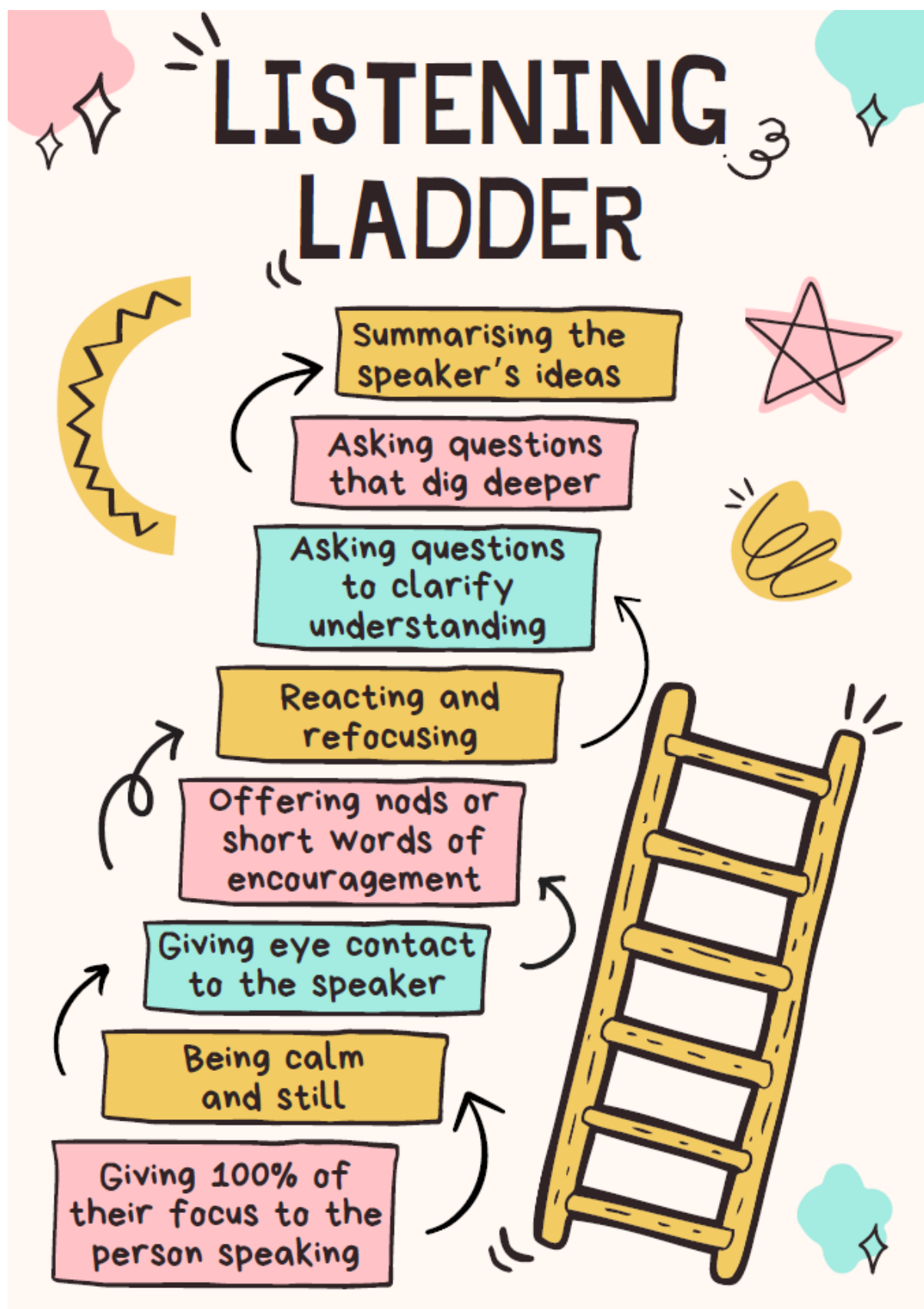
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|                              |  |  |   |
|------------------------------|--|--|---|
|                              |  | <p>4. Pupils perform the poem with fluency for an audience. The audience could be fellow classmates, the teacher, or others. Pupils are recognised for their good reading.</p> <p>5. Teacher and pupils engage in a brief study of selected words from the poem.</p> <p>6. Pupils continue rehearsing and performing the poem for family members at home.</p>  |   |
| Vocabulary Development       | This session focusses on explicit teaching of new vocabulary using principles of Word Aware.   | <p>Vocabulary is introduced following the <b>STAR</b> approach.</p> <p><b>Select</b> – Teachers select words that are going to have the biggest impact. Words should be likely to be encountered again as this will support children's word knowledge development. 'Goldilocks' words (not too easy, not too hard but just right) should be selected.</p> <p><b>Teach</b> – This is about kickstarting the word learning process. During this process the phonological (speech sound) and semantic (meaning) features of the word are identified and presented systematically. Clear definitions and links to children's experiences are provided and children learn through multi-sensory experiences (actions and songs). Words are added to a Word Wall or Word Pot to facilitate long-term retention.</p> <p><b>Activate</b> – During this stage, children have the opportunity to bring the new words to life. To fully know a word, children need to be able to integrate the new word with their existing knowledge and understanding of the world.</p> <p><b>Review</b> – Children encounter the target words again, in spoken or written form. Teachers make use of Word Walls and Word Pots to engage in purposeful discussions about the words.</p> | <ul style="list-style-type: none"> <li>Word Aware 1: Teaching Vocabulary Across the Day, Across the Curriculum. Second Edition (Stephen Parsons and Anna Branagan)</li> <li><a href="http://www.routeledge.com/cw/speechmark">www.routeledge.com/cw/speechmark</a> (Word Aware book required for access)</li> <li>Vocabulary in Action poster: A tool for teachers<br/><a href="https://educationendowmentfoundation.org.uk/news/vocabulary-in-action-poster-a-tool-for-teachers">https://educationendowmentfoundation.org.uk/news/vocabulary-in-action-poster-a-tool-for-teachers</a></li> </ul> |
| My Turn, Our Turn, Your Turn | This session is focused around a problem solving question in maths and supports children's reasoning skills through thinking out loud. The purpose of this session is  | <p>1. <b>My Turn</b> - Teacher models a 'Think Aloud'. In a Think Aloud, educators narrate their thought processes as they undertake a particular task. This provides pupils with a model which demonstrates how an 'expert' learner approaches a problem, making these invisible processes visible and accessible to pupils. Teachers model the 'Plan it,</p>   | <ul style="list-style-type: none"> <li>Think Aloud structure - <a href="https://educationendowmentfoundation.org.uk/news/eef-blog-thinking-aloud-to-support-mathematical-problem-solving">https://educationendowmentfoundation.org.uk/news/eef-blog-thinking-aloud-to-support-mathematical-problem-solving</a></li> <li>Plan it, Monitor it, Evaluate it logos</li> </ul>   |
|                              | to promote and develop metacognitive skills  | <p>Monitor it, Evaluate it' cycle. Teachers use questions to prompt their thinking.</p> <p>2. <b>Our Turn</b> – Children are given a very similar maths problem to work through in pairs. They are encouraged to talk through the problem, using the same questions to prompt and guide their thinking.</p> <p>3. <b>Your Turn</b> – Children are given a similar problem to work through independently. Again, using the prompt questions to guide their thinking and following the 'Plan it, Monitor it, Evaluate it' cycle.</p>   |   |
| Super Singing Friday         | This session promotes oracy through singing. It develops children's fluency, rhythm, timing, pitch, tone, projection and confidence when performing. It supports prosodic reading and strengthens memory and vocabulary through repetition and melody. | <p><b>Key-stage Singing Practice</b> – children gather weekly in key stage groups for a dedicated singing session led by a member of staff. Sessions may include:</p> <ul style="list-style-type: none"> <li>Call-and-response warm-ups to support rhythm and pitch matching.</li> <li>Teaching new songs or hymns with a focus on melody and lyrics.</li> <li>Repeated singing of familiar songs to build fluency and vocal confidence.</li> <li>Discussion of song meaning, vocabulary and tone to support comprehension and expression.</li> <li>Opportunities for solo, paired or group performance.</li> <li>Where appropriate, lyrics are displayed to support reading, and movement or action is encouraged to deepen engagement.</li> </ul>  | <ul style="list-style-type: none"> <li>Hymn book or printed lyrics</li> <li>Curriculum-linked or themed songs</li> <li>Super Singing visual (optional)</li> <li>Piano, backing tracks or percussion instruments</li> </ul>  |

## Appendix 2 – Partner Talk







Appendix 3 – Listening Ladder









### EYFS Language Stems

| Language for argument and opinion  | Language for comparing and contrasting  | Language for explanation and description  | Language for prediction  |
|---|--|---|---|
| I agree with.../I disagree with...  | It's the same because...   | It's the same/different because...  | I think it will...  |
| I think...  | It's different because...  | They/we both have...  | This will... because...   |
| I don't think...  | This is... and that is...  | Altogether we/I have...   | I know that...  |
| It will... because...   |  | I know... because...  |   |
| I like the way...   |  | It looks/smells/feels/tastes/sounds like...   |   |





Adapted from Tower Hamlets "Progression in Language Structures"

### Year 1 Language Stems

| Language for argument and opinion  | Language for comparing and contrasting  | Language for explanation and description  | Language for prediction  |
|---|--|---|---|
| Yes/No because...   | They are the same/different because... is... and... is...  | I... because...   | I think... because...   |
| I don't like/do like... because...  | They are both alike because they are both...   | When I... because...  | I predict...  |
| I agree/disagree with...  |  | It is... and...   | I think... will happen because...   |
| It is right/wrong because...  |  | It is a/an (adjective) (noun)   | I know that...  |
| I think/don't think that...   |  | After I...  |   |





Adapted from Tower Hamlets "Progression in Language Structures"

## Year 2 Language Stems

| Language for argument and opinion  | Language for comparing and contrasting  | Language for explanation and description  | Language for prediction  |
|---|--|---|---|
| Yes/No because...   | They are the same/different because... is... and... is...  | I... because...   | I think... will happen because...   |
| I don't like/do like... because...  | They are both alike because they are both...   | When I... because...  | I predict... because...   |
| I agree/disagree with...  | They are similar because...  | It is... and...   | I know that...  |
| It is right/wrong because...  | They are different because...  | It is (adjective) (noun)  |   |
| I think/don't think that...   |  | After/Before I...   |   |
| I believe...  |  |   |   |
| I think that...   |  |   |   |
| In my opinion...  |  |   |   |
| However... Also...  |  |   |   |





Adapted from Tower Hamlets "Progression in Language Structures"

## Year 3 Language Stems

| Language for argument and opinion  | Language for comparing and contrasting  | Language for explanation and description  | Language for prediction  |
|---|--|---|---|
| An argument for/against is...   | They are the same/different because... is... and... is...  | I... because...   | I think... will happen because...   |
| I don't like/do like... because...  | They are both alike because they are both...   | When I... because...  | I predict... because...   |
| I agree/disagree with...  | They are similar because...  | It is... and...   | This is probable because...   |
| It is right/wrong because...  | They are different because...  | It is a/an (adjective) (noun)   | After... I predict that...  |
| I think/don't think that...   |  | After/Before I...   | This is a result of...  |
| I believe...  |  | I think it looks/smells/sounds like...  |   |
| In my opinion.../My view is...  |  | It reminds me of...   |   |
| I understand but/however...   |  |   |   |
| I accept your opinion/decision but/however...   |  |   |   |
| I think that...   |  |   |   |
| However... Also...  |  |   |   |
| Building on what you're saying...   |  |   |   |





Adapted from Tower Hamlets "Progression in Language Structures"

## Year 4 Language Stems

| Language for argument and opinion  | Language for comparing and contrasting  | Language for explanation and description  | Language for prediction  |
|---|--|---|---|
| An argument for/against is... because...  | They are the same/different because... is... and... is...  | I... because...   | I think... will happen because...   |
| I don't like/do like... because...  | They are both alike because they are both...   | When I... because...  | I predict... because...   |
| I agree/disagree with...  | One similarity/difference is...  | It is... and...   | This is probable because...   |
| It is right/wrong because...  | They are different because...  | It is (adjective) (noun)  | After... I predict that... because...   |
| I think/don't think that...   | A further similarity/difference is...  | After/Before I...   | Due to the fact that...   |
| I believe...  |  | It reminds me of...   | As a result of...   |
| In my opinion.../My view is...  |  | As a result...  | The outcome will be...  |
| I understand your point of view however...  |  | Meanwhile...  | Based on... I predict that...   |
| I appreciate ...'s opinion/decision but/however...  |  | Furthermore...  | After hearing all the evidence...   |
| I think that...   |  | Eventually...   |   |
| However, I think differently because...   |  | In contrast to...   |   |
| I see it differently...   |  | Because...  |   |
| Most reasonable people would agree that...  |  |   |   |
| Building on what you're saying...   |  |   |   |





Adapted from Tower Hamlets "Progression in Language Structures"

## Year 5 Language Stems

| Language for argument and opinion  | Language for comparing and contrasting  | Language for explanation and description  | Language for prediction  |
|---|--|---|---|
| An argument for/against is... because...  | In some ways...  | In conclusion...  | I think... will happen because...   |
| The two main reasons for believing this...  | Another feature they have in common...   | To begin with...  | I predict... because...   |
| My first/second important reason...   | Furthermore they are both...   | Because of... x happened.   | This is probable because...   |
| Perhaps some people would argue...  | However, they also differ in some ways...  | It seems to be like...  | After... I predict that... because...   |
| However, I would point out...   | A further similarity/difference is...  | After/Before I...   | Due to the fact that...   |
| In my opinion, it is clear...   |  | It reminds me of...   | As a result of...   |
| I understand your point of view however...  |  | As a result...  | The outcome will be...  |
| I appreciate ...'s opinion/decision but/however...  |  | Meanwhile...  | Based on... I predict that...   |
| However, I think differently because...   |  | Furthermore...  | After hearing all the evidence...   |
| I see it differently...   |  | Eventually...   |   |
| Most reasonable people would agree that...  |  | In contrast to...   |   |
| Building on what you're saying...   |  | The reasons for...  |   |

Adapted from Tower Hamlets "Progression in Language Structures"

## Year 6 Language Stems

| Language for argument and opinion  | Language for comparing and contrasting  | Language for explanation and description  | Language for prediction  |
|---|--|---|---|
| I'm convinced...  | In some ways...  | In conclusion...  | I think... will happen because...   |
| Given that...   | Another feature they have in common...   | To begin with...  | I predict... because...   |
| Based on the fact...  | Furthermore they are both...   | Because of... x happened.   | This is probable because...   |
| Perhaps some people would argue...  | However, they also differ in some ways...  | It seems to be like...  | After... I predict that... because...   |
| However, I would point out...   | A further similarity/difference is...  | After/Before I...   | Due to the fact that...   |
| Having pondered/analysed...   |  | It reminds me of...   | As a result of...   |
| I understand your point of view however...  |  | As a result...  | The outcome will be...  |
| I appreciate ...'s opinion/decision but/however...  |  | Meanwhile...  | Based on... I predict that...   |
| However, I think differently because...   |  | Furthermore...  | After hearing all the evidence...   |
| Taking everything into account...   |  | Eventually...   | In light of...  |
| Most reasonable people would agree that...  |  | In comparison to...   | In summary...   |
| Building on what you're saying...   |  | The reasons for...  |   |

Adapted from Tower Hamlets "Progression in Language Structures"

Appendix 5 – Oracy Progression Document



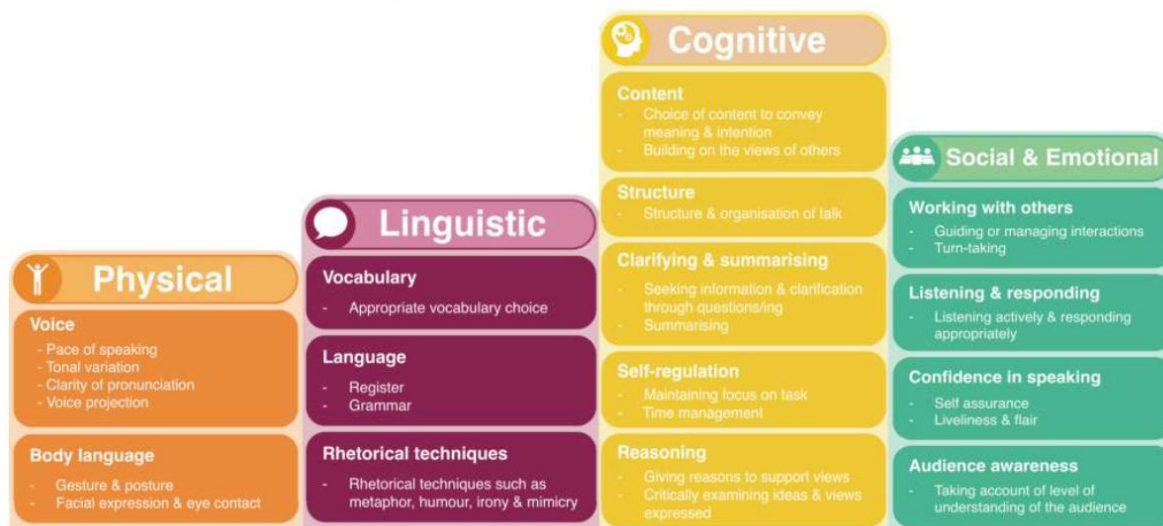
## Our Lady and St Edward's - Intent, Implementation and Impact in Oracy

|  |  |
|--|--|
| <h3>Intent</h3> <p>At Our Lady and St Edward's, we believe spoken language is the foundation of all learning. Through a rich and progressive oracy curriculum, we aim to equip children with the physical, linguistic, cognitive and social-emotional skills they need to communicate effectively, think critically and collaborate successfully. We intend for every child to:</p> <ul style="list-style-type: none"><li>• Speak with confidence, clarity and appropriate vocabulary in a range of contexts.</li><li>• Listen actively and respectfully, responding thoughtfully to others' ideas.</li><li>• Develop resilience and self-assurance in presenting, debating, questioning and performing.</li><li>• Use talk as a tool for learning across the curriculum, deepening understanding and shaping their thinking.</li><li>• Grow as compassionate, articulate individuals who can share their voice in school, parish and wider community life.</li></ul>  | <h3>Implementation</h3> <p>Oracy is embedded throughout the curriculum at Our Lady and St Edward's. Teachers explicitly plan for high-quality talk in every subject, ensuring that speaking and listening are central to learning across the school day. Strategies such as partner talk, structured discussions, questioning, vocabulary exploration and performance are woven into all teaching so that children continually practise, refine and apply their oracy skills in meaningful contexts. In addition to this integrated approach, pupils also benefit from dedicated daily oracy sessions which provide focused practice and progression in specific aspects of talk:</p> <ul style="list-style-type: none"><li>• <b>Weekly timetabled sessions</b> dedicated to specific strands of oracy:<ul style="list-style-type: none"><li>◦ <i>Mindful Monday</i> – Oracy games to build confidence and listening skills.</li><li>◦ <i>Fluency Tuesday</i> – Fluency Development Lessons (FDL).</li><li>◦ <i>Word Wise Wednesday</i> – Vocabulary development.</li><li>◦ <i>Thinking Thursday</i> – Structured discussion: My Turn, Our Turn, Your Turn.</li><li>◦ <i>Super Singing Friday</i> – Singing practice to develop voice projection, rhythm and confidence.</li></ul></li><li>• <b>Explicit teaching</b> of talk protocols, listening ladders, progressive sentence stems and group roles (e.g. chair, builder, summariser).</li><li>• <b>Progression in oracy skills</b> from EYFS to Year 6, mapped against the four strands (physical, linguistic, cognitive, social &amp; emotional).</li><li>• <b>Embedded opportunities</b> across the curriculum, including class assemblies, Mass readings, liturgies, debates, drama, project presentations, and productions.</li><li>• <b>Purposeful talk structures</b> such as partner talk, trios, fishbowl discussions and role play.</li><li>• <b>Teacher modelling</b> of high-quality talk and use of oracy-rich strategies in all subjects.</li></ul> |
| <h3>Impact</h3> <p>The impact of our oracy provision is seen in children who:</p> <ul style="list-style-type: none"><li>• Demonstrate confidence and fluency in speaking to a range of audiences, from peers to large groups.</li><li>• Listen attentively and respond respectfully, showing empathy and valuing the views of others.</li><li>• Use a wide and precise vocabulary, including subject-specific language, to explain, argue, persuade and reflect.</li><li>• Apply oracy skills to support learning across all subjects, improving outcomes in reading, writing and beyond.</li><li>• Take pride in performing, presenting and leading, both within school and in parish/community contexts.</li><li>• Leave Our Lady and St Edward's as articulate, thoughtful communicators ready to thrive in secondary school and beyond.</li></ul> <p>We evaluate impact through teacher observation, pupil self-reflection, peer feedback, recordings of talk, and the Oracy Progression framework. Our ambition is that every child develops a strong, confident voice that empowers them academically, socially and spiritually.</p> |  |



# The Oracy Skills Framework and Glossary

Oracy  
Cambridge  
The Hughes Hall Centre for Effective Spoken Communication



| Glossary of key words and terms   |  |  |  |
|---|--|--|--|
| Physical  | Linguistic   | Cognitive  | Social and Emotional   |
| <p><b>Pace of speaking:</b> A skilled speaker will talk at a speed which allows listeners sufficient time to process what is said, while also avoiding excessive pausing or hesitation.</p> <p><b>Tonal variation:</b> Especially in a public speaking situation, a speaker should be assessed on how they use variations in emphasis, volume and pitch to enhance the meaning of their speech.</p> <p><b>Clarity of pronunciation:</b> A skilled speaker will pronounce words with suitable clarity and precision, without muttering or slurring them, so that the speaker is understood by their audience. The ways in which particular words are pronounced can also vary according to the geographical and social origins of speakers, reflecting their personal histories and identities. This applies also to those who have learned English as a second language. No single accent is the 'correct' one, though it is widely accepted that a speaker's accent affects how they are perceived by listeners, both positively and negatively (depending to a great extent on the listener's own history and identity). For reasons of social advancement or adaptation to life in a local community, children may make conscious efforts to modify their accents, and that is normal and understandable. But for oracy assessments, a speaker's accent should only be considered problematic if it is judged to interfere significantly with how clearly they can be understood by listeners in a given situation.</p> <p><b>Voice projection:</b> This means speaking loudly enough to suit the needs of the situation. So a skilled speaker would not whisper when addressing a whole class or other similar large audience, or shout in a small group situation.</p> <p><b>Gesture and posture:</b> Especially in public speaking situations, a skilled speaker can use gestures to enhance the meaning of their speech. These should not be exaggerated or distracting, but appropriate to the nature and scale of the situation. A speaker's or listener's engagement with those with whom they are interacting can be shown by how they sit or stand. For example, when making a formal presentation, posture should be upright and 'open', reflecting the speaker's awareness of the demands of this kind of speaking as public performance.</p> <p><b>Facial expression and eye contact:</b> One of the most important ways in which a speaker or listener can demonstrate engagement with those they are communicating with is through their facial expression. Eye contact can also help maintain good interpersonal communication, if used appropriately in any situation.</p> | <p><b>Appropriate vocabulary:</b> The quality of a spoken presentation or group discussion, across a range of situations, can be affected by a speaker's choice of apt and varied vocabulary. In some situations, this will involve the appropriate and accurate use of relevant technical terms.</p> <p><b>Register:</b> By 'register' is meant the use of language appropriate for the social situation. The most obvious aspect of register is how a speaker's language is adapted to the relative formality of a situation. For example, in a job interview the normal expectation would be that a speaker should avoid slang terms and casual humour. In an informal chat amongst peers, on the other hand, maintaining a very formal style would be odd and not conducive to enhancing solidarity with others present. In drama activities, this would involve the ability to speak in a way that is 'in tune' with the character being portrayed.</p> <p><b>Grammar:</b> The grammatical correctness of speech is often a matter of public debate, but that debate is rarely well informed. There is often confusion between what is grammatically correct and what is correct in Standard English, with no account taken of what may be correct within a regional dialect (regional dialects are, somewhat unfortunately, known as 'non-standard' varieties). It is also sometimes asserted that children should 'always speak in complete, grammatical sentences', when it is not normal for any speakers to do this consistently. Assessing the correctness of a student's grammar is likely only to be relevant in formal public speaking situations (as opposed to, say, talk during group work), as the usual expectation in such situations is that Standard English grammar will be used. Of course, in some role play/drama situations, the use of Standard English grammar might well be inappropriate. There will be some situations, such as formal presentations, in which Standard English will be most appropriate, whereas in other situations another dialect or variety may be more appropriate (e.g. amongst peers or other members of a local community). A speaker may be able to use more than one dialect or varieties of English – for example, a regional variety as well as Standard English. In drama or other performance situations, a speaker may demonstrate their skill and language awareness by switching dialects.</p> <p><b>Rhetorical techniques:</b> Good speakers are able to use devices such as metaphor, simile, anecdote and jokes to enhance their meanings and build rapport with their listeners. The effective use of such devices – which can also include such things as offering short lists, repeating key words for emphasis, and so on – can help a speaker communicate more effectively. Such devices can be used effectively or otherwise.</p> | <p><b>Choice of content to convey meaning and intention:</b> An effective communicator will exercise judgement over what content is relevant and interesting for speakers to hear, given the particular situation and communicative task involved.</p> <p><b>Building the views of others:</b> When talk is being used to develop shared understanding, a skilled speaker will draw upon what others say when they make their own contributions.</p> <p><b>Structure and organisation of talk:</b> A skilled speaker will select and organise the content of their talk so that it is relevant, clear and comprehensible to listeners. They will also take account of the conventional ways in which language is designed to get things done in specific situations. So, for example, a 'lecture' is for imparting information to an audience, a 'debate' is for airing and reconciling different points of view, a 'play' is for the dramatic presentation of a narrative, and a 'team discussion' is for pursuing and finding a solution to a shared task or problem. Different genres have different structures and patterns of interaction. A highly skilled speaker will be able to adapt their talk to suit the needs of the relevant genre, while a less skilled speaker may not be able to do so. For example, if a speaker treats a group discussion as an occasion to give a formal lecture, they are showing a lack of skill in this respect.</p> <p><b>Seeking information and clarification through questions:</b> The skilled use of spoken language does not depend on speakers only providing information clearly, but also on their seeking relevant information and/or clarification from others: for example, through the use of appropriate, well-designed questions.</p> <p><b>Summarising:</b> This is the ability to provide a clear summary of matters presented or discussed; for example, the main points of a presentation, what has been agreed following a group discussion, or what questions have been raised in a debate.</p> <p><b>Maintaining focus on task:</b> This simply means the demonstrated ability to concentrate on what needs to be done and avoid distractions.</p> <p><b>Time management:</b> Effective speakers do not misuse the time available to them. For example, they will ensure that they keep to the allocated time when making a speech, avoid taking turns that are too long in a conversation, and manage the time available in a group discussion to ensure it reaches a conclusion.</p> <p><b>Giving reasons to support views:</b> The key issue here is that, whether in presentational talk or in discussion, a speaker is able to explain and justify their points of view clearly and effectively in words.</p> <p><b>Critically examining ideas and views expressed:</b> The focus here is on how well a speaker is able to use language to test ideas and opinions, in a way which is constructive but not aggressive.</p> | <p><b>Guiding or managing the interactions:</b> This refers to a speaker's ability to enable a conversation, discussion or debate to continue by making appropriate contributions using suitable strategies to encourage others to contribute. So a speaker could draw the attention of participants in a discussion to the aims of the task in hand, encourage other speakers to take a turn, and so on. They may act as the chair of a meeting, or as 'devil's advocate' in a discussion.</p> <p><b>Turn-taking:</b> Especially in group discussions, skilled speakers will act sensitively in taking turns to speak and allowing sufficient opportunities for others to do so.</p> <p><b>Listening actively and responding appropriately:</b> This refers to a speaker's skill in showing that they are attending and listening to what other speakers have said. It also includes a speaker's ability to provide appropriate and clear answers, within the limits of their knowledge, to any reasonable questions posed.</p> <p><b>Self-assurance:</b> Assessing the quality of a person's use of spoken language should take account of their effectiveness in not seeming nervous in any specific kind of talk situations. They may well be feeling quite apprehensive, but are able to manage their feelings so that it does not show. This skill includes the ability to cope with being questioned or interrogated, or to deal with heckling, disputes, emotional conflicts, lack of cooperation, and so on.</p> <p><b>Liveliness and flair:</b> This skill is most relevant to presentational talk and drama activities. It represents the extent to which a speaker is able to show enthusiasm and imagination to achieve a distinctive and effective use of talk.</p> <p><b>Taking account of level of understanding of the audience:</b> An important aspect of using spoken language effectively is judging what your listeners already know, or do not know, about the topic being dealt with. Thus, a speaker has to judge what knowledge a listener can be assumed to have – such as knowledge of the local geography of an area if someone has asked for directions, or of the technical language of computing if someone has asked for help with setting up their laptop. Making that assumption would only be justifiable if the speaker had good evidence that such knowledge was held in common. But equally, including basic information about a topic in a speech to an audience of experts on that topic would demonstrate a poor judgement of the level of understanding of that audience.</p> |

Adapted from the Oracy Skills Framework, Voice 21

# Our Lady & St Edward's Catholic Primary School

| EYFS  |   |  |  |
|---|---|--|--|
| Physical  | Linguistic  | Cognitive  | Social and Emotional   |
| To turn body towards the speaker  | To use talk in play to practice new vocabulary                              | To wonder about ideas  | To listen attentively in a pair or small group                 |
| To speak audibly so they can be heard and understood  | To join phrases with words such as 'if', 'because', 'so', 'could' and 'but' | To use 'and' or 'because' to develop ideas   | To take turns to speak when working in a group                 |
| To use gestures to support meaning in play  |   | To make relevant contributions and ask questions   | To play co-operatively and pretend to be someone else talking. |
|   |   | To describe events that have happened to them in detail  |  |
| <b>Teaching Ideas</b> <ul style="list-style-type: none"> <li>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'.</li> <li>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.</li> <li>Support pupils' understanding of listening through partner conversations. Break down what it means to listen and frequently return to this through praise. Make use of the 'Partner Talk' posters to reinforce expectations when listening to someone speak.</li> <li>Introduce new language and sentence stems through call and repeat, 'my turn, your turn'. Gradually introduce the 'EYFS Language Stems' and return to them regularly to help them become embedded in children's language.</li> <li>Support pupils to develop an awareness of the volume of their voice through modelling and give them chances 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!'</li> <li>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?</li> </ul> |   | <b>Experiences</b> <ul style="list-style-type: none"> <li>Retelling favourite stories using exact repetition and in their own words.</li> <li>Regular opportunities to describe/retell events e.g. talking about their 'news' to a partner before writing/drawing.</li> <li>Regular opportunities to speak to a partner during whole class teaching.</li> <li>Taking pupils to the supermarket or post office to practice speaking to an unfamiliar adult to carry out a transaction.</li> <li>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.</li> </ul> |  |
|   |   | <b>Oracy Games</b> <ul style="list-style-type: none"> <li>Who/what is it?</li> <li>Oh no!</li> <li>Pass the smile</li> <li>Rabbit ears</li> <li>Imaginary Animal</li> </ul>  |  |

Adapted from the Oracy Skills Framework, Voice 21

| Year 1   |  |   |   |
|--|--|---|---|
| Physical   | Linguistic   | Cognitive   | Social and Emotional  |
| To use body language to show listening   | To use vocabulary specific to the topics at hand   | To consider the merits of different viewpoints  | To listen carefully to others   |
| To experiment with adjusting tone, volume and pace   | To take opportunities to try out new language  | To offer reasons for opinions   | Listens to others and is willing to change their mind based on what they have heard |
|  | To use conjunctions to organise and sequence ideas e.g. 'firstly', 'secondly', 'finally'         | To disagree with someone else's opinion politely  | To participate in group discussions independently of an adult                       |
|  | To use sentence stems to link to others' ideas in group discussion<br><i>See language stems.</i> | To explain ideas and events in chronological order  |   |
|  |  | To recognise when they haven't understood something and ask a question to help with this  |   |
| <b>Teaching Ideas</b> <ul style="list-style-type: none"> <li>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).</li> <li>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).</li> <li>Introduce pupils to the roles of the 'builder' and 'challenger'. Equip pupils with sentence stems to fulfil each role.</li> <li>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?')</li> <li>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?')</li> </ul> |  | <b>Experiences</b> <ul style="list-style-type: none"> <li>To take part in small group discussions without an adult.</li> <li>To be filmed speaking and use this for reflection.</li> <li>To speak in front of a larger audience e.g. during an assembly.</li> </ul>               |   |
|  |  | <b>Oracy Games</b> <ul style="list-style-type: none"> <li>Group Story</li> <li>Secret Person</li> <li>Odd One Out</li> <li>The Imagination Game</li> <li>Group Discussions</li> <li>Speaker and Maker</li> <li>What's the Word?</li> </ul> <i>And all previously taught games</i> |   |

# Our Lady & St Edward's Catholic Primary School

| Year 2  |  |  |  |
|---|--|--|--|
| Physical  | Linguistic   | Cognitive  | Social and Emotional   |
| To use gestures to support the delivery of ideas (e.g. gesturing towards someone if referencing their ideas)  | To adapt how they speak in different situations according to audience                  | To ask questions to find out more about a subject  | To start to develop an awareness of audience (e.g. what might interest a certain group)  |
| To speak clearly and confidently in a range of contexts.  | To use sentence stems to signal when they are building on or challenging others' ideas | To build on others' ideas in discussions   | To be aware of others who have not spoken and encourage everyone to contribute   |
|   | To use newly learnt vocabulary in an appropriate way                                   | To make connections between what has been said and their own and others' experiences   | Confident delivery of short prepared material  |
| <b>Teaching Ideas</b> <ul style="list-style-type: none"> <li>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).</li> <li>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)</li> <li>Play games which encourage pupils to elaborate on their ideas (e.g. 'tell me more' or 'just a minute').</li> <li>Use hot-seating and question tennis to develop pupils' questioning skills.</li> <li>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)</li> <li>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).</li> </ul> |  | <b>Experiences</b> <ul style="list-style-type: none"> <li>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.</li> <li>Participate in a short 'show and tell' session.</li> </ul> | <b>Oracy Games</b> <ul style="list-style-type: none"> <li>Conversation in Role</li> <li>Recorder-Solver</li> <li>Instruction Challenge</li> <li>Opinion Poll</li> <li>The Yes/No Game</li> <li>Solid Arguments</li> </ul> <i>And all previously taught games</i> |

| Year 3   |  |  |  |
|--|--|--|--|
| Physical   | Linguistic   | Cognitive  | Social and Emotional   |
| To consider position and posture when addressing an audience   | To begin to use specialist vocabulary  | To offer opinions that aren't their own  | Listen actively, questioning and responding to others  |
| To experiment with adjusting tone, volume and pace for different audiences   | To be able to use specialist language to describe their own and others' talk                         | To reflect on discussions and identify how to improve  | To adapt the content of their speech for a specific audience   |
|  | To begin to make precise language choices (e.g. describing a cake as 'delectable' instead of 'nice') | To be able to summarise a discussion   | To speak with confidence in front of an audience   |
|  |  | To reach a shared agreement in discussions   |  |
| <b>Teaching Ideas</b> <ul style="list-style-type: none"> <li>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.</li> <li>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.</li> <li>Introduce 'Talk Detectives' to support pupils to reflect on their talk and raise pupils' awareness of what makes good discussion.</li> <li>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.</li> <li>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.</li> <li>Play 'articulate' with specialist subject vocabulary.</li> </ul> |  | <b>Experiences</b> <ul style="list-style-type: none"> <li>Take on an expert role e.g. to deliver a talk or speech as an astrologist or archaeologist.</li> <li>Become a storyteller for an authentic audience.</li> <li>Present to an audience of older or younger students.</li> <li>Chair a discussion.</li> <li>Hold a class meeting</li> </ul> | <b>Oracy Games</b> <ul style="list-style-type: none"> <li>Group Story</li> <li>Question Tennis</li> <li>"Yes, and..."</li> <li>"Yes, but..."</li> <li>Word Connect</li> <li>Word for Word</li> <li>Story Relay</li> <li>Character Voices</li> <li>Interview Role-Play</li> <li>Don't Use Fillers!</li> <li>30 Second Poster Challenge</li> <li>The 1-20 Game</li> </ul> <i>And all previously taught games</i> |



# Our Lady & St Edward's Catholic Primary School

| Year 4   |  |  |  |
|--|--|--|--|
| Physical   | Linguistic   | Cognitive  | Social and Emotional   |
| To consider movement when addressing an audience   | 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 give supporting evidence (e/g/ citing a text, a previous example or a historical event)  | To use more natural and subtle prompts for turn taking   |
| To consider how tone, volume and pace influence meaning  | To use specialist vocabulary when discussing a known topic   | To ask probing questions   | To develop an awareness of audience  |
| To use pauses for effect in presentational talk (e.g. when telling an anecdote or joke)  |  | To reflect on their own oracy skills and identify areas of strength and areas to improve   | To consider the impact of their words on others when giving feedback   |
| <b>Teaching Ideas</b> <ul style="list-style-type: none"> <li>Introduce pupils to sentence stems to cite evidence and ask probing questions.</li> <li>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 as list of three and rhetorical questions)</li> <li>Create opportunities for pupils to reflect on their own oracy skills and those of their peers, and set targets for improvement.</li> <li>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.</li> <li>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.</li> </ul> |  | <b>Experiences</b> <ul style="list-style-type: none"> <li>To use talk for a specific purpose e.g. to persuade or to entertain.</li> <li>To speak in front of a larger audience of adults e.g. a group of eight.</li> <li>To collaboratively solve a problem.</li> <li>To speak with an unknown adult for a specific purpose, e.g. for market research or making an order.</li> <li>To receive feedback from a peer or audience member on their oracy skills.</li> <li>Create TV or Radio adverts.</li> <li>Peer teaching</li> <li>Perform poetry by heart</li> </ul> | <b>Oracy Games</b> <ul style="list-style-type: none"> <li>Ad-Lib Poetry</li> <li>Just a Minute</li> <li>Uxbridge English Dictionary</li> <li>Audio Diary</li> <li>Debate Voice Notes</li> <li>Pace Game</li> <li>If I Ruled the World...</li> </ul> <i>And all previously taught games</i> |

| Year 5   |  |  |   |
|--|--|--|---|
| Physical   | Linguistic   | Cognitive  | Social and Emotional  |
| To deliberately vary 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   | To use an increasingly sophisticated range of sentence stems with fluency and accuracy | To be able to draw upon knowledge of the world to support their own point of view and explore different perspectives   | Listening actively for extended periods of time   |
| For body language to become increasingly natural   | To select specific vocabulary appropriate to the topic at hand                         | To identify when a discussion is going off topic and to be able to bring it back on track  | To speak with flair and passion   |
| To project their voice to a large audience   |  |  |   |
| <b>Teaching Ideas</b> <ul style="list-style-type: none"> <li>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'.</li> <li>Teach strategies to be able to listen for an extended period of time, e.g. note-taking or drawing visuals.</li> <li>Use vocal warm ups and diaphragm breathing exercises to support voice projection. Some examples are in the book, 'This is a Voice'.</li> <li>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 ...'</li> </ul> |  | <b>Experiences</b> <ul style="list-style-type: none"> <li>Enter a debate competition</li> <li>BBC school report</li> <li>Meet professionals e.g. a lawyer, an MP or councillor to ask questions about their job.</li> <li>Leading a parents' evening.</li> <li>Compering a school talent show or event.</li> <li>Slam poetry</li> <li>Stand-up comedy</li> </ul> | <b>Oracy Games</b> <ul style="list-style-type: none"> <li>Cheddar Gorge</li> <li>Letter Writing</li> <li>Mimic the Master</li> </ul> <i>And all previously taught games</i> |

# Our Lady & St Edward's Catholic Primary School

| Year 6  |  |  |  |
|---|--|--|--|
| Physical  | Linguistic   | Cognitive  | Social and Emotional   |
| To speak confidently and fluently in front of an audience   | To vary sentence structures and length for effect when speaking                | To construct a detailed argument or complex narrative  | To use humour effectively  |
| To have stage presence  | To be comfortable using idiom and expressions                                  | To assess different viewpoints and present counter-arguments   | To be able to read a room or a group and take action accordingly e.g. if everyone looks disengaged, moving on, or if people look confused stopping to take questions |
| To adjust tone, volume and pace for a given purpose and audience  | To use sophisticated vocabulary appropriate to the context and purpose of talk | To spontaneously respond to increasingly complex questions, citing evidence where appropriate  | To develop an awareness of group dynamics and invite those who haven't spoken to contribute  |
|   |  | To acknowledge and explain changes of position   |  |
| <b>Teaching Ideas</b> <ul style="list-style-type: none"> <li>Play games like 'just a minute' to practise fluency when talking about a given topic e.g. climate change.</li> <li>Practise 'power poses' to explore physical aspects of speaking</li> <li>Teach structures for building evidence-based arguments</li> </ul> |  | <b>Experiences</b> <ul style="list-style-type: none"> <li>Give a speech to an audience of peers and adults.</li> <li>Lead School Council</li> <li>Mentor or teach younger students</li> <li>Lead an assembly</li> <li>Act as a tour guides for prospective parents</li> <li>Record their own sports commentary</li> <li>Interview/ be interviewed</li> </ul> | <b>Oracy Games</b> <ul style="list-style-type: none"> <li>Compressed Works</li> </ul> <i>And all previously taught games</i>   |

Adapted from the Oracy Skills Framework, Voice 21

Appendix 6 – Fluency Rubric

NAME \_\_\_\_\_

## FLUENCY RUBRIC

|                              | 1  | 2   | 3   | 4   |
|------------------------------|--|---|---|---|
| <b>Expression and Volume</b> | Reads in a quiet voice as if to get words out. The reading does not sound natural like talking to a friend.                                      | Reads in a quiet voice. The reading sounds natural in part of the text, but the reader does not always sound like they are talking to a friend. | Reads with volume and expression. However, sometimes the reader slips into expressionless reading and does not sound like they are talking to a friend. | Reads with varied volume and expression. The reader sounds like they are talking to a friend with their voice matching the interpretation of the passage. |
| <b>Phrasing</b>              | Reads word-by-word in a monotone voice.  | Reads in two or three word phrases, not adhering to punctuation, stress and intonation.   | Reads with a mixture of run-ons, mid sentence pauses for breath, and some choppy stress and intonation.   | Reads with good phrasing; adhering to punctuation, stress and intonation.   |
| <b>Smoothness</b>            | Frequently hesitates while reading, sounds out words, and repeats words or phrases. The reader makes multiple attempts to read the same passage. | Reads with extended pauses or hesitations. The reader has many "rough spots."   | Reads with occasional breaks in rhythm. The reader has difficulty with specific words and/or sentence structures.                                       | Reads smoothly with some breaks, but self-corrects with difficult words and/or sentence structures.   |
| <b>Pace</b>                  | Reads slowly and laboriously.  | Reads moderately slowly.  | Reads fast and slow throughout reading.   | Reads at a conversational pace throughout the reading.  |

Scores of 10 or more indicate that the student is making good progress in fluency.

Score \_\_\_\_\_

Scores below 10 indicate that the student needs additional instruction in fluency.

Rubric modified from Tim Rasinski – *Creating Fluent Readers*

Appendix 7 – Reading Ambassador Pledge



# **OLSE Reading Ambassador Pledge**

As a Reading Ambassador I  
promise to...

- read lots of books and recommend books to others
- think about ways to promote reading around school
- suggest books for our school library
- help to keep book corners and library areas tidy
- have an infectious love of reading!

Appendix 8 – Word Wizard



| Word Wizard             |                              | Image |           |
|-------------------------|------------------------------|-------|-----------|
| New word .....          |                              |       |           |
| Spelling and word parts |                              |       |           |
| <b>b, c, t</b>          | It starts with...            |       |           |
|                         | It rhymes with...            |       |           |
|                         | It has... syllables          |       |           |
|                         | Say the word to your partner |       |           |
|                         | Students write the word      |       |           |
| Sentence / story .....  |                              |       |           |
|                         | Action                       |       |           |
|                         | Song or Rap                  |       | Word Wall |
|                         |                              |       | Word Pot  |

Copyright material from Stephen Parsons and Anna Branagan (2022), *Word Aware 1*, Routledge

Appendix 9 – Nine Step Word Instruction



## A new word in nine steps

### The word

New word .....

Adult writes the word.  
Underline spelling patterns.  
Mark prefixes/suffixes

### Image



Find an image or draw something if you can.

### Say and write

**b, c, t**



Clap syllables, identify rhyme, say initial sound, and say the word to a partner. Students write the word.

### Semantics (meaning)



Define using simple words.  
Discuss synonyms.

### Sentence and story

He walked cautiously,  
trying not to fall

Look at the context in the book. Why that word?  
Make a new sentence.  
Tell a story using the word.

### Action



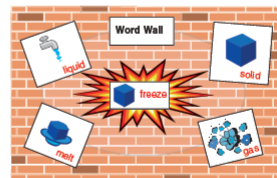
### Song or rap



### Word Pot



### Word Wall



# LEARNING WORDS

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