



ORACY

CURRICULUM: ORACY



St. Joseph's
Catholic Primary School

Love God, Love Learning, Love One Another

CURRICULUM NARRATIVE

At St. Joseph's, our intent is for all pupils to become confident, articulate and respectful communicators who can use talk effectively to learn, think, collaborate and succeed in school and beyond.

We aim to develop pupils who:

Speak with confidence and clarity

Express ideas clearly and purposefully

Listen actively and respond thoughtfully to others

Develop confidence, resilience and self-belief as speakers

Understand how communication skills are used in everyday life and future careers

Through our Oracy curriculum, pupils learn to value talk as a powerful tool for learning, communication and connection, with clear links to education, relationships, employment and wider society.

Key Oracy Concepts

Throughout the school, pupils develop the following core oracy skills:

- Speak clearly and confidently for different audiences and purposes
- Listen actively and respectfully to others
- Ask thoughtful questions to deepen understanding
- Build on and challenge ideas appropriately
- Use subject-specific vocabulary accurately
- Present information clearly and effectively
- Justify opinions using reasons and evidence
- Engage in purposeful discussion and collaboration

Pupils learn that different types of talk have different purposes. They develop the skills to:

- **Explore** ideas and deepen understanding
- **Negotiate** to reach agreements and solve problems
- **Persuade** using reasons and evidence
- **Explain** ideas, processes and concepts clearly

CURRICULUM NARRATIVE

Implementation

Oracy is embedded across the curriculum and forms a central part of teaching and learning at St. Joseph's. Opportunities for purposeful talk are carefully planned and progressively developed from Early Years through to Year 6.

Pupils regularly engage in:

- Partner, group and whole-class discussions
- Collaborative learning activities
- Presentation and performance opportunities
- Debate and discussion of different viewpoints
- Structured talk using sentence stems and discussion protocols
- Reflection and evaluation of speaking and listening skills

Teachers explicitly model effective communication and provide opportunities for pupils to rehearse, refine and improve their spoken language across a range of contexts.

Oracy at the Heart of Learning

Oracy supports learning in every subject and underpins success across the curriculum. Pupils regularly:

- Discuss and explore new ideas
- Explain their thinking and reasoning
- Ask and answer questions
- Build on the contributions of others
- Use subject-specific vocabulary in meaningful contexts

This strong emphasis on talk helps pupils deepen understanding, develop vocabulary, strengthen reasoning skills and become more confident learners.

Impact

By the time pupils leave St. Joseph's, they will be:

- Confident and articulate communicators
- Effective listeners who value different perspectives
- Able to participate successfully in discussions and debates
- Skilled in presenting ideas clearly and persuasively
- Equipped to collaborate, problem-solve and think critically
- Prepared for future learning, employment and life beyond school

Pupils leave St. Joseph's with a secure foundation in oracy, enabling them to communicate with confidence, engage positively with others and use their voice effectively in the wider world.

CURRICULUM NARRATIVE

EYFS

The development of spoken language is at the heart of learning in the Early Years Foundation Stage and underpins all seven areas of learning and development. Through high-quality interactions, children develop the language, vocabulary and communication skills that provide the foundation for future learning.

At St. Joseph's, we create a language-rich environment where children are encouraged to talk, listen, question and share their ideas. Practitioners model language, extend vocabulary and engage children in meaningful conversations throughout the day. By responding to children's interests and building on their ideas, adults help to develop both language and thinking skills.

Stories, rhymes, songs, poems and non-fiction texts play a central role in developing communication and language. Children are encouraged to explore new vocabulary and use it confidently in a range of contexts. Through play, storytelling, role play and collaborative learning, children develop the confidence to express themselves, listen to others and take part in conversations.

Sensitive questioning, modelling and discussion opportunities support children to elaborate on their ideas, explain their thinking and use increasingly sophisticated language structures. These early experiences provide the strong foundations needed for successful communication, literacy and learning across the curriculum.

Key Stage 1 and Key Stage 2

Within Key Stage 1 and Key Stage 2, the overarching aim of the National Curriculum for English is to promote high standards of language and literacy by equipping pupils with a strong command of the spoken and written word, while fostering a lifelong love of reading and learning.

At St. Joseph's, we recognise that oracy is fundamental to learning, communication and personal development. We believe that talk is a powerful tool for thinking, understanding and collaborating. Pupils are encouraged to participate actively in discussions, articulate their ideas clearly, listen respectfully to others and justify their opinions with increasing confidence and precision.

As pupils progress through the school, they learn to use four key types of talk for different purposes:

Explore

Pupils use exploratory talk to develop understanding, share ideas, ask questions and consider different viewpoints. This type of talk encourages curiosity, critical thinking and collaborative learning.

Negotiate

Pupils learn to negotiate by listening carefully to others, comparing ideas, compromising where appropriate and working towards shared decisions or solutions.

Persuade

Pupils develop the ability to present viewpoints, provide reasons, use evidence and influence others through well-structured and respectful discussion.

Explain

Pupils learn to communicate information, processes and concepts clearly, helping others to understand their thinking through logical and well-sequenced explanations.

These four types of talk are embedded across the curriculum and provide pupils with a framework for purposeful communication. Through regular opportunities for discussion, collaboration, presentation and reflection, pupils develop the confidence and skills needed to become effective speakers, active listeners and thoughtful learners.

CURRICULUM NARRATIVE



Let's Talk and Learn



Explore

Purpose

To develop understanding and generate ideas.

What we do

- ✓ Share thoughts
- ✓ Ask questions
- ✓ Build on ideas
- ✓ Consider viewpoints

Sentence stems

I wonder if...
What do you think about...?
Could it be because...?
Building on that idea...

Negotiate

Purpose

To reach an agreement or make a decision together.

What we do

- ✓ Listen carefully
- ✓ Compare options
- ✓ Compromise
- ✓ Justify choices

Sentence stems

Can we agree that...?
What if we combine our ideas?
I can compromise by...
Which option is best?

Persuade

Purpose

To convince others of a point of view.

What we do

- ✓ Give reasons
- ✓ Use evidence
- ✓ Present arguments
- ✓ Respond to challenges

Sentence stems

I believe this because...
One reason is...
The evidence shows...
Therefore, I think...

Explain

Purpose

To help others understand something clearly.

What we do

- ✓ Give information
- ✓ Describe processes
- ✓ Explain causes
- ✓ Sequence ideas

Sentence stems

First...
Next...
The reason this happens is...
For example...

Discussion Guidelines

We give proof of listening.

We respect other's ideas.

**We build, challenge, summarise,
clarify and probe each other's ideas.**

**We are prepared to change
our mind.**

We invite others into the discussion.

**We try to reach a
shared agreement.**



Giving Proof Of Listening Means

Listen Carefully

Try to summarise what has been said and ask questions.

Face the Speaker

Make sure you are looking at the speaker so that they know you are listening.

Use Your Body Language

Sit still, smile or nod to show that you are paying attention.



ORACY PROGRESSION

Progression in Oracy across the curriculum					
	Physical	Linguistic	Cognitive	Social & Emotional	School sentence stems to be used to support progression in language.
	Autumn 1		Autumn 2	Spring 1	Spring 2
				Summer 1	Summer 2
EYFS	Speak audibly so they can be heard and understood by a talk partner. Express needs clearly to a familiar adult or peer.		To maintain eye contact with a partner or familiar adult. Describe an experienced event to a partner including 'and' to elaborate. Know the names of the four strands of the framework.	Speak audibly so they can be heard and understood in a trio. State their point of view simply to a larger group (up to 5). Look at the speaker.	Use gestures to support meaning eg in a T4W recital. Ask a relevant question about a story. Use the 'word of the day' accurately in conversation. Take turns in games and speaking.
Year 1	Speak clearly and confidently in a small group of known peers. Sequence events using the language of time or number. Begin to use sentence stems with some prompting.		Use non-verbal signals to indicate agreement or disagreement. Include 'because' in their contribution to justify ideas.	Speak clearly when presenting learning to the class. E.g. . Use sentence stems independently even if not always appropriately.	Speak clearly and confidently when explaining learning to an adult in front of the class. Recognise when the wrong stem has been used and choose a more appropriate one.
Year 2	Using non-verbal signals confidently to indicate the contribution they wish to make. Agree, disagree or build. Choose the most appropriate stem independently.		Justify their agree/disagree choice with relevant explanations. Use technical, subject-specific vocabulary when explaining opinions.	Begin to understand the importance of posture when speaking. Use taught vocabulary independently, even if not always accurately.	Maintain suitable posture throughout a spoken contribution. With support, identify a suitable question in response to a stimulus. Be able to change their mind in response to another person's
					Be aware of where to look or stand to ensure the audience can hear clearly. Take on the instigator role in a trio discussion. Include taught vocabulary appropriately and

ORACY PROGRESSION

						argument. E.g. the opinion continuum.	independently in discussions.
Year 3	Vary tone of voice for humorous or sad parts of a story telling. Notice when someone has not contributed and invite them to speak.	Take on the challenger role in a small discussion. Be able to confidently change their mind e.g. opinion continuum.	Use awareness of audience to support choice of formal/informal language. Explain the purpose of their talk. E.g. to discuss, entertain, inform, instruct or persuade.	Take part in a consensus circle and reach a shared conclusion. Deliver a short presentation (with notes) to an unfamiliar audience .	Explain reasoning in maths to the class in a logical way. Adapt explanation to suit audience reaction. Be able to explain why they have changed their mind e.g. opinion continuum.	Begin to summarise the opinion of one contributor. Know which strand they are practising and explain why that is important to effective talk.	
Year 4	Confidently summarise the contribution of one participant in a logical order.	Pause at appropriate points to allow for an audience's reaction. E.g. in the	Take on the summariser role in a trio discussion. Show awareness of taught collocations and recognise when something 'just doesn't sound right.'	Project voice to the back of the hall and maintain that without shouting. e.g. during the play performance.	Cite evidence from the text or linked wider experiences when participating in discussions in reading lessons. Deliver a short teaching session to a small group of younger children.	Write own short contribution to be delivered during an assembly.	
Year 5	Use gestures effectively to engage and persuade the audience. E.g. when pitching ideas to the school council for the charity day. Self-assess own delivery of a short, recorded presentation.	Write a coherent discussion text in response to a whole-class stimulus. Deliver that argument to a larger audience of their peers. (Yr grp)	Use effective exploratory and evaluative language to clarify thinking during a discussion.	Present learning to parents in pupil led parent meetings. Use evaluative stems to support the discussion of successes and next steps.	Independently discuss a question in a small group, maintaining focus on the question and roles.	Chair discussion group of up to 6 pupils. Maintaining focus and use of appropriate sentence stems. Present the outcome of the discussion to the class.	

ORACY PROGRESSION

Year 6	Set targets to work on this year.	To project voice to the back of the large hall and maintain volume and pitch through several short-spoken contributions.	Use wider world knowledge to support views when participating in debates. Deliver a short teaching session to a younger year group, noticing when the audience needs to be refocused or explanations need to be reworded.	Choose appropriately formal language when participating in debates and formal discussions. Structure a persuasive speech effectively using taught language techniques.	To use posture, gestures and tone of voice effectively to persuade the audience. E.g. the speeches competition. Be able to reply to questions from the audience.	Speak confidently and naturally to an audience of known and unknown adults during the end of year production.
---------------	-----------------------------------	--	--	---	--	---

ORACY PROGRESSION

ORACY AND VOCABULARY						
EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Nursery I like... I don't like... One day... Next... Finally... I think...because I went to... The.... is ... Letter, capital letter, word, label, phrase, sentence, full stop.	I like/don't like... because... I think... happened because... I feel that... Next time I ... First, next... I agree/disagree because...	I think...because... They are similar/different because... I know this because... I found... Next time, I could... It was interesting because... I like the part where.... I predict that... Noun, noun phrase, statement, question, exclamation, command, compound, suffix, adjective, adverb, verb, present tense, past tense, apostrophe and comma.	An argument for/against is... I understand, however... It appears to be... I enjoyed it because... Maybe next time you could try... My opinion is... Building on... I remember that... Conjunction, word family, prefix, clause, subordinate clause, direct speech, consonant, consonant letter, vowel, vowel letter and inverted commas (or speech marks).	An argument for/against is... I understand, however... It appears to be... I understand that depending on... I understand your point of view however... You could improve this work by... It was successful because... Due to the fact that... Most reasonable people would agree that... Due to... Subsequently... Determiner, pronoun, possessive pronoun and adverbial.	In my opinion... I have two main reasons for... In some ways... Another feature... However, they also differ... Perhaps some people would argue... Furthermore they... It is clear that... I deduce that... In conclusion... Perhaps the reason... Therefore, in my opinion... Classic, figurative language, imagery, climax, theme, personification, humorous, free verse, rap, couplets, modal verb, relative pronoun, relative clause, parenthesis, bracket, dash, cohesion, ambiguity	On the one hand... I am convinced that... Given that... Another feature they have in common... The similarities/differences are significant because... Based on... Having considered... This infers... This suggests... Having considered... This is supported by the fact that... Possible improvements may include... Evidently... Owing to... After consideration... On reflection... In summary... The consequences of... Flash back, epilogue, prologue, protagonist, antagonist, convention, twist, mood, style, parody, cliché, biography, autobiography, tragedy, comical, subject, object, active, passive, synonym, antonym, ellipsis, hyphen, colon, semi-colon, bullet points