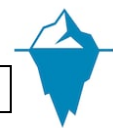


English – Oracy Skills Progression Map

School Readiness Intent: At St Francis CE Primary School we will endeavour to provide high quality English skills that will provide children with a voice to share their ideas with the world. The English curriculum is intrinsic to education as it entails the teaching of how to speak, read and write fluently and confidently, to ensure a child's development into a participating and productive member of society. Oracy has always been at the forefront of our school improvement plan. We know language development is an area of key importance to our pupil. We use this as our driving force to improve children's spoken language and vocabulary which has a positive impact on all wider subjects. We believe that we have a vital role to play in developing our children's language to prepare them to communicate, read and write well in the future, as this not only underpins academic success in every subject but is fundamental for building fulfilling careers and rewarding lives. We see oracy as part of the school's pedagogy, not a standalone lesson or subject and we expect it to be threaded through the daily school life.

EYFS Intent: Many of our pupils start nursery life without the oracy skills relevant for their age. We strive to develop their spoken language skills through our oracy based curriculum, dialogic classrooms and the ethos of our staff. We hold high expectations of spoken language and children's listening skills this is upheld by the whole school community. Oracy is embedded in all year groups throughout the EYFS and all children are exposed to 'talk rich' environments. We are aware that children take time to develop their oracy skills and we aim to support each child with their listening and attention skills, their speaking skills, but most importantly, their understanding skills.

Oracy features in the Prime Area Of Learning – Communication and Language – under the strand 'Speaking' (Oracy)

EYFS Stage	Development Matters	Implementation/ Context
F3 	22-36 Months: Communication and Language – Speaking • Uses language as a powerful means of widening contact, sharing feelings, experiences and thoughts. • Holds a conversation jumping from topic to topic. • Learns new words very rapidly and is able to use them in communicating. • Uses gestures sometimes with limited talk e.g. reaches towards toy saying "I have it". • Uses a variety of questions e.g. what, where, who. • Uses simple sentences e.g. "Mommy gonna work". • Beginning to use word endings e.g. going, cats.	Practitioners sing and chant to the children during the day and they choose a child volunteer to help sing at the front. Key group times are planned to develop speaking skills and the art of turn taking through conversation, checking children's understanding. Listening and attention and speaking are the tip of the iceberg, the part of the iceberg is under the water and represents understanding. Understanding is a vital to move children's learning forward. When children are playing an adult will model talking through their play and encourage them to talk about their play using questions. Key group story times take place and children are encouraged to join in with key words and children are asked what, where, who questions about the story and the illustrations. Practitioners will use signs to communicate whilst saying the word at the same time to help develop communication skills and learn key words in the child's home language. Listening and attention & Speaking Understanding 

English – Oracy Skills Progression Map



EYFS Stage	Development Matters	Implementation/ Context
Nursery F2 	30-50 Months: Communication and Language – Speaking • Beginning to use more complex sentences to link thoughts (e.g. using and, because). • Can retell a simple past event in the correct order (e.g. went down slide, hurt finger). • Uses talk to connect ideas, explain what is happening and anticipate what might happen next, recall and relive past experiences. • Questions why things happen and gives explanations. Asks e.g. who, what, when, how. • Uses a range of tenses (e.g. play, playing, will play, played) • Uses intonation, rhythm and phrasing to make the meaning clear to others. • Uses vocabulary focused on objects and people that are of particular importance to them. • Builds up vocabulary that reflects the breadth of their experiences. • Uses talk in pretending that objects stand for something else in play e.g. “This box is my castle”	Practitioners sing and chant to the children during the day and they choose a child volunteer to help sing at the front. When children are playing an adult will model talking through their play and encourage them to talk about their play using questions. Regular story times take place and children are encouraged to join in with key words. Children are also chosen to act out the story and demonstrate to their peers. Practitioners use signs/actions to communicate as they say the word to help develop communication skills and reinforce understanding. Mini microphones are used for children to talk into and record sounds or words they say and their ideas and they can be played back. Children perform – Christmas Singalong, Story Telling Work Shop, Easter Singalong, Phonics Workshop etc. At the end of the session, children are encouraged to talk about what they have done/enjoyed/played with today. Children are encouraged to talk through questioning. ‘Talk 4 Writing’ is used to support children to retell stories/use story maps. Children use actions to go with the words they say when Story Telling. Large paper is used to record children’s ideas—the children must say what they want the practitioner to write and the practitioner scribes. Carefully planned questions are asked during adult led time to encourage ideas, simple reasoning and sequencing for each Key Group. They are also encouraged to reflect on the lessons using words and sentences. Basic partner talk is encouraged during carpet time and continuous provision.

English – Oracy Skills Progression Map



EYFS Stage	Development Matters	Implementation/ Context
Reception 	40-60 Months Communication and Language – Speaking • Extends vocabulary, especially by grouping and naming, exploring the meaning and sounds of new words. • Uses language to imagine and recreate roles and experiences in play situations. • Links statements and sticks to a main theme or intention. • Uses talk to organise, sequence and clarify thinking, ideas, feelings and events. • Introduces a storyline or narrative into their play. ELGs - Communication and Language – Speaking • Children express themselves effectively, showing awareness of listeners' needs. • They use past, present and future forms accurately when talking about events that have happened or are to happen in the future. • They develop their own narratives and explanation by connecting ideas or events.	'Talk 4 Writing' is used to support children to retell stories. Children use actions to go with the words they say. Daily phonics session provides many opportunities for oracy. Children repeat and read sounds, words, phrases and sentences. The interactive lessons encourage children to talk about what is happening in the lesson and they discuss new books that they read as a class. Vocabulary bookmarks are used to share the meaning of words, which children can later use. Conceptual vocabulary is displayed on subject power points and shared verbally with the children. Children later use these words when talking about their learning or work. My turn, your turn is used by teachers to model how to say words, phrases and sentences. Questioning is used during sessions, work-based activities and continuous provision to encourage children to communicate their ideas and simple reasoning. They are also encouraged to reflect on the lessons using words and sentences. Partner talk (Talk Partners) is encouraged during carpet time and continuous provision. Children perform a few songs in the Christmas performance for parents. Children sing songs that are recorded on the school radio and are played out for others to hear. Fruit monitors have the role to ask other children what fruit they would like that day and peers reply. During big read lessons and 1:1 reading, children read books aloud and answer questions about the books they are reading.

English – Oracy Skills Progression Map

Impact:

- We have found that when children explore learning through various oracy strategies and are exposed to new vocabulary they better retain this knowledge. This leads to learning becoming memorable and engrained. For example, when children are talking or writing, the language they use is of a higher level with a deeper understanding. Children then use their oracy in free-flow play, particularly in imaginative play, acting out narratives from stories and experiences.
- Our ratio of pupils to 'teacher' talk weighs heavily on the pupils' side with children expected and encouraged to talk, to interact, to engage and have their voices heard. Learning in classroom is pupil to pupil not just teacher dictated. To ensure knowledge is retained children have a 'Learning Journey' (in the form of a book or on Tapestry) which follows them through their time in the EYFS. The 'Learning Journey' creates a snap shot of each topic the children have taken part in. This means children can recall and make links to their previous learning ready to build on and give context to subsequent learning.
- Using Insight and Tapestry assessment tracking grid practitioners are able to assess and track children's oracy skills over the year.
- Practitioners should be aware of children's next step and of any gaps they have in their knowledge. We use our knowledge as a Key Person and data to monitor progress and plan future actions or interventions/support. The Literacy coordinator has a rigorous monitoring process which ensures high level teaching and consistent expectations. By the time children leave St Francis, our hope is that they can speak clearly to a variety of audience, to articulate and express their thoughts and ideas and conduct and participate in respectful discussions.

The Characteristics of Effective Learning and Teaching

Playing and exploring

Engagement:

- Finding out and exploring
- Playing with what they know
- Being willing to 'have a go'



Active Learning

Motivation:

- Being involved and concentrating
- Keeping trying
- Enjoying achieving what they set out to do



Creating and thinking critically

Thinking:

- Having their own ideas
- Making links
- Choosing ways to do things

