



Oracy

The links to oracy throughout the EYFS profile and the National Curriculum are included below. This includes the general introduction of the National Curriculum and content within the individual schemes of work and subjects. Only links that are directly connected to oracy (talking, listening) have been included, although many others may be found as links to other learning outcomes.

Area of curriculum	Documentary support	What the document says
EYFS	Statutory framework for the early years foundation stage for group and school providers (publishing.service.gov.uk)	<p>Communication and language is a prime area, prime areas 'build a foundation for children to thrive and provide the basis for learning in all areas.' (p8)</p> <p><u>Communication and Language</u> The development of children's spoken language underpins all seven areas of learning and development. Children's back-and-forth interactions from an early age form the foundations for language and cognitive development. The number and quality of the conversations they have with adults and peers throughout the day in a language-rich environment is crucial. By commenting on what children are interested in or doing, and echoing back what they say with new vocabulary added, practitioners will build children's language effectively. Reading frequently to children, and engaging them actively in stories, non-fiction, rhymes and poems, and then providing them with extensive opportunities to use and embed new words in a range of contexts, will give children the opportunity to thrive. Through conversation, storytelling and role play, where children share their ideas with support and modelling from their teacher, and sensitive questioning that invites them to elaborate, children become comfortable using a rich range of vocabulary and language structures. (p9)</p> <p><u>ELG: Listening, Attention and Understanding</u> Children at the expected level of development will:</p> <ul style="list-style-type: none">• Listen attentively and respond to what they hear with relevant questions, comments and actions when being read to and during whole class discussions and small group interactions.



		<ul style="list-style-type: none"> • Make comments about what they have heard and ask questions to clarify their understanding. • Hold conversation when engaged in back-and-forth exchanges with their teacher and peers. (p12)
		<p><u>ELG: Speaking</u></p> <p>Children at the expected level of development will:</p> <ul style="list-style-type: none"> • Participate in small group, class and one-to-one discussions, offering their own ideas, using recently introduced vocabulary. • Offer explanations for why things might happen, making use of recently introduced vocabulary from stories, non-fiction, rhymes and poems when appropriate. • Express their ideas and feelings about their experiences using full sentences, including use of past, present and future tenses and making use of conjunctions, with modelling and support from their teacher. (p12)
		<p><u>ELG: Literacy</u></p> <p>Children at the expected level of development will:</p> <ul style="list-style-type: none"> • Use and understand recently introduced vocabulary during discussions about stories, non-fiction, rhymes and poems and during role-play. (p14)
Introduction	The national curriculum in England - Framework document (publishing.service.gov.uk)	<p>6.1 Teachers should develop pupils' spoken language, reading and writing and vocabulary as integral aspects of the teaching of every subject. (p10)</p>
		<p>6.2 Pupils should be taught to speak clearly and convey ideas confidently using standard english. They should learn to justify ideas with reasons, ask questions to check understanding, develop vocabulary and build knowledge; negotiate; evaluate and build on the ideas of other; and select the appropriate register for effective communication. (p10)</p>
English	National curriculum in England: English programmes of study - GOV.UK (www.gov.uk)	<p><u>Aims:</u></p> <ul style="list-style-type: none"> • Use discussion in order to learn; they should be able to elaborate and explain clearly their understanding and ideas. • Are competent in the arts of speaking and listening, making formal presentations, demonstrating to others and participating in debate.



		<p><u>Spoken language</u> The national curriculum for English reflects the importance of spoken language in pupil's development across the whole curriculum- cognitively, socially and linguistically.</p> <hr/> <p><u>Statutory requirements for spoken language - Years 1-6</u> Pupils should be taught to:</p> <ul style="list-style-type: none"> • listen and respond appropriately to adults and their peers • ask relevant questions to extend their understanding and knowledge • use relevant strategies to build their vocabulary • articulate and justify answers, arguments and opinions • give well-structured descriptions, explanations and narratives for different purposes, including for expressing feelings • maintain attention and participate actively in collaborative conversations, staying on topic and initiating and responding to comments • use spoken language to develop understanding through speculating, hypothesising, imagining and exploring ideas • speak audibly and fluently with an increasing command of Standard English • participate in discussions, presentations, performances, role play/improvisations and debates • gain, maintain and monitor the interest of the listener(s) • consider and evaluate different viewpoints, attending to and building on the contributions of others • select and use appropriate registers for effective communication <hr/> <p><u>Year 1</u> Teachers should ensure that their teaching develops pupils' oral vocabulary as well as their ability to understand and use a variety of grammatical structures.</p> <p>Pupils should be taught to develop pleasure in reading, motivation to read, vocabulary and understanding by:</p>
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		<ul style="list-style-type: none">• Listening to and discussing a wide range of poems, stories and nonfiction as a level beyond that at which they can read independently. <p>Pupils should be taught to participate in discussion about what is read to them, taking turns and listening to what others say.</p>
		<p><u>Year 2</u></p> <p>Pupils should be taught to develop pleasure in reading, motivation to read, vocabulary and understanding by listening to, discussing and expressing views about a wide range of contemporary and classic poetry, stories and non fiction at a level beyond that at which they can read independently.</p> <p>Pupils should participate in discussion about books, poems and other works that are read to them and those that they can read by themselves, taking turns and listening to what others say.</p> <p>Pupils should explain and discuss their understanding of books, poems and other materials, both those they listen to and those that they have read themselves.</p>
		<p><u>Year 3 and 4</u></p> <p>Pupils should be taught to develop positive attitudes to reading and understanding of what they read by listening to and discussing a wide range of fiction, poetry, plays , non-fiction and reference books or textbooks.</p> <p>Pupils should participate in discussion about both books that are read to them and those they can read for themselves, taking turns and listening to what others say.</p> <p>Pupils should be taught to read aloud their own writing, to a group or the whole class, using appropriate intonation and controlling the tone and volume so that the meaning is clear.</p>



		<p><u>Year 5 and 6</u></p> <p>Pupils should be taught to maintain positive attitudes to reading and understanding of what they have read by continuing to read and discuss an increasingly wide range of fiction, poetry, plays, non-fiction and reference books or textbooks.</p> <p>Pupils should be taught to maintain positive attitudes to reading and understanding of what they have read by preparing poems and plays to read and aloud and perform, showing understanding through intonation, tone and volume so that the meaning is clear to an audience.</p> <p>Pupils should be taught to participate in discussions about books that are read to them and those they can read for themselves, building on their own and others' ideas and challenging views courteously.</p> <p>Pupils should be taught to explain and discuss their understanding of what they have read through formal presentations and debates.</p> <p>Pupils should be taught to provide reasoned justifications for their views.</p> <p>Pupils should be taught to perform their own compositions, using intonation, volume and movement so that the meaning is clear.</p>
Maths	Mathematics programmes of study: key stages 1 and 2 (publishing.service.gov.uk)	<p><u>Spoken language</u></p> <p>The national curriculum for mathematics reflects the importance of spoken language in pupils' development across the whole curriculum – cognitively, socially and linguistically. The quality and variety of language that pupils hear and speak are key factors in developing their mathematical vocabulary and presenting a mathematical justification, argument or proof. They must be assisted in making their thinking clear to themselves as well as others and teachers should ensure that pupils build secure foundations by using discussion to probe and remedy their misconceptions. (p4)</p>
Science	Science programmes of study: key stages 1 and 2 (publishing.service.gov.uk)	<p><u>Spoken language</u></p> <p>The national curriculum for science reflects the importance of spoken language in pupils' development across the whole curriculum – cognitively, socially and linguistically. The quality and</p>



		variety of language that pupils hear and speak are key factors in developing their scientific vocabulary and articulating scientific concepts clearly and precisely. They must be assisted in making their thinking clear, both to themselves and others, and teachers should ensure that pupils build secure foundations by using discussion to probe and remedy their misconceptions. (p4)
		They should begin to use simple scientific language to talk about what they have found out and communicate their ideas to a range of audiences in a variety of ways. (p5)
Languages	National Curriculum - Languages key stages 1 to 2 (publishing.service.gov.uk)	The national curriculum for languages aims to ensure that all pupils speak with increasing confidence, fluency and spontaneity, finding ways of communicating what they want to say, including through discussion and asking questions, and continually improving the accuracy of their pronunciation and intonation. (p1)
		Pupils should be taught to listen attentively to spoken language and show understanding by joining in and responding. (p3)
		Pupils should be taught to engage in conversations, ask and answer questions, express opinions and respond to those of others. (p3)
Music	National Curriculum - Music key stages 1 to 2 (publishing.service.gov.uk)	Pupils should be taught to use their voices expressively and creatively. (p2)
		Pupils should be taught to listen with attention to detail and recall sounds with increasing aural memory. (p2)