



Oracy and Spoken Language Overview

National Curriculum context:

Spoken Language

The national curriculum for English reflects the importance of spoken language in pupils' development across the whole curriculum – cognitively, socially and linguistically. Spoken language underpins the development of reading and writing. The quality and variety of language that pupils hear and speak are vital for developing their vocabulary and grammar and their understanding for reading and writing. Teachers should therefore ensure the continual development of pupils' confidence and competence in spoken language and listening skills. Pupils should develop a capacity to explain their understanding of books and other reading, and to prepare their ideas before they write. They must be assisted in making their thinking clear to themselves as well as to others and teachers should ensure that pupils build secure foundations by using discussion to probe and remedy their misconceptions. Pupils should also be taught to understand and use the conventions for discussion and debate. All pupils should be enabled to participate in and gain knowledge, skills and understanding associated with the artistic practice of drama. Pupils should be able to adopt, create and sustain a range of roles, responding appropriately to others in role. They should have opportunities to improvise, devise and script drama for one another and a range of audiences, as well as to rehearse, refine, share and respond thoughtfully to drama and theatre performances.

Within other Modalities of the English Curriculum:

Reading

Comprehension skills develop through pupils' experience of high-quality discussion with the teacher, as well as from reading and discussing a range of stories, poems and non-fiction.

Writing

Effective composition involves forming, articulating and communicating ideas, and then organising them coherently for a reader.

Spelling, vocabulary, grammar and punctuation

As vocabulary increases, teachers should show pupils how to understand the relationships between words, how to understand nuances in meaning, and how to develop their understanding of, and ability to use, figurative language.

Pupils should be taught to control their speaking and writing consciously and to use Standard English.

Throughout the programmes of study, teachers should teach pupils the vocabulary they need to discuss their reading, writing and spoken language.

Early Years

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.

Pre-School

Communication and language

- **Enjoy listening to longer stories and can remember much of what happens.**
- **Pay attention to more than one thing at a time, which can be difficult.**
- **Use a wider range of vocabulary.**
- **Understand a question or instruction that has two parts, such as:** "Get your coat and wait at the door".
- **Understand 'why' questions, like:** "Why do you think the caterpillar got so fat?"
- **Sing a large repertoire of songs.**
- **Know many rhymes, be able to talk about familiar books, and be able to tell a long story.**
- **Develop their communication but may continue to have problems with irregular tenses and plurals, such as 'runned' for 'ran', 'swimmed' for 'swam'.**
- **Develop their pronunciation but may have problems saying:**
 - some sounds: r, j, th, ch, and sh
 - multi-syllabic words such as 'pterodactyl', 'planetarium' or 'hippopotamus'.
- **Use longer sentences of four to six words.**
- **Be able to express a point of view and to debate when they disagree with an adult or a friend, using words as well as actions.**
- **Start a conversation with an adult or a friend and continue it for many turns.**
- **Use talk to organise themselves and their play:** "Let's go on a bus... you sit there...I'll be the driver."

Personal, Social and Emotional Development

- **Develop appropriate ways of being assertive.**
- **Talk with others to solve conflicts.**
- **Talk about their feelings using words like 'happy', 'sad', 'angry' or 'worried'.**

Literacy

- **Develop their phonological awareness, so that they can:**
 - spot and suggest rhymes
 - count or clap syllables in a word
 - recognise words with the same initial sound, such as money and mother
- **Engage in extended conversations about stories, learning new vocabulary.**

Year R

Communication and language

- **Understand how to listen carefully and why listening is important.**
- **Learn new vocabulary.**
- **Use new vocabulary through the day.**
- **Ask questions to find out more and to check they understand what has been said to them.**
- **Articulate their ideas and thoughts in well-formed sentences.**
- **Connect one idea or action to another using a range of connectives.**
- **Describe events in some detail.**
- **Use talk to help work out problems and organise thinking and activities, and to explain how things work and why they might happen.**
- **Develop social phrases.**
- **Engage in story times.**
- **Listen to and talk about stories to build familiarity and understanding.**
- **Retell the story, once they have developed a deep familiarity with the text, some as exact repetition and some in their own words.**
- **Use new vocabulary in different contexts.**
- **Listen carefully to rhymes and songs, paying attention to how they sound.**
- **Learn rhymes, poems and songs.**
- **Engage in non-fiction books.**
- **Listen to and talk about selected non-fiction to develop a deep familiarity with new knowledge and vocabulary.**

Years 1 to 6

Spoken language

Within other Modalities of the English Curriculum

Statutory requirements:

Year 1

Pupils should be taught to:

Teachers should ensure that their teaching develops pupils’ oral vocabulary as well as their ability to understand and use a variety of grammatical structures, giving particular support to pupils whose oral language skills are insufficiently developed.

- 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

Reading

Statutory requirements:

Develop pleasure in reading, motivation to read, vocabulary and understanding by:

- listening to and discussing a wide range of poems, stories and non-fiction at a level beyond that at which they can read independently.
- becoming very familiar with key stories, fairy stories and traditional tales, retelling them and considering their particular characteristics.
- learning to appreciate rhymes and poems, and to recite some by heart.
- discussing word meanings, linking new meanings to those already known.

Understand both the books they can already read accurately and fluently and those they listen to by:

- discussing the significance of the title and events.
- making inferences on the basis of what is being said and done.
- predicting what might happen on the basis of what has been read so far.

Participate in discussion about what is read to them, taking turns and listening to what others say.

Explain clearly their understanding of what is read to them.

Non-statutory guidance (extract):

Pupils should have extensive experience of listening to, sharing and discussing a wide range of high-quality books with the teacher, other adults and each other to engender a love of reading at the same time as they are reading independently. Pupils’ vocabulary should be developed when they listen to books read aloud and when they discuss what they have heard. By listening frequently to stories, poems and non-fiction that they cannot yet read for themselves, pupils begin to understand how written language can be structured in order, for example, to build surprise in narratives or to present facts in non-fiction. Listening to and discussing information books and other non-fiction establishes the foundations for their learning in other subjects. Rules for effective discussions should be agreed with and demonstrated for pupils. They should help to develop and evaluate them, with the expectation that everyone takes part. Pupils should be helped to consider the

<ul style="list-style-type: none"> ● 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. <p><u>Non-statutory guidance:</u></p>	<p>opinions of others. Role-play can help pupils to identify with and explore characters and to try out the language they have listened to.</p>
	<p>Writing</p>
	<p><u>Statutory requirements:</u> Naming the letters of the alphabet in order.</p> <p>Write sentences by:</p> <ul style="list-style-type: none"> ● saying out loud what they are going to write about ● composing a sentence orally before writing it. ● sequencing sentences to form short narratives. <p>Discuss what they have written with the teacher or other pupils.</p> <p>Read aloud their writing clearly enough to be heard by their peers and the teacher.</p> <p><u>Non-statutory guidance (extract):</u> At the beginning of year 1, not all pupils will have the spelling and handwriting skills they need to write down everything that they can compose out loud. Pupils should understand, through demonstration, the skills and processes essential to writing: that is, thinking aloud as they collect ideas, drafting, and re-reading to check their meaning is clear.</p>
	<p>Spelling, vocabulary, grammar and punctuation</p>
	<p><u>Non-statutory guidance (extract):</u> Pupils should be taught to recognise sentence boundaries in spoken sentences and to use the vocabulary listed in English Appendix 2 ('Terminology for pupils') when their writing is discussed.</p>
<p>Year 2</p>	
<p>Pupils' reading of common exception words [for example, you, could, many, or people], should be secure. Pupils will increase their fluency by being able to read these words easily and automatically. Finally, pupils should be able to retell some familiar stories that have been read to and discussed with them or that they have acted out during year 1. They</p>	

<p>These statements apply to all years. The content should be taught at a level appropriate to the age of the pupils.</p> <p>Pupils should build on the oral language skills that have been taught in preceding years.</p> <p>Pupils should be taught to develop their competence in spoken language and listening to enhance the effectiveness with which they are able to communicate across a range of contexts and to a range of audiences.</p> <p>They should therefore have opportunities to work in groups of different sizes – in pairs, small groups, large groups and as a whole class.</p> <p>Pupils should understand how to take turns and when and how to participate constructively in conversations and debates.</p>	<p>should also make sure that pupils listen to and discuss a wide range of stories, poems, plays and information books; this should include whole books.</p> <p>In writing, pupils at the beginning of year 2 should be able to compose individual sentences orally and then write them down. Pupils’ motor skills also need to be sufficiently advanced for them to write down ideas that they may be able to compose orally.</p> <p>For pupils who do not have the phonic knowledge and skills they need for year 2, teachers should use the year 1 programmes of study for word reading and spelling so that pupils’ word reading skills catch up. However, teachers should use the year 2 programme of study for comprehension so that these pupils hear and talk about new books, poems, other writing, and vocabulary with the rest of the class.</p>
Reading	
<p><u>Statutory requirements:</u></p> <p>Pupils should be taught to:</p> <ul style="list-style-type: none"> • read aloud books closely matched to their improving phonic knowledge, sounding out unfamiliar words accurately, automatically and without undue hesitation. <p>Develop pleasure in reading, motivation to read, vocabulary and understanding by:</p> <ul style="list-style-type: none"> • 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. • discussing the sequence of events in books and how items of information are related. • becoming increasingly familiar with and retelling a wider range of stories, fairy stories and traditional tales. • discussing and clarifying the meanings of words, linking new meanings to known vocabulary. • discussing their favourite words and phrases. • continuing to build up a repertoire of poems learnt by heart, appreciating these and reciting some, with appropriate intonation to make the meaning clear. <p>Understand both the books that they can already read accurately and fluently and those that they listen to by:</p> <ul style="list-style-type: none"> • making inferences on the basis of what is being said and done. • answering and asking questions. • predicting what might happen on the basis of what has been read so far. 	

Attention should also be paid to increasing pupils' vocabulary, ranging from describing their immediate world and feelings to developing a broader, deeper and richer vocabulary to discuss abstract concepts and a wider range of topics, and to enhancing their knowledge about language as a whole.

Pupils should receive constructive feedback on their spoken language and listening, not only to improve their knowledge and skills but also to establish secure foundations for effective spoken language in their studies at primary school, helping them to achieve in secondary education and beyond.

Participate in discussion about books, poems and other works that are read to them and those that they can read for themselves, taking turns and listening to what others say.

Explain and discuss their understanding of books, poems and other material, both those that they listen to and those that they read for themselves.

Non-statutory guidance (extract):

Pupils should learn about cause and effect in both narrative and non-fiction (for example, what has prompted a character's behaviour in a story; why certain dates are commemorated annually). 'Thinking aloud' when reading to pupils may help them to understand what skilled readers do. Discussion should be demonstrated to pupils. They should be guided to participate in it and they should be helped to consider the opinions of others. They should receive feedback on their discussions. Role-play and other drama techniques can help pupils to identify with and explore characters. In these ways, they extend their understanding of what they read and have opportunities to try out the language they have listened to.

Writing

Statutory requirements:

Consider what they are going to write before beginning by:

- planning or saying out loud what they are going to write about.

Make simple additions, revisions and corrections to their own writing by:

- evaluating their writing with the teacher and other pupils.
- proof-reading to check for errors in spelling, grammar and punctuation.

Read aloud what they have written with appropriate intonation to make the meaning clear.

Non-statutory guidance (extract):

Reading and listening to whole books, not simply extracts, helps pupils to increase their vocabulary and grammatical knowledge, including their knowledge of the vocabulary and grammar of Standard English. Pupils should understand, through being shown these, the skills and processes essential to writing: that is, thinking aloud as they collect ideas, drafting, and re-reading to check their meaning is clear. Drama and role-play can contribute to the quality of pupils' writing by providing opportunities for pupils to develop and order their ideas through playing roles and improvising scenes in various settings. Pupils might draw on and use new vocabulary from their reading, their discussions about it (one-to-one and as a whole class) and from their wider experiences.

Spelling, vocabulary, grammar and punctuation

Non-statutory guidance (extract):

The terms for discussing language should be embedded for pupils in the course of discussing their writing with them. Their attention should be drawn to the technical terms they need to learn.

Year 3 and 4

They should be learning to justify their views about what they have read: with support at the start of year 3 and increasingly independently by the end of year 4.

They should demonstrate understanding of figurative language, distinguish shades of meaning among related words and use age-appropriate, academic vocabulary.

As in key stage 1, however, pupils who are still struggling to decode need to be taught to do this urgently through a rigorous and systematic phonics programme so that they catch up rapidly with their peers. If they cannot decode independently and fluently, they will find it increasingly difficult to understand what they read and to write down what they want to say. As far as possible, however, these pupils should follow the year 3 and 4 programme of study in terms of listening to new books, hearing and learning new vocabulary and grammatical structures, and discussing these. In years 3 and 4, pupils should become more familiar with and confident in using language in a greater variety of situations, for a variety of audiences and purposes, including through drama, formal presentations and debate.

Reading

Statutory requirements:

When pupils are taught to read longer words, they should be supported to test out different pronunciations.

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.
- increasing their familiarity with a wide range of books, including fairy stories, myths and legends, and retelling some of these orally.
- preparing poems and play scripts to read aloud and to perform, showing understanding through intonation, tone, volume and action.
- discussing words and phrases that capture the reader's interest and imagination.

Understand what they read, in books they can read independently, by:

- checking that the text makes sense to them, discussing their understanding and explaining the meaning of words in context.
- asking questions to improve their understanding of a text.
- drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence.
- predicting what might happen from details stated and implied.
- identifying main ideas drawn from more than one paragraph and summarising these.

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.

Non-statutory guidance (extract):

Pupils should continue to have opportunities to listen frequently to stories, poems, nonfiction and other writing, including whole books and not just extracts, so that they build on what was taught previously.

Reading, re-reading, and rehearsing poems and plays for presentation and performance give pupils opportunities to discuss language, including vocabulary, extending their interest in the meaning and origin of words. Pupils should be encouraged to use drama approaches to understand how to perform plays and poems to support their understanding of the meaning. These activities also provide them with an incentive to find out what expression is required, so feeding into comprehension.

Pupils should have guidance about the kinds of explanations and questions that are expected from them. They should help to develop, agree on, and evaluate rules for effective discussion. The expectation should be that all pupils take part.

Writing

Statutory requirements:

Plan their writing by:

- discussing writing similar to that which they are planning to write in order to understand and learn from its structure, vocabulary and grammar.
- discussing and recording ideas.

Draft and write by:

- composing and rehearsing sentences orally (including dialogue), progressively building a varied and rich vocabulary and an increasing range of sentence structures (English Appendix 2).

Evaluate and edit by:

- assessing the effectiveness of their own and others' writing and suggesting improvements.

- proposing changes to grammar and vocabulary to improve consistency, including the accurate use of pronouns in sentences.

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.

Non-statutory guidance (extract):

Pupils should understand, through being shown these, the skills and processes that are essential for writing: that is, thinking aloud to explore and collect ideas, drafting, and re-reading to check their meaning is clear, including doing so as the writing develops.

Spelling, vocabulary, grammar and punctuation

Statutory requirements:

Use and understand the grammatical terminology in English Appendix 2 accurately and appropriately when discussing their writing and reading.

Year 5 and 6

By the beginning of year 5, pupils should be able to read aloud a wider range of poetry and books written at an age-appropriate interest level with accuracy and at a reasonable speaking pace. and how to pronounce it correctly. They should be able to prepare readings, with appropriate intonation to show their understanding, and should be able to summarise and present a familiar story in their own words. They should be able to read silently, with good understanding, inferring the meanings of unfamiliar words, and then discuss what they have read.

It is essential that pupils whose decoding skills are poor are taught through a rigorous and systematic phonics programme so that they catch up rapidly with their peers in terms of their decoding and spelling. However, as far as possible, these pupils should follow the upper key stage 2 programme of study in terms of listening to books and other writing that they have not come across before, hearing and learning new vocabulary and grammatical structures, and having a chance to talk about all of these.

In years 5 and 6, pupils' confidence, enjoyment and mastery of language should be extended through public speaking, performance and debate.

Reading

Statutory requirements:

Apply their growing knowledge of root words, prefixes and suffixes (morphology and etymology), as listed in English Appendix 1, both to read aloud and to understand the meaning of new words that they meet.

Maintain positive attitudes to reading and understanding of what they read by:

- continuing to read and discuss an increasingly wide range of fiction, poetry, plays, non-fiction and reference books or textbooks.
- recommending books that they have read to their peers, giving reasons for their choices.
- identifying and discussing themes and conventions in and across a wide range of writing.
- making comparisons within and across books.
- learning a wider range of poetry by heart.
- preparing poems and plays to read aloud and to perform, showing understanding through intonation, tone and volume so that the meaning is clear to an audience.

Understand what they read by:

- checking that the book makes sense to them, discussing their understanding and exploring the meaning of words in context.
- asking questions to improve their understanding.
- drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence.
- predicting what might happen from details stated and implied.

Discuss and evaluate how authors use language, including figurative language, considering the impact on the reader.

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.

Explain and discuss their understanding of what they have read, including through formal presentations and debates, maintaining a focus on the topic and using notes where necessary.

Provide reasoned justifications for their views.

Non-statutory guidance (extract):

Pupils should be taught to recognise themes in what they read, such as loss or heroism. They should have opportunities to compare characters, consider different accounts of the same event and discuss viewpoints (both of authors and of fictional

characters), within a text and across more than one text. Pupils should be taught the technical and other terms needed for discussing what they hear and read, such as metaphor, simile, analogy, imagery, style and effect. Pupils should have guidance about and feedback on the quality of their explanations and contributions to discussions. Pupils should be shown how to compare characters, settings, themes and other aspects of what they read.

Writing

Statutory requirements:

Evaluate and edit by:

- assessing the effectiveness of their own and others' writing.
- proposing changes to vocabulary, grammar and punctuation to enhance effects and clarify meaning.

Perform their own compositions, using appropriate intonation, volume, and movement so that meaning is clear.

Non-statutory guidance (extract):

Pupils should understand, through being shown, the skills and processes essential for writing: that is, thinking aloud to generate ideas, drafting, and re-reading to check that the meaning is clear.

Spelling, vocabulary, grammar and punctuation

Non-statutory guidance (extract):

Pupils should continue to add to their knowledge of linguistic terms, including those to describe grammar, so that they can discuss their writing and reading.

NHS Speech sound developmental norms

Age	Sounds that are present	Sounds that are absent
By 3;5	All vowels plau: p b t d k g m n ng f v s z h w l y	th (noisy or quiet) sh, ZH (sound in the middle of mea <u>s</u> ure) ch, j, r

By 3;11	All above, plus: ch	th (noisy or quiet) sh, ZH (sound in the middle of mea <u>s</u> ure) j, r
By 4;5	All above, plus: ZH (sound in the middle of mea <u>s</u> ure), j	th (noisy or quiet) sh, r
By 4;11	As above	th (noisy or quiet) sh, r
By 5;5	All above, plus: sh	h (noisy or quiet) r
By 5;11	As above	h (noisy or quiet) r
By 6;5	All above, plus: r	th (noisy or quiet)
By 6;11	As above	th (noisy or quiet)
Above 7;00	As above, plus: th (noisy or quiet)	None