



Teaching Approach for
ORACY ACROSS THE CURRICULUM

EYFS - YEAR 6

Spring 2024

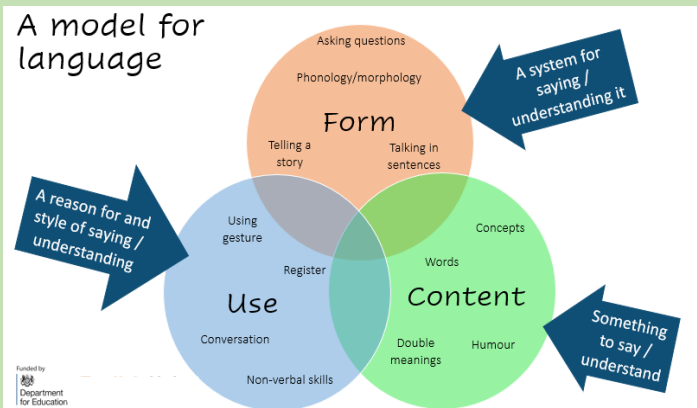


Oracy – EYFS Penistone St John’s



What? ‘A Model for Language’ approach embedded within our oracy progression document.

These three lenses shape the curriculum so that children are explicitly taught through each of the lenses to create the ‘20:20’ vision for spoken language. The intent is taught through every lesson with explicit objectives taught in the context of the curriculum.



When? Consistently – we are a communication friendly school and oracy is embedded within our curriculum.

As part of our school’s culture of oracy, we have expectations for talk that all of our teaching staff incorporate into every lesson. These expectations are displayed in every classroom and ensure that all voices are heard, in turn developing pupils’ ability to articulate themselves in a clear, coherent manner.

Why? Ensuring every child finds their voice at St John’s is crucial, supporting not only academic outcomes but developing confidence and supporting the wellbeing of our pupils. Oracy skills are pivotal for social mobility, equipping children to thrive in life beyond school.

Identifying and Supporting SLCN

What does it look like for those that need more?

A graduated approach to support ALL children with spoken language...

Universal Offer

- ‘A Model for Language’ approach embedded within our oracy progression document.
- Communication Friendly school
- InPrint symbols to support vocabulary (Early Years)
- **Assessments for all children in nursery and reception ensuring early identification;**
 - Wellcomm – Nursey
 - Infant Language Link – Reception

Targeted Support

- EYFS + KS1 Infant Language Link intervention – targeting areas which have been identified.
- Junior Link introduced in KS2 to support SLCN.
- Cherry garden and Birmingham toolkit (dependent on the needs of the child)
- Check list – RAG rating to assess for SLCN.

Specialist Support

- Referrals to outside agencies (such as Speech and Language Therapist)

How?

- Clear coverage for each half term ensuring we are teaching oracy with core intention through our curriculum.
- Early identification of SLCN
- ShREC approach
- Kagan structures
- My turn, your turn (MTYT)
- Think out loud (TOL)
- ‘Hands up less’ approach
- Tracking progress
- Dedicated weekly oracy sessions within Early years.