

Eastwood Community School's Oracy Curriculum



| | A pre- School communicator: | A nursery child communicator: | A reception child communicator: |
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| <p>National curriculum & FoCuS curriculum learning objectives</p> <p>Eastwood Specific objectives in response to audit of our learner's needs</p> | <p>Listening, Attention and Understanding</p> <ul style="list-style-type: none"> • Enjoy singing, music and toys that make sounds. • Recognise and are calmed by a familiar and friendly voice. • Listen and respond to a simple instruction. • Understand simple instructions like “give to nanny” or “stop”. • Recognise and point to objects if asked about them. • Understand and act on longer sentences like ‘make teddy jump’ or ‘find your coat.’ Understand simple questions about ‘who’, ‘what’ and ‘where’ (but generally not ‘why’). • Be aware of the needs of children learning English as a second language. • Ask parents to share stories from their home languages. <p>(Adults should be using 20 Golden Questions)</p> | <p>Listening, Attention and Understanding</p> <ul style="list-style-type: none"> • Enjoy listening to longer stories and can remember much of what happens. • Pay attention to (look at) someone talking to them. • Use a wider range of vocabulary (see vocab list below). • 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?” • Be aware of the needs of children learning English as a second language. • Ask parents to share stories from their home languages. <p>(Adults should be using 20 Golden Questions)</p> | <p>Lis, Attention and Understanding</p> <p>nirUnderstand how to listen carefully and why listening is .important.</p> <p>Learn new vocabulary.</p> <p>Listen to and talk about stories to build familiarity and understanding.</p> <ul style="list-style-type: none"> • Listen to and talk about selected nonfiction to develop a deep familiarity with new knowledge and vocabulary. Listen carefully to rhymes and songs, paying attention to how they sound. • Learn rhymes, poems and songs. • Be aware of the needs of children learning English as a second language. • Ask parents to share stories from their home languages. <p>(Adults should be using 20 Golden Questions)</p> |

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| | <p>Speaking</p> <ul style="list-style-type: none"> • Constantly babble and use single words during play. • Use intonation, pitch and changing volume when 'talking'. • Start to develop conversation, often jumping from topic to topic. • Develop pretend play: 'putting the baby to sleep' or 'driving the car to the shops'. • Use the speech sounds p, b, m, w <p>Pronounce:</p> <ul style="list-style-type: none"> - l/r/w/y - f/th - s/sh/ch/dz/j <ul style="list-style-type: none"> • Use multi-syllabic words such as 'banana' and 'computer' <ul style="list-style-type: none"> • Towards their third birthday, can the child use around 300 words? These words include descriptive language. They include words for time (for example, 'now' and 'later'), space (for example, 'over there') and function (for example, they can tell you a sponge is for washing). For children learning English as an additional language, value non-verbal communications and those offered in home languages. | <p>Speaking</p> <ul style="list-style-type: none"> • 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: <ul style="list-style-type: none"> - 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." • Is beginning to use some of Eastwood EYFS talk stems • Uses talk in pretend and imaginative play. <p>For children learning English as an additional language, value non-verbal communications and those offered in home languages.</p> | <p>Speaking</p> <ul style="list-style-type: none"> • Ask questions to find out more and to check they understand what has been said to them. • (Adults and children will be using The 20 Golden Questions) • Use new vocabulary through the day. • 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. (Good morning, How are you?/ Asalamalakim) • Engage in storytimes. • Engage in non-fiction books. • Listen to and talk about selected nonfiction to develop a deep familiarity with new knowledge and vocabulary. • 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. <p>For children learning English as an additional language, value non-verbal communications and those offered in home languages.</p> <p>Uses some of the 20 Golden Questions as talk stems</p> <ul style="list-style-type: none"> • Uses Eastwood EYFS talk stems with confidence |
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| <p>Subject specific vocabulary relative to ARE</p> | <p>Copy Take turns Sing Sound Rhymes Books Games Word Point to Listen Get Wait Give me Stop Say Come here Follow Who What Where Names for familiar objects Pretend Tell me Now Later Over there</p> | <p>As previous year group plus: Why questions Two part instructions Explain How Did you Open questions Prepositions – on, over, above, below I like, I don't like I want to</p> | <p>As previous year group plus: Listen carefully Instruction Yes / no It is the same It is different Because Describe I can see Theme related vocabulary Maths vocabulary First Next Then After At the beginning At the end Imagine</p> |
| <p>Cultural Capital & Learning Beyond the Classroom opportunities (over and above QFT)</p> | <p>Playing games – nursery rhymes Going to the park Variety of story tellers Library visit Farm visit Role play based on real life experiences (kitchen, dressing up) Splash day Scrap book, learning journal Familiar role play Going to the supermarket Wide range of books to share</p> | <p>As previous year group plus: Large repertoire of songs Listening to simple traditional tales Seaside Visiting different kinds of shops- supermarket, per shop, café Going on a bus Animal visiting the school Sharing news Circle time</p> | <p>As previous year group plus: Visit to the cinema Religious places Visiting the woods Going to the zoo Going on a train Author visit Visiting an art gallery Small world play Watch a performance Performing in front of an audience Oral stories using props Following a recipe</p> |

| | A year 1 child communicator: | A year 2 Communicator: | A year 3 child Communicator: |
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| <p>National curriculum & Focus curriculum learning objectives</p> <p>Eastwood specific objectives in response to audit of our learner's needs</p> | <p>Listening</p> <ul style="list-style-type: none"> Concentrates on the person talking and ignores background noise and movement which is not relevant to the situation. Listens to the teacher or adult speaking in the classroom and ignores other people and ideas. Listens carefully when they are in a group. (making eye contact with the person speaking, showing interest) Responds to points of interest when listening to contributions of others (e.g. make a comment when others are talking- I also have been to London) <p>Understanding</p> <ul style="list-style-type: none"> Uses expressions that they have heard other people using. Understands 2-3 part instructions that tell the order something has to be done in (e.g. First hang your coat, then sit down) Sorts things into groups and gives each group a name. Knows what someone is describing when they give them some clues. Is aware when they haven't understood something and says 'I don't understand' <p>Speaking</p> <ul style="list-style-type: none"> Makes sentences about something happening now, something that has | <p>Listening</p> <ul style="list-style-type: none"> Listens carefully in a group and take turns in a discussion. Is able to let someone else take a turn in a conversation when prompted. <p>Understanding</p> <ul style="list-style-type: none"> Finds the most important parts in a spoken question Understands long instructions where they have to do several different things. Knows there are some words they only use with friends. (Adults to articulate correct use of standard English in the classroom) Is aware when they haven't understood something and says 'I don't understand' explaining why (using 'because' and 'when' to explain) <p>Speaking</p> <ul style="list-style-type: none"> Make new words by taking some sounds away from a word (e.g. if 'f' is taken away from 'feet' you are left with 'eat') Talks about what will happen next in a story or something that happened (using prediction sentence stems) Asks questions to find out information and use information from the answers to make my response. | <p>Listening</p> <ul style="list-style-type: none"> Listens to tricky information and finds the important parts e.g. (maths problems, instructions) Tries to spell words with 4 or more phonemes by listening to the sounds in the words. <p>Understanding</p> <ul style="list-style-type: none"> Understands why they must follow a teacher's instruction and what will happen if they do not do this. Uses polite language when they are talking to adults. <p>Speaking</p> <ul style="list-style-type: none"> Uses words to describe various feelings and finds out how other people feel about the same thing (I feel sad because Emma is leaving) Gives a reason for what they think in a class discussion (using opinion sentence stems) Talks about why they think the character feels a certain way. Asks relevant questions. Tells someone when they don't understand all the words that they have used and asks them about it. Tries to use new topic vocabulary in their answers. |

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| | <p>happened and something that is going to happen.</p> <ul style="list-style-type: none"> • Finds things out by asking how and why questions. • Gives clues about a word for someone to guess using shape, size, function, actions (with support) • Uses language consistently to express likes or dislikes (e.g. using a sentence to tell someone when they are not happy) • Starts stories using 'Once upon a time...' or 'One day...' (or sentence stems given by the teacher) • Talks about the things they need to do so that they can complete a task (e.g. I need a glue stick. • Says sentences that are extended using the conjunction 'and'. • Says most speech sounds clearly and says the sounds heard in a word (e.g. 'W' instead of 'r') • Says words with up to 3 syllables clearly. • Blends sounds out loud to make a short word (using phase 2 and 3 sounds) • Speaks clearly in presentations, performances, class assemblies and role plays. • Asks a class visitor questions that they have thought of. | <ul style="list-style-type: none"> • Asks lots of different types of questions to find things out. (Adults to display question words in classroom for support) • Talks about words that look or sound the same (homophones, Phase 2 and 3 sounds and HFW words e.g. igh and l) • Talks about words that have the same meaning • Uses a sentence with 'because' or 'when' to explain things and extend sentences • Tells stories that are easy to understand (including basic story, setting and events generally in the right order) • Explains how they solved a problem (using sequencing sentence stems) • Says most speech sounds clearly. • Says words with up to 4 syllables clearly. • Talks to others and stays on the same topic. | <ul style="list-style-type: none"> • Gives a reason for what they think in a class discussion (using sentence stems from the tracker) • Tells stories using conjunctions and including details about who, when and where. • Uses 'before, after, while' and 'so' to make their sentences longer. • Starts a conversation with school visitors or other pupils in their school. • Says all speech sounds clearly. • Says polysyllabic words clearly. • Use tone, intonation in their voice to make their stories exciting (I was so tired!) • Tells someone when they agree with their opinion and when they disagree. • Says something about what other people think. |
| <p>Subject specific vocabulary relative to ARE</p> | <p>As previous year group plus:</p> <p>Concentrate Comment I also have Sort I need I don't understand I feel I found</p> | <p>As previous year group plus:</p> <p>Take turns Discuss Explain Because When I predict I believe Find</p> | <p>As previous year group plus:</p> <p>Feelings Give a reason Relevant New topic Vocabulary Before After While So</p> |

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| | I think I know I agree/disagree Conjunction- and Ask Presents Talk Loudly Slowly | Use Describe Speak Clearly Infer Compare | Opinion Tone Intonation Voice Luckily It appears Meanwhile As a result of After looking at However Enjoy |
| Cultural Capital & Learning Beyond the Classroom opportunities | As previous year group plus: Hot seating No pens day School council meetings | As previous year group plus: Exploring a text through performance Nell Bank Residential trip Group work Give feedback on work Practice sports Owls visit Fire Station Read to an audience. Use Get Epic Read instructions and follow directions to create coding. Walk around the local area | As previous year group plus: Debate Road safety Careers Webinar Self- esteem/ PSHCE group Recite a poem to an audience Have an account for an online reading catalogue Read recipe instructions and create a food dish (linked with a specific Theme). Have a reading buddy from another Year Group and read to them each half term. |

| | A year 4 child Communicator: | A year 5 child Communicator: | A year 6 child Communicator: |
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| <p>National curriculum & Focus curriculum learning objectives</p> <p>Eastwood specific objectives in response to audit of our learner's needs</p> | <p>Listening</p> <ul style="list-style-type: none"> Listens to information, knows the important parts and comments on it (<i>infer meanings, make predictions</i>) Follows complicated information that someone is sharing and remembers the important points. Be aware of the needs of children learning English as a second language. Ask parents to share stories from their home languages. <p>Understanding</p> <ul style="list-style-type: none"> Works out what could happen next even when the teacher has not told him/her. Summarises and explains their group's discussion. Talks about relevant information people need when they talk to them. Identifies the sounds in a word, the number of syllables and rhyming words and uses this in their reading and spelling. Takes different roles in a group discussion, e.g. leader or note taker. <p>Speaking</p> <p>For children learning English as an additional language, value non-verbal communications and those offered in home languages.</p> <ul style="list-style-type: none"> Talks politely with school visitors (<i>language such as 'excuse me', 'pleased to meet you'</i>) | <p>Listening</p> <ul style="list-style-type: none"> Listens to information, knows the important parts and comments on it (<i>infer meanings, make predictions</i>) Follows complicated information that someone is sharing and remembers the important points. Be aware of the needs of children learning English as a second language. Ask parents to share stories from their home languages. <p>Understanding</p> <ul style="list-style-type: none"> Works out what could happen next even when the teacher has not told him/her. Summarises and explains their group's discussion. Usually knows how much information people need when they talk to them. Identifies the sounds in a word, the number of syllables and rhyming words and uses this in their reading and spelling. Takes different roles in a group discussion, e.g. leader or note taker. <p>Speaking</p> <p>For children learning English as an additional language, value non-verbal communications and those offered in home languages.</p> | <p>Listening</p> <ul style="list-style-type: none"> Listens to information, knows the important parts and comments on it (<i>infer meanings, make predictions</i>) Follows complicated information that someone is sharing and remembers the important points. Be aware of the needs of children learning English as a second language. Ask parents to share stories from their home languages. <p>Understanding</p> <ul style="list-style-type: none"> Works out what could happen next even when the teacher has not told him/her. Summarises and explains their group's discussion. Usually knows how much information people need when they talk to them. Identifies the sounds in a word, the number of syllables and rhyming words and uses this in their reading and spelling. Takes different roles in a group discussion, e.g. leader or note taker. <p>Speaking</p> <p>For children learning English as an additional language, value non-verbal communications and those offered in home languages.</p> |

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| | <ul style="list-style-type: none"> Asks a series of questions to have a conversation. Says when they can't remember certain words and asks for an explanation. Tells someone when they can't remember the right word to use. Asks a question to help them. Tells exciting stories using a clear plot and good vocabulary. Explains things that have happened to them or people they know including how they or other people felt. (describing events at home or school with clear details, using sentence stems from the tracker) Begins their explanations or story sentences with phrases using 'later, after, before' and 'while' (able to use fronted adverbials) Adds to a conversation by explaining their thinking to other people (using sentence stems from the tracker) Discusses what might happen and why (discussing the cause and effect of something) Says all speech sounds clearly. Says polysyllabic words clearly. Makes their reading or talking sound more interesting by using different tones and intonation. Knows lots of phrases that only people their age would use. | <ul style="list-style-type: none"> Talks politely with school visitors (language such as 'excuse me', 'pleased to meet you') Asks a series of questions to have a conversation. Says when they can't remember certain words and asks for an explanation. Tells someone when they can't remember the right word to use. Asks a question to help them. Tells exciting stories using a clear plot and good vocabulary. Explains things that have happened to them or people they know including how they or other people felt. (describing events at home or school with clear details, using sentence stems from the tracker) Begins their explanations or story sentences with phrases using 'later, after, before' and 'while' (able to use fronted adverbials) Adds to a conversation by explaining their thinking to other people (using sentence stems from the tracker) Discusses what might happen and why (discussing the cause and effect of something) Says all speech sounds clearly. Says polysyllabic words clearly. Makes their reading or talking sound more interesting by using different tones and intonation. Knows lots of phrases that only people their age would use. | <ul style="list-style-type: none"> Talks politely with school visitors (language such as 'excuse me', 'pleased to meet you') Asks a series of questions to have a conversation. Says when they can't remember certain words and asks for an explanation. Tells someone when they can't remember the right word to use. Asks a question to help them. Tells exciting stories using a clear plot and good vocabulary. Explains things that have happened to them or people they know including how they or other people felt. (describing events at home or school with clear details, using sentence stems from the tracker) Begins their explanations or story sentences with phrases using 'later, after, before' and 'while' (able to use fronted adverbials) Adds to a conversation by explaining their thinking to other people (using sentence stems from the tracker) Discusses what might happen and why (discussing the cause and effect of something) Says all speech sounds clearly. Says polysyllabic words clearly. Makes their reading or talking sound more interesting by using different tones and intonation. Knows lots of phrases that only people their age would use. |
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| Subject specific vocabulary relative to ARE | As previous year group plus: Summarise Take different roles Detail Fronted adverbials- later, before, after, while In conclusion Furthermore I understand | As previous year group plus: Persuasive language Specific Clarify Point of view Formal Informal | As previous year group plus: Negotiate Suitable Suggestion |
| Cultural Capital & Learning Beyond the Classroom opportunities | As previous year group plus: Choir Open discussion questions Make a song to remember your times tables Sleepover | As previous year group plus: Egyptians day Visit to a museum Talk to people about finances Plan and support summer fair | As previous year group plus: Talk to adults about career aspirations Visit to Eden Camp Entrepreneur event Help on parents evening |