TO LOVE GOD ABOVE ALL THINGS

BY
LEARNING TOGETHER
LOVING OURSELVES
LOVING EACH OTHER
LOVING ALL PEOPLE
LOVING LIFE ITSELF

AND

CONSTANTLY STRIVING FOR
EXCELLENCE
WORTHY OF OUR GOD GIVEN GIFTS.

Vision

Catholic vision and Catholic principles drive **the vision** of the school, at St. Mary's we aim: -

For <u>every</u> child to receive an outstanding education, so that they reach their full-human potential worthy of their God-given gifts.

For <u>every</u> child to leave St. Mary's equipped with the skills they need for the next stage of their education and lives, knowing their contribution makes a difference in our world.

Oracy Progression Grid

Intent

At St Mary's, we teach pupils to express their ideas clearly, listen thoughtfully and learn through discussion. Our Catholic ethos and Rights Respecting approach place the dignity of each person at the heart of talk: pupils learn to make their voices heard, consider different perspectives and respond with respect.

Pupils learn to talk through explicit teaching of the four oracy strands, and learn through talk as they question, reason and build understanding across the curriculum. The map sets out a cumulative pathway: each year revisits earlier learning while extending precision, independence and awareness of audience.

Implementation and inclusion

At St Mary's, oracy is planned across the curriculum through our subject progression grids, medium-term plans and year-group oracy documents. Teachers explicitly teach vocabulary and model effective talk. Pupils have time to think, rehearse ideas with a partner and apply their learning through purposeful discussion and presentation. Specific feedback and opportunities to practise help pupils develop their confidence and communication skills.

Our approach supports every pupil to participate. Visuals, word banks, sentence stems and adult modelling are used according to need. We value pupils' home languages and support those learning English to develop the language needed to contribute confidently. Communication approaches are adapted for pupils with SEND or speech, language and communication needs, including signing, gesture and augmentative and alternative communication (AAC), where appropriate. We recognise that pupils show attentive listening in different ways, through their understanding, responses and actions.

Curriculum alignment

The National Curriculum spoken-language requirements apply across Years 1–6; the year columns show the school's progression, not separate statutory year-group statements. The links below overlap across the four strands.

Strand	National Curriculum spoken-language links for Years 1 to 6
Physical	Audible, fluent speech with developing command of Standard English; sustaining listeners' interest; choosing a suitable register.
Linguistic	Strategies for extending vocabulary; organised descriptions, explanations and narratives, including feelings; language suited to purpose and audience.
Cognitive	Questions that extend understanding; justified answers, arguments and opinions; speculation, hypotheses, imagination and exploration; consideration of different viewpoints.
Social and Emotional	Responsive listening; active, relevant collaboration; participation in discussion, presentations, performance, role play, improvisation and debate; building on contributions and engaging listeners.

Reception foundations The EYFS Communication and Language programme underpins learning across all areas. The Listening, Attention and Understanding ELG includes attentive response, clarification and back-and-forth conversation. The Speaking ELG includes sharing ideas, using new vocabulary, explaining and expressing experiences and feelings in sentences with adult modelling.

Physical progression

Communicating meaning through voice, gesture and delivery. Earlier skills are revisited as the audience, purpose and independence increase.

Read across for progression. Revisit earlier vocabulary and skills; adapt support to the pupil and the task.

Focus	Reception EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Year-group expectations	• Speak audibly so a familiar partner or small group can hear and understand. • Use gesture, objects or pictures to support meaning in play.	• Experiment with tone, volume and pace in familiar talk. • Use body language and responses to show listening and support meaning.	• Speak clearly and confidently in a range of familiar contexts. • Use gesture to support delivery and refer to another speaker's idea.	• Choose a position and posture that help the audience see and hear. • Experiment with tone, volume and pace for different audiences and purposes.	• Select movement and gesture purposefully when addressing an audience. • Explain how tone, volume and pace can change meaning. • Use pauses to help listeners follow important points.	• Use increasingly natural body language to support meaning. • Project the voice clearly to a larger audience. • Sustain expression while keeping the message clear.	• Develop a confident presence when presenting. • Adjust tone, volume and pace deliberately for the purpose and audience. • Use gesture, emphasis and pauses to support a fluent delivery.
Shared talk vocabulary	voice; hear; loud; quiet; gesture	volume; tone; pace; listener	clear; confident; gesture; delivery	position; posture; audience; purpose	movement; pause; emphasis; meaning	projection; expression; articulation	fluency; presence; register; effect
Example application	Show a model and tell a partner what happened in play.	Retell a familiar event using a clear voice and helpful actions.	Explain a taught idea to a small audience using a picture.	Demonstrate a process while keeping the object or image visible.	Present an explanation, pausing at the most important point.	Present enquiry findings so the whole class can hear clearly.	Adapt a prepared presentation after noticing the audience's response.

Application at St Mary's

Use these skills in subject explanations, poetry, drama, class presentations and appropriately prepared prayer and liturgy. In PE, Music and DT, coordinate the explanation with the movement, sound, model or practical demonstration so listeners can follow.

Checking learning and next steps

Notice whether delivery helps the listener understand the subject content. Give feedback on a chosen feature such as audibility, pace or use of a visual. Adapt movement and posture to the pupil; confidence is not judged by a single presentation style.

Linguistic progression

Choosing vocabulary, sentence structures and register to communicate precisely. New words and patterns are modelled, rehearsed and reused in meaningful subject talk.

Read across for progression. Revisit earlier vocabulary and skills; adapt support to the pupil and the task.

Focus	Reception EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Year-group expectations	• Practise new vocabulary in play, stories and familiar activities. • Connect ideas using words such as if, because, so and but; try could when suggesting. • Develop fuller sentences through adult modelling and interaction.	• Use taught topic vocabulary and try new language. • Order ideas using first, next and finally. • Use a sentence stem to link to another person's idea.	• Use vocabulary learned in the subject. • Adapt words and phrasing for the situation and audience. • Use stems to signal building on or politely challenging an idea.	• Begin to use specialist subject vocabulary precisely. • Choose a more precise word when a general word is unclear. • Use shared terms to describe own and others' talk.	• Choose words and phrasing to suit the purpose of the talk. • Use specialist vocabulary accurately when explaining a known topic. • Rephrase when the audience needs clarification.	• Use an increasingly varied range of sentence stems fluently and accurately. • Select precise vocabulary appropriate to the topic. • Connect and qualify ideas when explaining evidence or a viewpoint.	• Vary sentence structure and length for effect. • Adapt vocabulary and register to the context and purpose. • Use idioms and expressions where appropriate, explaining meaning when needed.
Shared talk vocabulary	word; sentence; name; describe	topic; order; first; next; finally	build; challenge; audience; connect	precise; specialist vocabulary; explanation; reason; summary	phrasing; purpose; clarify; rephrase	qualify; contrast; evidence; perspective	register; idiom; expression; sentence structure
Example sentence stems	I think… because… We could…	First… Next… Finally… I agree because…	Building on that idea… I think differently because…	A more precise word is… The main point is…	By… I mean… This supports the idea that…	Whereas… This suggests…, although…	Although this view…, the evidence… For this audience, I would explain…

Application

Use the same unit vocabulary as the subject MTP, progression grid and year-group oracy document. Model pronunciation, meaning and use in context, then revisit the words. In French, spoken production follows the taught words and phrases; reasoning about language may use the class's shared language.

Checking learning and next steps

Listen for accurate and purposeful use of words, not just whether pupils can repeat them. Prompt a clearer word or phrase, then give time to try again.

Cognitive progression

Using talk to question, reason, organise ideas and build understanding. Evidence and challenge grow from the taught content and the pupils' prior knowledge.

Read across for progression. Revisit earlier vocabulary and skills; adapt support to the pupil and the task.

Focus	Reception EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Year-group expectations	• Ask questions and wonder aloud about ideas. • Use because to develop a simple explanation. • Describe something that has happened, including a remembered detail.	• Give reasons for an opinion or choice. • Consider another viewpoint and disagree politely. • Ask for clarification when unsure. • Explain ideas and events in chronological order.	• Ask questions to find out more about a subject. • Build on others' ideas in discussion. • Connect new ideas with prior learning or relevant experiences.	• Explain a viewpoint other than their own. • Summarise a discussion or a partner's main points. • Help a group reach a shared agreement. • Reflect on how the discussion developed thinking and could improve.	• Support a point with evidence from a text, task or prior learning. • Ask probing questions to deepen or clarify an explanation. • Identify a strength in their own talk and a specific next step.	• Draw on relevant learning and wider knowledge to support a view. • Explore different perspectives. • Notice when discussion goes off topic and help bring it back to the question.	• Develop a detailed argument or complex narrative. • Assess viewpoints and consider counterarguments. • Respond to increasingly complex questions, using evidence where relevant. • Acknowledge and explain a change of position.
Shared talk vocabulary	question; idea; because; wonder	reason; opinion; agree; disagree; order	connect; build; experience; explain	viewpoint; summarise; agreement; reflect	evidence; probing question; strength; next step	perspective; relevant; focus; justify	argument; counterargument; reasoning; evaluate; position
Example sentence stems	I wonder why… It happened because…	My reason is… Please explain…	This links to… What would happen if…?	Our main points were… We agree that…	The evidence shows… What makes you think…?	From another perspective… How does this answer our question?	A counterargument is… I have changed my view because…

Application

Plan talk around a worthwhile subject question: explain a mathematical method, interpret a historical source, compare geographical evidence, discuss a text or justify a design choice. In Science, distinguish an observation from an explanation. Ask pupils to connect their reasoning to what they have learned.

Checking learning and next steps

Notice the quality of the reason, question, connection or evidence. After discussion, ask what became clearer or changed. Use responses to identify misconceptions and the next teaching step; disagreement need not be resolved by forcing a shared opinion.

Social and Emotional progression

Listening actively, working with others and responding to an audience. Respectful participation supports the dignity of each person and gives space for different voices.

Read across for progression. Revisit earlier vocabulary and skills; adapt support to the pupil and the task.

Focus	Reception EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Year-group expectations	• Listen attentively in a pair or small group and respond to what was said. • Take turns with a partner with increasing independence. • Use kind words and show interest in another person's idea.	• Listen carefully and respond to another contribution. • Participate in a small-group discussion independently of an adult, using practised routines. • Share turns and respond respectfully to a different idea.	• Encourage everyone to contribute. • Begin to consider what will interest an audience. • Deliver a short prepared contribution with growing confidence.	• Listen actively, question and respond to others. • Adapt the content of talk for a specific audience. • Contribute confidently and use agreed group roles.	• Use natural cues to take a turn and recognise when others wish to speak. • Consider the audience's needs. • Give thoughtful feedback and recognise its effect on others.	• Maintain active listening during a longer contribution or discussion. • Communicate enthusiasm and interest to engage the audience. • Respond thoughtfully to different perspectives.	• Notice the audience's response and adapt, rephrase or invite questions. • Invite those who have not yet contributed, allowing thinking time. • Use humour sensitively when it suits the topic and audience.
Shared talk vocabulary	listen; partner; turn; kind; share	respond; respect; contribution; group	invite; include; audience; rehearse	chair; questioner; summariser; active listening	turn-taking cue; constructive feedback; empathy	engagement; perspective; sustained listening	negotiate; participation; audience response; rephrase
Example sentence stems	Your turn. I heard you say…	I would like to add… What do you think?	Would you like to add an idea? We have heard…	Have I understood your point? Our discussion so far…	Your explanation helped me because… Could you clarify…?	The key point I heard was… That perspective helps us…	Would more thinking time help? Let me explain that another way…

Application

Apply respectful listening in class discussion, pupil voice, collaborative learning, prayer and liturgy, and conversations about fairness and responsibility. In RHE, use taught scenarios and an appropriate tone. Participation can be spoken, signed or supported through AAC.

Checking learning and next steps

Notice who is contributing, whose ideas are being heard and how pupils respond to one another. Judge listening through a relevant response, action, question or summary. Eye contact, stillness and speaking first or often are not compulsory signs of successful communication.

Teaching and reviewing oracy

Select examples to suit the subject, the pupils and the chosen oracy focus. Revisit familiar routines, gradually reducing prompts as pupils use the skills more independently.

Year group	Teaching examples across the four strands	Checking learning and next steps
Reception	Model language through puppets, stories and role play. Echo and expand a child's phrase. Use pictures or objects to recall events and invite I wonder… or because…. Rehearse short back-and-forth exchanges; use a turn-taking object when helpful and reduce the prompt as independence develops.	Notice new words used in play, a relevant response and a reason for an idea. Invite a fuller contribution through warm interaction and modelling.
Year 1	Experiment with tone, volume and pace. Rehearse a short explanation with a partner using first, next and finally. Model asking for clarification and linking ideas through I agree because…. Practise simple builder and challenger roles within agreed turn-taking routines.	Listen for an ordered explanation, a reason and a response to another idea. Praise the specific talk move and model a next step.
Year 2	Use role play for different audiences, hot-seating and question-and-answer games. Model a gesture that supports meaning. Rehearse building and challenging stems, practise inviting others to contribute and prepare a short talk with the audience in mind.	Check whether a question extends understanding, a contribution builds on another and the prepared talk helps its audience.
Year 3	Compare partner talk with a class presentation. Improve general descriptions using precise words. Model chair, questioner and summariser roles; rotate roles in a trio. Agree discussion guidelines, summarise the main points and identify agreement or an idea needing further discussion.	Ask for a fair summary of another viewpoint and a reflection on the discussion. Notice how language and delivery change for the audience.
Year 4	Compare how delivery and phrasing change meaning or suit a purpose. Rehearse a useful pause and a clear explanation of a technical word. Use texts, sources or practical results to support a point. Rotate a probing-question role and practise thoughtful, constructive feedback.	Check the link between a point and its evidence. Ask pupils to identify one strength and a specific improvement in their talk.
Year 5	Rehearse clear projection with comfortable breathing and articulation. Use notes or sketches to retain main points in longer talk. Collect alternative stems, explore perspectives and practise bringing discussion back to its question. Prepare a presentation that communicates interest in the subject.	Listen for relevant knowledge, thoughtful responses and a sustained focus. Check whether expression and vocabulary help the larger audience understand.
Year 6	Build an argument through a claim, evidence and reasoning, then consider counterarguments. Rehearse and refine delivery for different audiences. Practise chairing, negotiation and unrehearsed follow-up questions. Use feedback to rephrase confusing points and discuss when formality or humour suits the context.	Ask pupils to explain a changed view or defend a conclusion with evidence. Notice how they include others and adapt when listeners need clarification.

Sources

DfE English spoken language | EYFS framework from September 2026 | Birth to 5 Matters Range 6