



FOXBOROUGH PRIMARY SCHOOL

ENGLISH PROCEDURE

**Policy confirmed by the Local Committee
of Foxborough Primary School**

Date Ratified: July 2026

Signed:

A handwritten signature in grey ink, appearing to read 'Gill Knight', is placed next to the 'Signed:' label.

Chair of LC: Gill Knight

Review Date: July 2027

Reading at Foxborough Primary School

1. Introduction

At Foxborough, we are determined that every pupil will learn to read, regardless of their background, needs or abilities.

‘Being literate gives children voice, enables social inclusion and literally increases life chances.’
(Literacy Trust, 2018)

The National Curriculum states that pupils should be taught to read fluently, understand extended prose and be encouraged to read for pleasure. Reading is singled out as being of extreme importance since through it ‘pupils have a chance to develop culturally, emotionally, intellectually, socially and spiritually’.

The 2014 Curriculum divides reading skills into two dimensions:

- Word reading/decoding.
- Comprehension.

At Foxborough, we recognise that both these elements are essential to success, and we support the acquisition of both sets of skills through various methods. We recognise that these areas are clearly linked to the other aspects of English learning: speaking and listening, writing, grammar and vocabulary. We also understand that reading is a developmental process and part of life-long learning and we encourage and praise children at every stage of it.

As well as comprehensive research on the value of delivering a complete systematic, synthetic phonics programme, the wealth and strength of evidence demonstrating the benefits of reading for pleasure indicates that we have a professional and moral duty to consider how we are developing our practices to instil a love of reading from a young age. A recent government report highlights this, noting that once decoding has been mastered, mature reading skills are ‘best developed by instilling in children a love of literature’ (Reading: The Next Steps; DfE, 2015, p. 4).

Reading for pleasure has been associated not only with increases in reading attainment but also with writing ability, text comprehension, grammar, breadth of vocabulary, attitudes, self-confidence as a reader, pleasure in reading in later life, general knowledge, a better understanding of other cultures, community participation, a greater insight into human nature and decision-making. (Clark & Rumbold, 2006; Howard, 2011; Wigfield & Guthrie, 1997).

At Foxborough Primary School, we aim to support children in

- fostering positive attitudes to reading and developing a lifelong love of books
- developing their reader identity
- becoming part of a community of readers
- becoming fluent readers
- encouraging their imagination
- extending their knowledge through using a wide range of texts
- accessing the full curriculum
- expressing opinions about texts and their contents
- understanding the intentions of writers

- using technology to extend their reading experience

Through providing a challenging and exciting curriculum, offering interesting and diverse resources and creating a positive reading environment, the staff intend to achieve these aims.

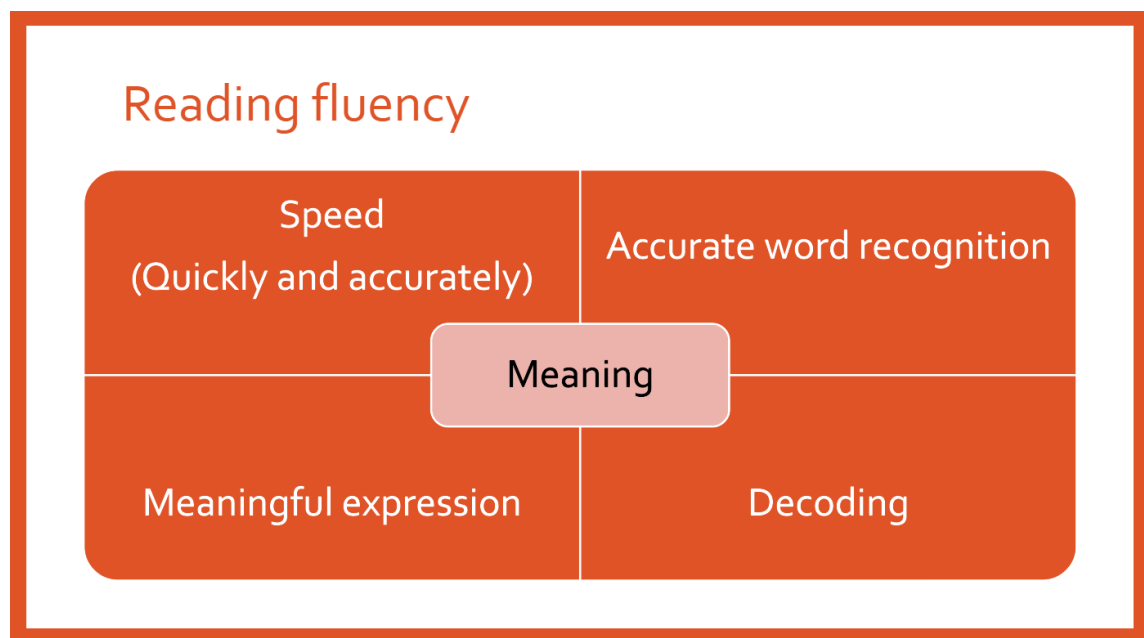
Key factors in achieving success will be children

- developing a positive opinion of themselves as readers
- talking about books, authors etc.
- using a variety of skills to read unfamiliar words, including phonics.
- thinking about what they read from the very early stages so that they are able to monitor their own reading and identify when they have made an error and need to stop and correct it.
- re-reading until they have solved any difficulties with meaning, grammar or letters
- selecting appropriate texts
- knowing how to extract relevant ideas and facts from a text
- reading extensively
- involving their parents.

2. Pedagogy

Good readers read fluently drawing on meaning, structure (grammar) and visual information (print). They monitor their own reading, and re-read as necessary until they have solved any problems. This is our goal for pupils within Foxborough Primary School.

Our core aim is to create fluent, confident readers who read for pleasure. We deconstruct fluency in the following way: it refers to the reader's ability to read effortlessly with accurate word recognition, at an appropriate speed and with meaningful expression which enables them to construct the meaning of the text.



Our reading lessons

- Use an age-appropriate source as context and basis for teaching.
- Use whole texts where possible.
- Value diverse texts

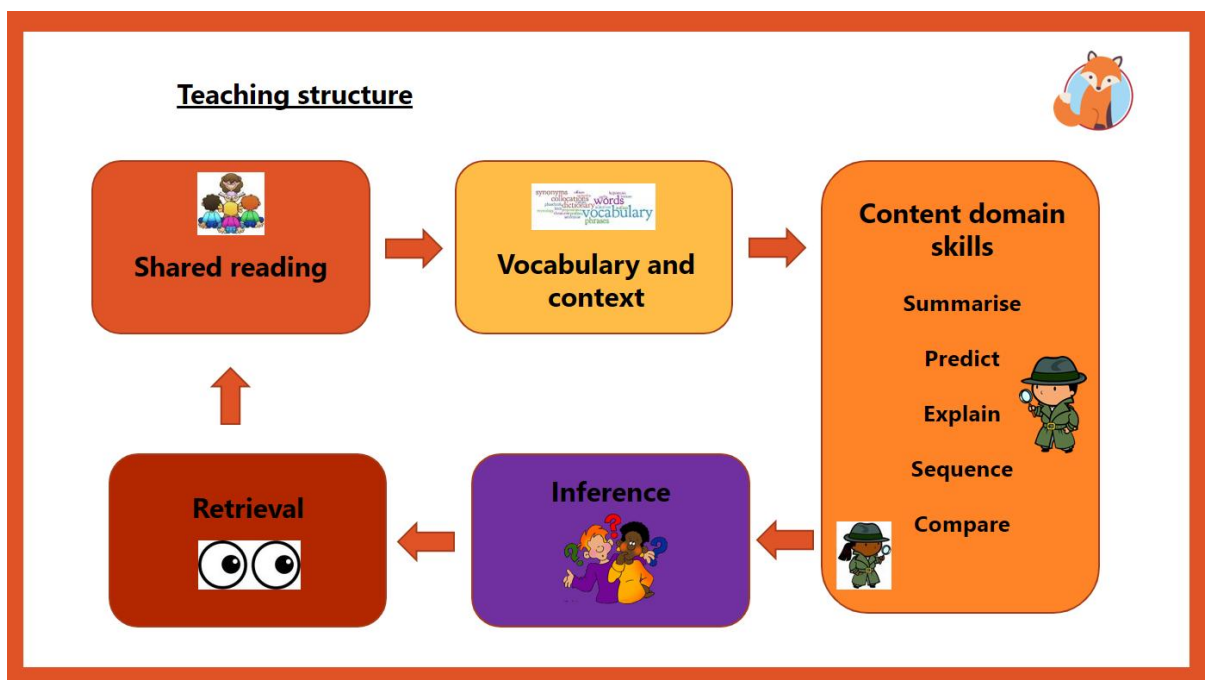
- Emphasise skill-based teaching as well as decoding.
- Begin with modelled and shared reading.
- Place a strong emphasis on explicit and implicit vocabulary teaching.
- Teach children general knowledge to support the understanding of a text.
- Teach children to construct mental models of the content they have read.
- Involve 'close reading' allowing children to read and re-read for detail to 'solve' a challenging text.
- Encourage a love of reading through high quality texts.

Within Foxborough Primary School we teach reading through:

1. Good quality daily whole class instruction from Foundation Stage through to Year 6
2. Small group instruction
3. Individual Reading
4. Shared Reading
5. Small group and individual support to overcome minor difficulties
6. Specialist individual teaching for children with more profound difficulties

Whole class teaching:

Years 2-6 apply the following teaching sequence:



This sequence may be applied to a whole book, or just a chapter; it may be taught throughout one week or over a longer process at the teachers' discretion.

Phase 1: Children are given the opportunity to participate in shared reading where the teacher can model the reader's thought processes and behaviours, make the connections and re-read; drop in implicit vocabulary instruction; comment, explain, focus on general knowledge (with frequent pauses for analysis); mitigate the risk of misunderstanding and misreading.

Phase 2: Children learn targeted vocabulary through explicit vocabulary instruction in order to support their understanding of the text. They may also learn general knowledge or read secondary texts which broaden their understanding of the context and support them to make inferences.

Phase 3: Children are guided in 'close reading' focusing on one of the core reading skills such as predicting, summarising, explaining, sequencing or comparing the text.

Phase 4: We recognise the importance of inference skills and therefore place a heavy emphasis on this phase of teaching. Children learn to combine their wider world knowledge with their understanding of the specific text to make assumptions and judgements about what they are reading. This may involve some comprehension-based activities.

Phase 5: Children practice skills for retrieving key information from the text. This phase balances a combination of teaching skills to aid retrieval such as skimming and scanning as well as informal assessment through comprehension questions.

In EYFS and Year 1, children follow a similar structure in small groups, guided by the teacher, rather than whole class teaching. Regular phonics lessons following the Ruth Miskin, Read Write Inc. programme also support the teaching of decoding.

Individual Reading:

Pupils are given guidance to help them choose books at an appropriate level so that they can both enjoy reading and make progress through reading books appropriate to their reading ability.

Reading for pleasure: There are opportunities for quiet independent reading and access to a range of books within the classroom.

1:1 reading: Children reading one to one with an adult in school is an aspect of learning to read which we encourage whenever possible. This will not always be their class teacher; teaching assistant time is often given to this activity. In addition, volunteer adults work regularly in school to support staff in giving every child an opportunity to read regularly. Children who have not secured their phonics knowledge may work with a specialist teaching assistant to close gaps and catch up quickly.

Small group support: Sometimes it may be appropriate for support to be provided to a small number of pupils who have very similar needs. They are carefully assessed and they participate in Reading interventions which are planned to specifically meet these needs. This is usually with a trained Teaching Assistant. Children who have not secured their phonics knowledge may work with a specialist teaching assistant in small groups to close gaps and catch up quickly. This could be through the use of Lightning Squad: a specialist literacy intervention provided by the FFT.

3. Reading at home

Many children come to school with experiences of being read to and enjoying books at home. Some have started to learn to read. Others, however, have little or no experience of books and for these children it is particularly important that teachers make links with parents and encourage them to share books with their children. Our results show clearly that children who have regular support at home with their reading are likely to achieve a high standard by the end of Year 6, whereas those who do not receive interest and encouragement at home are least likely to do well. This finding is mirrored at a national level.

Children are therefore encouraged to take books home regularly. In the Early Years and KS1, a reading record book is supplied to support home-school liaison and parents are encouraged to make comments and record the child's progress. We ask parents to practise reading their child's reading book every night, if possible, even if it is only for 5 or 10 minutes. In KS2, pupils record their reading electronically, using Padlet, which is monitored by the class teacher. Pupils needing further support in KS2 may have their own reading record.

4. Assessment

Classwork is assessed by the teacher through various assessment for learning strategies and is recorded by the teacher to inform termly judgements against age related expectations. Classwork recorded in books is assessed after each lesson using the SOLO colours and marked using the corresponding highlighter colour against the learning objective.

Phonics assessments take place every 6 weeks to inform planning and ensure that pupils are taught accurately according to their phonic knowledge. Formative assessment outside these assessment point also informs teaching and grouping.

Records are kept, for example to indicate a child's progress in reading high frequency words on sight or phonic recognition.

Reading fluency is assessed formally three times per year using the FFT reading assessment. This information informs both teaching in the classroom and is communicated to parents so that they can support at home.

Statutory and non-statutory SATs are taken from Years 1 to 6 and we use the information from these assessments to inform future provision. This may include booster groups in year 6. Through these various means of record keeping and assessment, we carefully track individual children's progress and aim to put extra support in place wherever necessary.

Phonics

As a school, we teach synthetic phonics as the initial, and most important, approach to the teaching of reading. Our pupils learn to read effectively using the Read Write Inc. (RWI) Phonics Programme which is a systematic programme for the teaching of phonics, reading and spelling. We want all pupils to begin their reading journey with confidence and to develop a love of reading.

- We are determined that every pupil will learn to read, regardless of their background, needs or abilities
- We have chosen Read Write Inc. as our systematic synthetic phonics programme as it is DfE validated and matches the expectations of the English national curriculum and early learning goals
- We have clear expectations of pupils' phonics progress term by term, from Reception to Year 2, and Read Write Inc aligns with these expectations
- Reading books align with Read Write Inc programme and show a cumulative progression in phonic knowledge to ensure that pupils read fully phonetically decodable books appropriate for their knowledge

We aim to ensure that **all** pupils:

- Decode letter-sound correspondences quickly and effortlessly, using their phonic knowledge and skills
- Read common exception words on sight

- Understand what they read
- Read aloud with fluency and expression
- Write confidently, with a strong focus on vocabulary and grammar
- Spell quickly and easily by segmenting the sounds in words
- Learn letter formation and how to recognise letters linked to the sounds they are learning.

Implementation

- The assessment of pupils' phonics progress is sufficiently frequent and detailed to identify any pupil who is falling behind the programme's pace, so that targeted support, including 1:1 or small group tutoring, can be given immediately
- We have invested in the development of training and support for staff in order to develop sufficient expertise in the teaching of phonics and reading that ensures consistency from one year to the next
- Teachers and support staff have a clear understanding of how pupils learn to read
- Reading, including the teaching of systematic, synthetic phonics, is taught from the beginning of Reception
- Teachers give pupils sufficient practice in reading and re-reading books that match the grapheme-phoneme correspondences they know, both at school and at home
- Staff read aloud stories, poems, rhymes and non-fiction that develop pupils' vocabulary, language comprehension and love of reading.

The RWI programme is delivered to:

- Pupils in EYFS to Year 2 who are learning to read and write
- Any pupils in Years 2, 3 and 4 who need to catch up rapidly
- Struggling readers in Years 5 and 6 follow Read Write Inc.

Pupils are taught to work effectively with a partner to explain and consolidate what they are learning. This provides the teacher with opportunities to assess learning and to pick up on difficulties, such as pupils' poor articulation, or problems with blending or alphabetic code knowledge.

We group pupils homogeneously, according to their progress in reading rather than their writing. This is because it is known that pupils' progress in writing will lag behind progress in reading, especially for those whose motor skills are less well developed.

In Reception, we emphasise the alphabetic code. The pupils rapidly learn sounds and the letter or groups of letters they need to represent them. Simple mnemonics help them to grasp this quickly. This is especially useful for pupils at risk of making slower progress. This learning is consolidated daily. Pupils have frequent practice in reading high frequency words with irregular spellings (common exception words).

We make sure that pupils read books that are closely matched to their increasing knowledge of phonics and the common exception words. This is so that, early on, they experience success and gain confidence that they are readers. Re-reading and discussing these books with the teacher supports their increasingly fluent decoding.

Alongside this, teachers regularly read a wide range of stories, poetry and non-fiction to pupils. Embedding the alphabetic code early on means that pupils quickly learn to write simple words and sentences. We encourage them to compose each sentence aloud until they are confident to write independently. We make sure they write every day.

Pupils write at the level of their spelling knowledge. The quality of the vocabulary they use in their writing reflects the language they have heard in the books the teacher has read to them; they have also discussed what the words mean.

Our aim is for pupils to complete the phonics programme as quickly as possible. The sooner they complete it, the sooner they will be able to choose books to read at their own interest and comprehension level.

The RWI approach is taught considering the 5 Ps:

- Praise – Children learn quickly in a positive climate.
- Pace – A good pace is the key to each session to ensure all children are engaged and on task.
- Purpose – Every part of the lesson has a specific purpose.
- Passion – This is a very prescriptive programme. It is the energy, enthusiasm and passion that teachers put into the lesson that bring the teaching and learning to life!
- Participation – A strong feature of RWI lessons is partner work and the partners 'teaching' each other.

Early Years Foundation Stage

Children in Nursery begin by learning about sounds, speech patterns and developing phonological awareness. They grow children's vocabulary through nursery rhymes, poems, songs and planned talk. Children in Reception are taught daily phonics lessons. In the first four weeks of Reception, the initial sounds (Set 1 Speed Sounds) are taught in class groups. After this period, children are individually assessed and grouped homogeneously according to their stage. Children receive daily phonics teaching in these groups using the structured speed sounds lesson plan.

It is our aim that all children leave Reception at green RWI band to be on track to achieve the expected standard for the Year 1 phonics screening check.

Key Stage 1

Children in Key Stage 1 continue to be taught phonics in small homogeneous groups, depending on their stage not age. They have daily RWI lessons. This lesson starts with speed sounds which teaches oral blending, new speed sounds and revision of previous speed sounds, oral blending, decoding words, reading common exception words, decoding 'alien' (pseudo) words, and spelling. Children then read and comprehend a book which is carefully matched to their phonics knowledge following a 3 day/5 day plan (depending on the stage).

Children are assessed at least half termly and those who are at risk of falling behind the programme's pace and expectations are identified early and additional 1:1 Fast Track Tutoring is put in place to ensure that these children keep up and don't have to catch up. The effectiveness of these sessions and the impact on progress is regularly evaluated by the Phonics Lead.

Children in Year 1 complete the phonics screening check at the end of the year.

It is our aim that children in Year 2 complete the RWI programme by end of the autumn term in Year 2.

All classrooms and teaching spaces across the school display the RWI Speed Sounds chart to support children with their reading and spelling.

Children who complete the RWI programme then move into a comprehension group that focuses on developing their reading skills based on the reading domains.

Key Stage 2

By the time children complete the transition from KS1 to KS2 we intend that they will have completed the RWI phonics programme. Their phonic development will continue to be explicitly taught through the school's spelling programme.

Those children who have not reached the expected level by the time they leave KS1 will continue to access the RWI programme and receive additional targeted intervention through 'Lightning Squad Tutoring' to ensure they catch up with their peers.

Impact

We assess all pupils following Read Write Inc. *Phonics* using the Entry and Assessment 1, at least half termly and the Phonics Lead rearranges groups accordingly. Regular assessments ensure that children receive targeted teaching quickly according to their needs. Children who are progressing through the programme quicker than their peers are moved into a different group and those who are at risk of

falling behind the programme's pace and expectations are given additional support. We aim for all pupils, including the weakest readers, to make sufficient progress to meet or exceed age-related expectations.

Parents/Carers

We endeavour to involve and train parents/carers in supporting phonics and reading at home through workshops, information sessions, newsletters and online resources. Through the rigorous assessment of pupils through this scheme, we ensure that pupils select appropriate books to take home for reading.

Shared Vision

A key element of the Read Write Inc. Programme is consistent whole-school practice. This is underpinned by continued professional development. The school ensures that all teachers and teaching assistants are trained in this approach to teach reading. This ensures that the RWI phonics programme is taught with consistency and fidelity.

Writing at Foxborough Primary School

Writing

1. Introduction

Writing is a key life skill which enables children to express themselves, communicate with others and access other areas of the curriculum. It is a complex process which requires a command of sentence and text structure, grammar and punctuation, an ability to edit and evaluate both their own and others writing, a knowledge of how spoken language translates to the written word, an awareness of purpose and audience across different genres and involves a competency in spelling and handwriting.

The school follows the Essential Writing schemes of work for daily English lessons. These schemes of work use quality children's literature and creative teaching approaches to develop children's reading and writing and foster a whole school love of reading and writing. At Foxborough Primary School, the following statements are central to our view of writing development. We have developed these in line with research from the Centre for Literacy in Primary Education (CLPE) on 'What we know works: Writing in Primary Schools' (2018).

- We understand the role reading plays in developing writers and the value of being immersed in high quality literature
- We ensure children have experience of a breadth of texts, both visual and digital, that reflect the realities of our children
- We provide a range of meaningful opportunities to write for real purposes and audiences and respond to writing as a reader
- We develop an understanding of the craft of writing by engaging meaningfully with professional authors and their processes
- We understand and model the craft and process of writing authentically
- We support children to identify as writers and to develop their own authentic voice
- We give children time and space to develop their own ideas in writing
- We use creative teaching approaches, including drama and oracy games, that build imagination and give time for oral rehearsal
- We ensure the teaching of phonics, grammar and spelling is embedded in context
- We celebrate writing through authentic publication and presentation across platforms

2. Contexts for the Teaching and Learning of Writing

Writing is taught and learnt in specific meaningful and effective contexts. The ESSENTIALWRITING curriculum has been chosen as it is an ambitious and progressive writing scheme that hooks children in with high-quality literature. It is fully aligned with the key messages in the writing framework and designed to give teachers subject knowledge, pedagogical tools and strategies to teach children how to write for specific purposes and authentic audiences. As a result, children feel inspired and ready to write high-quality outcomes.

Units often link to previous learning in another curriculum subject which allows the children to build on prior knowledge, expand their vocabulary and develop deeper knowledge of the text.

Children have the opportunity to write for different purposes and audiences across the year. In KS1, pupils learn to write to entertain and to inform and also to write poetry. In KS2, they continue to build on the purposes they learnt in KS1 and then develop their understanding of writing to persuade and discuss. They will think carefully about their audience and use effective language structures and vocabulary to convey precise meaning.

Children are given frequent opportunities to write independently so that the skills demonstrated during shared and guided writing will be transferred into their own work. Independent writing will normally take place at key points within a unit, when children have built up enough knowledge and vocabulary around the book or topic to be able to create and craft their own pieces of writing. This process involves planning, drafting, editing and self-assessing their work as part of a process that allows them to develop their identity as a writer/author and to reflect and refine their work.

3. The teaching of writing in the Foundation Stage

Our approach to the teaching and learning of English in each phase is informed by research, particularly the evidence-based principles set out in the EEF document, 'Preparing for Literacy' (EEF, 2018)

Writing forms a central part of the Communication and Language which is identified as one of the three prime areas of learning in early years. The Literacy curriculum within the early years strengthens the prime areas, including Communication and Language. We believe the foundation for writing is built on children's oral work and children are encouraged to express their ideas at every opportunity throughout each of the Early Learning Goals. Staff model use of language and create opportunities for children to develop their talk in every lesson. Daily, weekly and medium-term planning clearly demonstrates this focus and include early oracy techniques, vocabulary teaching and storytelling. In addition to cross-curricular opportunities, specific writing objectives are planned in order to begin giving children the skills they will need as writers. These objectives are planned in line with 'Development Matters' (DfE, 2020).

A wide range of writing materials are always available to children in the classroom and a specific role play area which complements the termly topic is used to provide a real purpose for children's early writing. We recognise both the importance of the teacher acting as scribe on occasions, in order to create stories and the importance of children writing freely as emergent writers.

4. Independent Writing

Children will be given frequent opportunities to write independently so that the skills demonstrated during shared and guided writing will be transferred into their own work. Independent writing will normally take place at key points within a unit, when children have built up enough knowledge and vocabulary around the book of topic to be able to create and craft their own piece of writing. This process involves planning, drafting, editing and self-assessing their work as part of a process that allows them to develop their identity as a writer/author and to reflect and refine their work.

5. Spelling, Punctuation and Grammar

The teaching of grammar is embedded into daily English lessons, with the emphasis on pupils being able to apply these skills in context. This is built into the Essential Writing curriculum where the focus is on the grammar skills needed for different purposes. Teachers will also teach skills discretely when needed to reinforce learning. We take a mastery approach to teaching grammar and punctuation with a focus on developing and the mastering foundational skills pupils need to be successful in writing.

For Spelling, we follow the Spelling Shed scheme which places the emphasis on teaching, rather than the testing of spellings. It is aligned with the National curriculum and builds on phonics phases and sounds to develop spelling rules in small steps. These are taught through fun and engaging games for pupils which can also be accessed online, both in school and at home.

Implicit and explicit vocabulary teaching is used across the school to promote understanding of morphology to inform spelling. Children are also encouraged to 'have a go' at spelling words of which they are unsure, using their phonics and knowledge of morphology. The teacher responds taking the opportunity to remind the child of a spelling pattern/mnemonic etc. for the particular word. From Year 3, as children's spelling competence develops, use of a dictionary will become more frequent to check spellings; it is important that children are given the opportunity to practise using a dictionary quickly and easily, so that fluent writing is not impeded.

Handwriting

Aims of Handwriting:

- To understand that each letter has a correct formation and orientation
- To develop a sense of pride, pleasure and enjoyment in their handwriting
- To adopt fluent, legible and joined handwriting
- To adapt lettering styles for different purposes

We use the Letter-Join scheme to teach handwriting from years 1-6. RWInc letter formation is used in EYFS.. We provide a variety of aides, such as pencil grips and tracing cards, which are available to support handwriting in the early stages. As correct letter formation and joining become established, the teaching focuses on consistency in size, shape and general clarity of writing. As pupils' handwriting skills develop, they are given opportunities to write on narrower lined paper and develop skills in using guidelines with plain paper. Once pupils establish a fluent, joined style, they are free to personalise their joined writing.

Particular attention is paid to handwriting in the final draft of a piece of written work. All pupils should be using joined writing throughout KS2.

7. Scaffolding

We offer every child access to the English curriculum at the appropriate level through quality first teaching. As a school we have worked on inclusive pedagogical approaches that have been explicitly agreed through teacher professional development. These are informed by the NASEN Teacher Handbook: SEND, (2020) and the EEF report 'Special Educational Needs in Mainstream Schools, (2021). We ensure that children who experience difficulties with any aspect of English are identified through the assess, plan, do, review approach (APDR). If necessary, they will be added to the SEN register and a learning plan will be created containing specific targets to meet the child's additional needs. Outcomes may be scaffolded to ensure that all are children are able to access the work.

8. Conclusion

Writing is an essential life skill, both for children's future progress in school and for their ability to fulfil their ambitions and potential in adult life. We aim that children leaving Foxborough Primary School should have received a firm foundation in the essentials of writing. They will have gone on to develop fluency and individual style whenever possible, together with enjoyment and a sense of satisfaction in their achievements.

Oracy at Foxborough Primary School

1. Introduction

Oracy is the ability to articulate ideas, develop understanding and engage with others through spoken language. We believe these skills to be fundamental to the achievement of the children at Foxborough Primary School. They should be taught at every opportunity in school: the taught curriculum, the hidden curriculum, playtimes and lunchtimes, extra-curricular activities and the whole ethos of the school. Respectful and productive relationships between all who form part of the school community are crucial aspects of this ethos. As a staff, we therefore foster good communication amongst ourselves and with our pupils, their parents and carers, and with the wider community. We place a high priority on supporting the development of good speaking and listening skills amongst our pupils.

Research shows that oracy is a powerful tool for learning; by teaching pupils to become more effective speakers and listeners we empower them to better understand themselves, each other and the world around them.

Oracy is also a central aspect of our pupil premium strategy. Research shows spoken language skills are one of the strongest predictors of a child's future life chances and that oracy is a route to social mobility, empowering all students to find their voice to succeed in school and life. (Millard and Menzies, 2016) Nearly half of pupils at Foxborough are in receipt of the pupil premium. This forms our moral and educational obligation to drive the teaching and learning of oracy at Foxborough.

2. Aims for speaking and listening at Foxborough Primary School

During their time at Foxborough, we aim that children should become fluent and confident communicators, increasingly matching their style and responses to their purpose and audience. Our aim is that a high-quality oracy education will:

- **improve academic outcomes**, developing learners who can think critically, reason together and have the vocabulary to express their knowledge and understanding.
- **improve literacy development** through structured class discussions, debates and opportunities to explore and interrogate thought through talk.
- **increase confidence and wellbeing**, empowering students with the belief that their voice has value, developing the ability to articulate thoughts so others will listen.
- **equip students to thrive in life beyond** school helping them to progress, access employment and engage in civic life.

- **narrow gaps enabling disadvantaged students to fulfil their potential** and reduce the language gap between them and more advantaged peers.

3. Speaking and listening in the curriculum

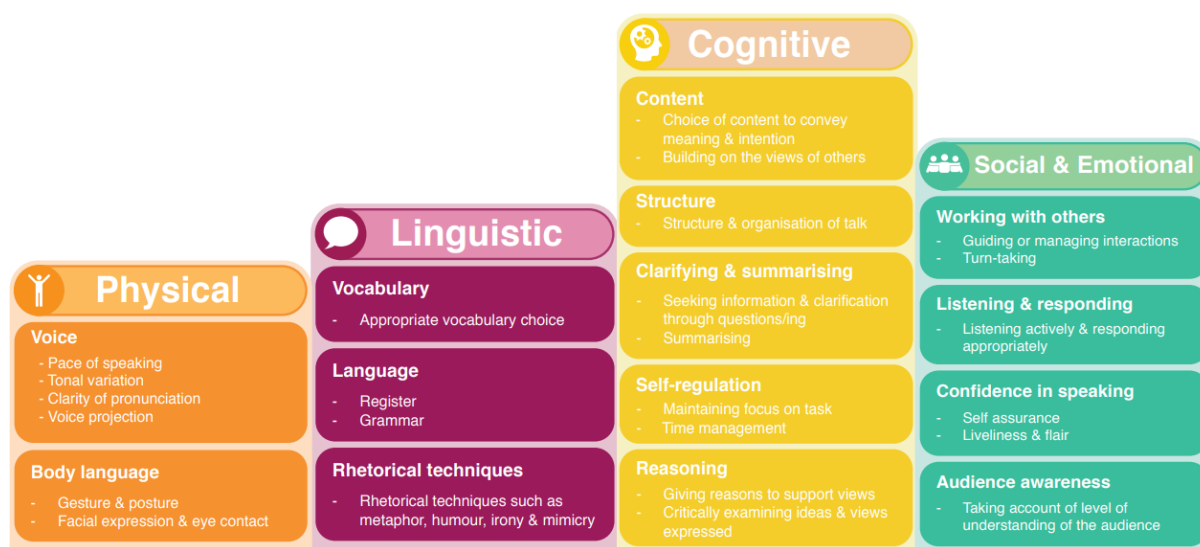
Good speaking and listening are fundamental to good learning. From the first days in school, speaking and listening play a large part in a child's progress in all curriculum areas and teachers plan to develop these skills in a wide variety of ways.

Through a high-quality oracy education students learn through talk and to talk. This is when they develop and deepen their subject knowledge and understanding through talk in the classroom, which has been planned, designed, modelled, scaffolded and structured to enable them to learn the skills needed to talk effectively.

The skills of speaking and listening are the foundation for the development of the higher order skills of group interaction and discussion, or collaboration.

The Oracy Framework

Use the oracy framework to understand the physical, linguistic, cognitive, and social and emotional skills that enable successful discussion, inspiring speech and effective communication.



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The deliberate, explicit and systematic teaching of oracy across phases and throughout the curriculum will support children and young people to make progress in the four strands of oracy outlined in the Oracy Framework. The Oracy Framework can be used as a basis of formative assessment.

We recognise the importance of verbalising thoughts as a means of learning and plan for children to have opportunities to discuss and formulate their ideas before committing them to paper. These opportunities can take place in a whole class situation, with a partner, or in a small group. Paired work in lessons or 'talking partners', is used as a powerful way in which to engage more children throughout the lesson and to support the development of their ideas and opinions.

However if a child is paired with an EAL child, who has very limited English, the experience can be frustrating for both. Some teachers experiment with 'talking trios' to ensure that all children have opportunities to participate in small group discussions. Within each trio is an EAL child at the early stages of language acquisition and two children who have good speaking and listening skills and social skills. They can model for the EAL child and he or she learns within the situation rather than not being able to access the task at all. The advantages for the other two children are obvious. Better still if the trios can be structured to include a bilingual child whose first language is the same as the new arrival's; this values their own language and brings our commitment to diversity into reality.

4. Speaking and listening outside the taught curriculum

Children spend a large amount of time in school outside of taught lessons and we are keen to promote opportunities to develop their speaking and listening skills at all times.

Some of the ways in which we aim to develop these skills are through:

- assemblies, including class assemblies
- school council meetings
- enrichment events
- concerts (by visitors and by children learning instruments)
- phase and class productions

5. Drama

Involvement in drama provides children with powerful means of expressing themselves and developing their ideas and understanding in a wide variety of situations and curriculum areas.

We stress the integration of the skills of speaking, listening, reading and writing, drama activities are used throughout the school in literacy units and across the curriculum. These range from using hot-seating to develop insights into character, through to scripting and performing plays. Large scale performances are also an on-going part of school life and drama is sometimes offered as an extra-curricular activity.

6. Planning for the needs of all our children- specialist support

More than half of our pupils are learning English as an additional language. Their experiences and knowledge provide us with a rich resource on which to draw for the benefit of the whole of school. However, tracking back to earlier year groups objectives may be necessary to provide the best differentiation for some of these children or other children with Speech and Language related SEN needs.

Some of our children have visits from a speech and language therapist, and we welcome the expertise they bring to the school. Targets are usually set which are then worked on individually or in small groups with staff trained in specific support for speech and language.

Our experienced Teaching assistants work with individuals or groups of children specifically in the areas of the oracy framework. Sometimes this may be to address an issue such as elective mutism, at other times it may be to encourage social skills. We also have a play therapist, school counsellor, Educational psychologist and psychotherapist that work within the school to support pupils with particular needs to be successful.