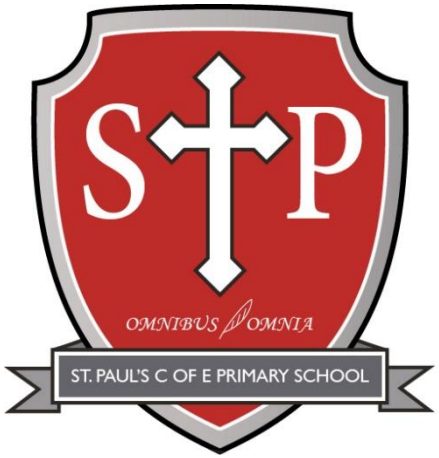
St Paul's
C of E
Primary School



ORACY POLICY

Purpose of the policy

This policy reflects the aims and values of St. Paul's CE Primary School. It ensures all stakeholders, including staff, governors, parents and pupils, are working towards the same goals.
The purpose of this policy is to:

- Set out a framework for all teaching and non-teaching staff, giving guidance on planning, teaching and assessment
- Demonstrate adherence to the National Curriculum objectives and guidelines
- Provide clear information to parents and carers about what their children will be taught
- Allow the governing board to monitor the curriculum

Provide Ofsted inspectors with evidence of curriculum planning and implementation

Subject vision

In Oracy, we aim for all of our children to see themselves as Orators. We endeavour to inspire a sense of curiosity in our children and develop their enthusiasm for Oracy- speaking and listening confidently, recognising that the skills and knowledge they learn through Oracy can be used to have a positive impact on their learning and the world around them.

Intent: Aims and outcomes

To be able to be an Orator, children will need to build up the skills, knowledge and understanding of Oracy. They will need to understand and use the language of Oracy and apply these speaking and listening skills and knowledge across the curriculum, making connections both within Oracy and across other curriculum areas too.

To be an Orator, children need to hear and use a variety of language in order to develop their vocabulary, grammar and understanding. This will support their development in reading and writing. Children will have opportunities to develop their confidence and competence in spoken language and listening skills. Children will be able to explain their understanding of books and other reading, and will have the opportunities to prepare their ideas before they write. They will be able to make their thinking clear to themselves and others, and they will be able to discuss ideas while answering enquiry questions and take part in debates. Children will participate in and gain knowledge, skills and understanding associated with drama. Children will be able to adopt, create and sustain a range of roles, responding appropriately to others in role. They will have opportunities to give and hear instructions and present their ideas confidently to one another and a range of audiences.

Statutory requirements which underpin all aspects of spoken language across the six years of primary education form part of the National Curriculum which are reflected and contextualised across each subject in the National Curriculum.

The aims of the National Curriculum (2014) for Oracy (spoken language) are to:

- 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
- 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.

Implementation: Teaching and learning

St Paul's Oracy curriculum aligns with the National Curriculum's composite outcomes by ensuring that each component contributes to the holistic development of students' oracy skills. By addressing the progression of skills across all key stages, it guarantees a clear year-on-year development that is not only focused on the ultimate outcomes but also on the journey towards achieving them. This structured approach to oracy education ensures that students are not only able to meet but exceed the National Curriculum's expectations, preparing them for a successful future in both their personal and academic lives. As Oracy is a non-statutory subject, there are no discrete objectives for Oracy within the National Curriculum. Oracy is one of the vehicles used throughout the St Paul's wider curriculum to develop the whole child and therefore Oracy knowledge, skills and understanding is taught across the curriculum. In most lessons, there will be an opportunity for children to develop their Oracy skills, as starters, plenaries and tackling misconceptions. Where appropriate, teachers will plan for the main activity or task in a lesson to be Oracy based. Through these activities, children have opportunities to develop many Oracy skills such as explaining; discussing; describing; questioning; taking and giving instructions; persuading; reasoning, negotiation, and disagreeing, as well as learning and using new vocabulary. Teachers plan lessons according to the needs of their class and teach specific Oracy skills. For example, children are taught how to debate politely before a debating activity can be planned into a lesson. All classes create their own 'Rules for Talk' at the beginning of the year. These are Oracy rules decided on by the children themselves, which they agree to follow throughout the year. The rules set an expectation of high quality Oracy in the classroom and demonstrate the teacher's high standards

The St Paul's Curriculum has been structured and sequenced in order to engage pupils in purposeful learning by building on prior knowledge and helping connect knowledge, understanding and skills year-on-year both within Oracy and across other subjects too.

For Oracy, activities and opportunities are weaved throughout all lessons across the curriculum from EYFS to year 6. Vocabulary is displayed in all classrooms for a range of subjects. Children are taught new vocabulary regularly and are given opportunities to use their new vocabulary in written work and conversations. Children revisit and build upon vocabulary learned in previous years as learning and topics build upon each other throughout the school.

We recognise that foundations for becoming an Orator are laid in the Early Years Foundation Stage through all seven strands of the Early Years Framework, especially Communication and Language, and to be ready for the next stage in their education, the starting point that we strive for every child to have upon entry to Y1 and working towards the aims of the National Curriculum is:

To have back and forth interactions
To hold quality conversations with adults and peers
To be exposed to and build new vocabulary
To have opportunities to use and embed new words in a range of contexts
To engage in stories, non-fiction, rhymes and poems
To share ideas through conversation, story-telling and role play
To answer questions and elaborate on thoughts and ideas

Once children enter Y1, they work progressively towards the aims of the National Curriculum. To ensure progression, the progression of skills and vocabulary required at each stage of learning to prepare children for the next stage in their learning has been identified. Meaningful opportunities for implementing oracy skills have been identified across each year group's curriculum with one writing outcome being presented as a spoken outcome.

SMSC - SPOKEN LANGUAGE			
Spiritual	**Moral**	**Social**	**Cultural**
Oracy fosters spiritual growth by enhancing imagination and creativity, which are fundamental in learning. Through spoken language, students can explore and express complex ideas and feelings, including those related to spirituality. Engaging in discussions, storytelling, and oral presentations allows students to empathise with others, explore various belief systems, and articulate their thoughts and feelings on a wide array of subjects. This not only broadens their understanding of the world but also helps in recognising the spiritual dimensions of life.	Oracy supports moral development by facilitating discussions, debates, and reflections on moral and ethical issues. Through engaging in spoken activities, students learn to articulate their viewpoints, listen to others, and critically evaluate different perspectives on issues such as justice, fairness, and responsibility. This helps in understanding the complexity of moral dilemmas and encourages thoughtful decision-making and empathy towards others. Oracy activities that involve exploring the consequences of actions and the moral choices characters make in stories or real-life scenarios help in building a strong moral compass.	In terms of social development, oracy is a key tool for understanding social norms and the evolution of language within society. It helps students to appreciate the diversity of language and its impact on social identity and cohesion. Through discussions, role-plays, and collaborative projects, students develop essential social skills such as active listening, respectful dialogue, and the ability to present and defend their ideas confidently. These activities prepare students to navigate social interactions and contribute positively to their communities. Oracy also promotes a culture of acceptance and inclusion, encouraging students to value diverse perspectives and backgrounds, which enhances their ability to engage with a wider variety of people in a respectful and understanding manner.	Oracy enhances cultural development by exposing students to a variety of linguistic traditions and cultural narratives. Through oral storytelling, reading aloud, and discussing literature and viewpoints from different cultures, students gain insights into the lives, values, and perspectives of people from diverse backgrounds. This not only enriches their understanding of the world but also fosters respect for cultural diversity. Furthermore, by encouraging students to express their own cultural experiences and viewpoints, oracy helps in cultivating a strong sense of identity and belonging.

CURRICULUM AND PROGRESSION

Progression within a component

Within each oracy component the vocabulary is specifically chosen to reflect the knowledge, skills and understanding being developed at that stage. For instance, in the Persuasion component, students start with basic persuasive language techniques and gradually progress to employing more sophisticated rhetorical strategies, reflected in the vocabulary they learn and use, such as "emotive language," "rhetorical questions," and "ethical considerations." This progression ensures that as students' understanding of each component deepens, so does their ability to articulate their ideas with greater precision and sophistication.

Interconnectedness of oracy components

When planning and implementing an oracy curriculum based on the progression framework, it is crucial to recognise that the different components—narrative talk, persuasion, taking and giving instructions, discussion, reasoning, explanation, and negotiation—should not be viewed or planned for in isolation. Each component, while distinct, naturally supports and enhances the others, forming a cohesive and comprehensive approach to developing students' oracy skills.

Integrated Learning Approaches

Each oracy component overlaps with others in practical applications. For instance, during a debate (commonly seen as part of the 'Discussion' component), students also engage in 'Negotiation' to reach a consensus and 'Reasoning' to construct and defend arguments. This shows that effective oracy education requires a holistic approach where skills are not segregated but integrated.

Reinforcement of Skills

Skills developed in one area can enhance performance in another. For example, effective 'Narrative Talk' helps build a foundation for 'Persuasion' by enabling students to construct compelling stories that support their arguments. Similarly, 'Explanation' skills are crucial for 'Taking and Giving Instructions' as both require clarity, structure, and coherence in communication.

Spoken skills components:

Generic Talk - Focusing on everyday communication, this component encourages students to develop their conversational skills, adapt their speech for different purposes and audiences, and use appropriate registers. It supports the acquisition of skills necessary for effective interpersonal interactions and collaborative work.
Narrative Talk - Here, the emphasis is on storytelling and narrative construction, helping students to develop their ability to structure stories, use descriptive language, and convey emotions through speech. This component fosters creativity and imagination, essential for engaging storytelling and understanding narrative structures.
Persuasion - Students learn to construct arguments, persuade others, and critically evaluate persuasive speech. This component is crucial for developing critical thinking skills and the ability to engage in constructive debate, reflecting the curriculum's aim to produce articulate and reasoned individuals.
Taking and Giving Instructions - This practical component teaches students how to give clear instructions and follow them accurately, an essential skill in both academic and real-world scenarios. It underscores the importance of clarity, sequence, and precision in oral communication.
Discussion - Encouraging students to participate in discussions, debates, and deliberations, this component is aimed at enhancing students' ability to consider different viewpoints, formulate and express their opinions, and engage in democratic decision-making processes.
Explanation - This component focuses on explaining concepts and processes clearly and coherently, supporting students in developing the ability to convey complex information in an accessible manner.
Reasoning - Students are taught to use logical reasoning to support their arguments, make decisions, and solve problems, highlighting the role of critical thinking in effective communication.
Negotiation - Focusing on conflict resolution and cooperative problem-solving, this component equips students with the skills to negotiate and find mutually beneficial solutions, reflecting the social and cooperative aims of the curriculum.
The planning process:

1. Identify the outcome/oral opportunity
2. Establish the key skills to be developed
3. Decide/identify what the children need to say/what stem sentences they need in order to learn, explore, explain and define the new skill or learning. What have they used previously that they can apply to this?
4. Clarify what the teacher needs to model
5. Provide opportunities for the children to use the new language

Practical teaching and learning strategies to support language acquisition

- **Visuals – display sentence structures enabling children to use them as a point of reference during talk based tasks.**
- **Modelling – deciding which sentence structure to use based on the context, then speak the sentence, 'thinking aloud'**
- **Improving the quality of talk – encourage responses that build on those of others, e.g. 'I agree with …. because ….'**
- **Partner and group talk – expect children to use sentence structures from previous lessons together with the given sentence structures, encourage them to question each other and develop each other's responses.**
- **Oral rehearsal – practise orally using 'writer's talk', in pairs or individually.**
- **Recording children's talk –encourage children to listen to their own talk so as to develop and improve on it.**

Progression of Generic spoken skills.

Generic Key skills	Physical	Cognitive	Linguistic	Social and Emotional
Y1	● To use the appropriate tone of voice in the right context. E.g. speaking calmly when resolving an issue in the playground. ● To speak clearly and confidently in a range of contexts.	● To offer reasons for their opinions ● To recognise when they haven't understood something and asks a question to help with this. ● To disagree with someone else's opinion politely. ● To explain ideas and events in chronological order.	● To use vocabulary appropriate specific to the topic at hand ● To take opportunities to try out new language, even if not always used correctly. ● To use sentence stems to link to other's ideas in group discussion. E.g. 'I agree with… because …' 'Linking to …' ● To use conjunctions to organise and sequence ideas e.g. firstly, secondly, finally.	● Listens to others and is willing to change their mind based on what they have heard ● To organise group discussions independently of an adult.
Introduce pupils to different protocols to scaffold turn-taking e.g. putting a thumb in when they want to speak, or taking turns passing talk around a circle. Use visual aids to support pupils' awareness of talk e.g. using counters to represent contributions to a discussion or passing wool from speaker to speaker to show how contributions in a conversation should link to each other. As a teacher, explicitly model your own use of questions to clarify your understanding, e.g. 'I didn't understand that so I'm going to ask a question to help me. What did you mean by X?' Draw pupils' attention to the role that listening has in developing understanding. E.g. 'Now that we have heard that, has anyone changed their mind?'				
Generic Key skills	**Physical**	**Cognitive**	**Linguistic**	**Social and Emotional**
Y2	● To start to use gesture to support the delivery of ideas e.g. gesturing towards someone if referencing their idea, or counting off ideas on their fingers as they say them.	● To ask questions to find out more about a subject. ● To build on others' ideas in discussions. ● To make connections between what has been said and their own and others' experiences.	● To adapt how they speak in different situations according to audience. ● To use sentence stems to signal when they are building on or challenging others' ideas.	● To start to develop an awareness of audience e.g. what might interest a certain group. ● To be aware of others who have not spoken and to invite them into discussion. ● Confident delivery of short pre-prepared material
Introduce sentence stems with accompanying gestures to support meaning for both speaker and their audience. E.g. linking fingers together for 'linking to' and holding up one finger to emphasise their first point. Create different role play scenarios which enable pupils to practice speaking in different contexts e.g. having tea with the Queen, talking to sibling, talking to a neighbour or a friend on the playground. Play games which encourage pupils to elaborate on their ideas, e.g. 'tell me more' or 'just a minute'. Use hot-seating and question tennis to develop pupils' questioning skills. Praise pupils who invite others into discussions and as a class develop ideas for how this can be done, e.g. saying their name, asking them a question, turning to them. Before students deliver presentational talk create structured opportunities for pupils to reflect on what will engage their audience e.g. how can they make their object for 'show and tell' interesting for their peers.				
Generic Key skills	**Physical**	**Cognitive**	**Linguistic**	**Social and Emotional**
Y3	● Deliberately varies tone of voice in order to convey meaning. E.g. speaking authoritatively during an expert talk or speaking with pathos when telling a sad part of a story. ● Considers position and posture when addressing an audience.	● To offer opinions that aren't their own. ● To reflect on discussions and identify how to improve. ● To be able to summarise a discussion. ● To reach shared agreement in discussions.	● To be able to use specialist language to describe their own and others' talk. ● To use specialist vocabulary. ● To make precise language choices e.g. instead of describing a cake as 'nice' using 'delectable'.	● To adapt the content of their speech for a specific audience. ● To speak with confidence in front of an audience.
Expose students to a range of models for talk, e.g. by meeting an expert or watching a talk online. Unpick why each speaker is successful e.g. how they establish their authority. Develop a shared language to describe talk in the classroom through creating a class set of 'discussion guidelines'. These can be used as success criteria to support pupils to reflect on their discussions. Introduce 'Talk Detectives' to support pupils to reflect on their talk and raise pupils' awareness of what makes good discussion.				

Spend time teaching pupils what it means to be a chair, e.g. a chair should be prepared to ask probing and clarifying questions and encourage others to do so too. Scaffold pupils' summaries by allocating one student in a trio discussion the role of the 'silent summariser'. While the other members of the trio discuss an idea, the silent summariser must remain quiet, listen and then feedback the main points at the end of the discussion.
Play 'articulate' with specialist subject vocabulary.

Generic Key skills	Physical	Cognitive	Linguistic	Social and Emotional
Y4	● To consider movement when addressing an audience. ● To use pauses for effect in presentational talk e.g. when telling a anecdote or telling a joke.	● To be able to give supporting evidence e.g. citing a text, a previous example or a historical event. ● To ask probing questions. ● To reflect on their own oracy skills and identify areas of strength and areas to improve.	● To carefully consider the words and phrasing they use to express their ideas and how this supports the purpose of talk. on others when giving feedback.	● To use more natural and subtle prompts for turn taking. ● To be able to empathise with an audience. ● To consider the impact of their words

Introduce pupils to sentence stems to cite evidence and ask probing questions.
Teach the conventions for different types of talk, e.g. in oral storytelling using similes, metaphors, time connectives, rich description and techniques to build suspense. In a persuasive pitch using a 'hook' to grab the audience's attention, rhetorical devices such list of three and rhetorical questions.
Create opportunities for pupils to reflect on their own oracy skills and those of their peers, and set targets for improvement.
Set up discussions where each pupil has key information to bring to the discussion. E.g. each pupil has read a different historical source or piece of evidence and the group needs to decide the cause of the central event.
When using trio discussions, allocate one member of the trio the role of questioner. Their sole responsibility during the trio discussion is to ask questions of the rest of the group

Generic Key skills	Physical	Cognitive	Linguistic	Social and Emotional
Y5	● To project their voice to large audience. ● For gestures to become increasingly natural.	● To be able to draw upon knowledge of the world to support their own point of view and explore different perspectives. E.g. In a discussion about vegetarianism, rather than saying 'my mum is a vegetarian so eating meat is wrong' to be able to say 'lots of people don't eat	● To use an increasingly sophisticated range of sentence stems with fluency and accuracy.	● Listening for extended periods of time. ● To speak with flair and passion.

Equip students with the language to describe when a discussion has gone off track and support them to identify when this has happened e.g. by looking at transcripts or video examples. Develop use of sentence stems for students to bring discussions back on track e.g. 'That might be true, however what do you think about X?' 'It feels a bit like we are going off topic here. Let's get back to X'.
Teach strategies to be able to listen for an extended period of time, e.g. note-taking or drawing visuals. Use vocal warm ups and diaphragm breathing exercises to support voice projection. Some examples are in the book, This is a Voice.
Develop a bank of sentence stems which have a similar meaning to those students are already familiar with e.g. for agreement: 'I agree and I would like to add …' 'I would like to echo what X said because …' 'I see it in a similar way to X because …' 'I have a similar opinion because …'

Generic Key skills	Physical	Cognitive	Linguistic	Social and Emotional
Y6	• To speak fluently in front of an audience. ● To have a stage presence. ● Consciously adapt tone, pace and volume of voice within a single situation.	● To construct a detailed argument or complex narrative. ● To spontaneously respond to increasingly complex questions, citing evidence where appropriate.	● To vary sentence structures and length for effect when speaking. ● To be comfortable using idiom and expressions.	● To use humour effectively ● To be able to read a room or a group and take action accordingly e.g. if everyone looks disengaged, moving on or changing topic, or if people look confused stopping to take questions.

Play games like 'just a minute' to practise fluency when talking about a given topic e.g. climate change.
Practise 'power poses' to explore physical aspects of speaking
Teach structures for building evidence-based arguments

Progression of Spoken skills components:

Narrative Talk	**Year 1**	**Year 2**	**Year 3**
	• Experiment with familiar phrases associated with well-known stories in their own stories • Listen to a story and join in with actions • Use conventions such as 'In the beginning...' and 'Once upon a time' • Use different voice for different characters • Repeat chunks of a story they know well using story language	• Tell the listener where and when the story is set • Use terms like yesterday, last week, today, tomorrow • Use specific names of places, including towns • Use appropriate tenses to show if the story is set in the present, past or future • Use terms like 'a long time ago' or 'recently' to help the listener get a sense of how long ago the story was set	• Vary voice and language to express feelings at key moments in the story • Show good expression by using their voice louder and softer as required • Show understanding as to how characters relate to one another
	Year 4	**Year 5**	**Year 6**
	• Speak with good diction so that the audience can hear what is said • Show awareness of their potential impact on a group that is listening to them • Use correct Standard English • Use powerful verbs and adjectives • Talk about their personal feelings in relation to the way a story starts and ends • Identity language used within a story that is different from everyday use	• Recognise how precise use of language helps the listener understand more about a specific character or setting • Ensure that listeners are left in no doubt about certain characteristics, such as appearance and personality • Recognise how important it is to know the place and time they are talking about so that a story holds its authenticity • Use strong adjectives and verbs to help create a scenario that draws in the listener • Add a little exaggeration to capture the audience's interest	• Recognise the need to use strong verbs and adjectives to make a point about a character in their talk • Know when to bring in additional features such as strong verbs and adjectives to ensure that the audience identifies with the characters in the story • Recognise the need to manipulate narrative pace and setting to reflect mood • Capture the audience by varying pace, changing the mood and adding suspense • Make appropriate choices between Standard English, colloquialism or dialect according to need • Move away from Standard English to capture a character's specific features - for example, accent or slang

PERSUASION

Year 1	Year 2	Year 3
• Express feelings and ideas when speaking about matters of immediate interest • Listen to what others in group suggest and then say what they do and do not agree with • Respond to what has been heard, making comments and asking questions • Show awareness of the needs of the listener, gaining the listener's attention before commencing • Wait until someone has finished speaking before offering their own opinion	• Recognise the need to take equal turns in a group situation • Show patience when others have not had a turn to talk • Use non-fiction books to find the answer to a simple question that concerns them • Begin to distinguish between fact and opinion • Know how to change voice when presenting something to the whole class	• Organise persuasive language with a clear view as to who they are pitching it at • Use technical words linked to the topic being discussed • Listens carefully and then makes relevant comments associated with what has been said • During a discussion, makes it clear that they appreciate the point made by someone else although they disagree with it • Know when to vary voice and language to express feelings at key moment • Exaggerate to help make a point • Knows the impact that heightening their voice has to end a debate
Year 4	**Year 5**	**Year 6**
• Ensure that persuasive talk provokes a strong response • Make thoughtful use of the resources available, especially non-fiction books and the internet, to develop and illustrate ideas in discussion • Use a range of resources to help create and sustain their argument • Make use of what they have learnt from a discussion, presentation or television programme • Give listeners/partners clear reasons/evidence for their views • Provide factual information	• Ensure persuasive language has the right balance of image, words, phrases and sound • A good range of resources are used to help the listener make sense of an argument being presented • Summarise the main points of an argument or discussion • Make up their own mind about what the important points are • Provide key points for and against so that the listener can make up their own mind • Present conflicting views of an argument and reach a considered conclusion • Talk in extended turns to express straightforward ideas and feelings • Give others plenty of time to make their point before providing contradicting evidence	• Listen to a debate with an open mind, recalling the main arguments and deciding, for clear reasons, which one was most convincing • Present a spoken argument that develops coherently and logically • Present a spoken argument that supports its points with evidence and persuasive language • Present strong argument in a formal debate on an issue, using the language and procedures of debating • Show that they are aware of going through the Chair if they need to make a point or add to what is being presented

NG AND GIVING INSTRUCTIONS

Year 1	Year 2	Year 3
• Contribute to class composition of instructions with teacher scribing • Think out and give clear single oral instructions • Give instructions with authority and confidence • Listen carefully when instructions are given • Listen patiently to an adult and know exactly what they have to do as a result • Follow a two- or three-part instruction appropriately • Know the difference between an instruction and a sentence • Know that most instructions start with a word or phrase, e.g., "Will you...", "Go and..."	• Ask for clarification if they are unsure when receiving instructions • Focus on the person/people they are giving instructions to • Make eye contact with the person being addressed • Use appropriate intonation when giving instructions • Convey instructions clearly but in a pleasant and positive way • Use appropriate words associated with instructions, e.g., "Will you follow the..." • Know that imperative verbs are frequently used when giving instructions • Ensure instructions follow one another in sequence	• With others, evaluate effectiveness of the instructions they have given • Prepare a set of oral descriptions related to a game • Develop a sequence of instructions in chronological order • Give a listener enough detail so that instructions can be clearly understood • Give clear oral instructions to members of a group
Year 4	**Year 5**	**Year 6**
• Ensure the language and structure used in their instructions are appropriate for the task • Be consistent in use of tenses • Ensure that sequenced points start with an imperative verb • Give instruction with clear diction so that everything can be heard and understood • Speak clearly and slowly • Use correct, grammatical features at all times • Adapt instructions to suit different audiences, e.g., adults or younger children	• Devise a set of instructions (using appropriate form and features) and test them out on other people, revise and try them out again • Get others to check whether their instructions are accurate enough • Identify sets of instructions which are for more complex procedures, or are combined with other text types (e.g., some recipes) • Evaluate sets of instructions (including attempting to follow some of them) for purpose, organisation, clarity and usefulness • Give clear oral instructions to achieve the completion of a common task • Follow oral instructions of increased complexity • Pupils take on different tasks - they agree on what they will do and rely upon each other to complete each task	• Use the language conventions and grammatical features of the different types of speech as appropriate • Move from first, second and third person, as appropriate • Choose the appropriate form of speech and style to suit a specific purpose and audience • Draw on knowledge of different non-fiction text types including non-fictions books and the internet

DISCUSSION	Year 1	Year 2	Year 3
	• Talk about how different characters might think, feel and react differently from themselves and from each other • Through talk and role play, explore how others might think, feel and react differently from themselves and from each other • Show through role play that a familiar story might have a different ending	• Through discussion, be prepared to explore different views and viewpoints • Know that views and responses will vary greatly according to whose point of view is being looked at • Through discussion and in life situations, recognise that different people (and characters) have different thoughts/feelings • Discuss that in certain circumstances it may be alright to do something that may at first seem wrong	• Through role play and drama explore how different views might be expressed/explained/justified e.g., the different view of characters in a particular book, the different view of people in a simulated 'real life' scenario • Through discussion explore how different views might be expressed/explained/justified e.g., the different view of characters in a particular book, the different view of people writing to a newspaper • Participate in 'Conscience Alley' activities to express thoughts and feelings
	Year 4	**Year 5**	**Year 6**
	• Continue to explore the expression of different views through discussion, role play and drama • In exploring persuasive texts, and those presenting a particular argument, discuss which present a single (biased) viewpoint and which try to be more objective and balanced • Use persuasive language appropriately in a discussion • Listen to a range of views, some which match their own and others that do not • Recognise if anyone is too biased and is arguing from a point of view that may be unfair	• Experiment with the presentation of various views (own and others, biased and balanced) though discussion, debate and drama • Open a discussion with a presentation on the main issue that provides enough balance for others to follow up • In exploring persuasive texts, and those presenting a particular argument distinguish and discuss any texts which seem to be trying to present a more balanced or reasoned view, or which explore more than one possible perspective on an issue • Recognise and understand the distinction between the persuasive presentation of a particular view and the discursive presentation of a balanced argument	• Identity the language, grammar, organisational and stylistic features of balanced discussions which: ▪ Draw reasoned conclusions based on available evidence ▪ Signal a personal opinion clearly ▪ Clarify the strengths and weaknesses of different position ▪ Summarise different sides of an argument • Provide a well-reasoned argument that could persuade others to think again • As a member of a group, quickly defend someone's right to have a point of view even if it did not match the majority, or their own, view • At the end of a discussion, give reasons for and against and present it in such a way that give people enough scope to make up their own mind

Explanation

Year 1	Year 2	Year 3
• Explain their own or another's motives, for example why and how they made a model • Provide a plausible explanation	• Make specific vocabulary choices and use non-verbal features to engage listener • Use body language to add to their expressions • Recount experiences giving some detail and use descriptive language	• Develop ideas and feelings through sustained talk • Develop ideas as they are explaining thoughts • Recognise how powerful pauses can be when presenting something • Use long pauses to allow the listeners to capture the atmosphere
• **Year 4**	• **Year 5**	• **Year 6**
• Give listeners enough detail to communicate meaning • Ensure that key words describing a process are emphasised • Speak with good diction so that the audience can hear what is said • Speak with clarity and confidence	• Use complex sentences • Use the passive voice • Use technical vocabulary • Use words/phrases to make sequential connections • Use words/phrases to make causal connections • Use words/phrases to make logical connections • Give detailed explanations - varying vocabulary • Be aware of possible confusions when explaining something unfamiliar to a listener	• Shape talk very deliberately for effect and clarity • Vary vocabulary, grammar and non-verbal features to suit the audience • Be aware of features that a listener may be unfamiliar with and adapt vocabulary and pace accordingly

REASONING

Year 1	Year 2	Year 3
• Talk about own experience in an audible voice using sequencing words and phrases such as 'then', 'after that' • Listen to other's recounts and ask relevant questions • Correct others when their sequence is not correct	• During personal recounts begin to recognise generic structure, e.g., ordered sequence of events, use of words: first, next, after, when, finally • Try to hear and consider the different preferences and interests in the group • Hear the different points of view of others in the group with respect to their preferences • Make a helpful contribution when speaking in turn • Wait patiently for a turn to speak • Start to show ability to build on what a previous speaker has said	• Summarise the main issues associated with a talk or presentation they have listened to • Easily comes with different ideas associated with a specific problem • Agree what is the most difficult task and how to tackle it • Happy to give an input into a group discussion about the order they should tackle a problem
Year 4	**Year 5**	**Year 6**
• Discuss ways of using what they have learnt from a discussion or broadcast • Make use of resources to develop and illustrate ideas in discussion • Explain how the group arrived at an agreed view in relation to the main aim of the task	• Listen to others responsively in discussion and link ideas clearly to others' views - even if they are different • Take turns to express ideas and feelings • Shows patience in waiting their turn • Shows emotion when expressing their views	• Comfortable in developing others' ideas in different ways • Happy to take an initial idea from someone else and then improve on it • Recognise significant detail and implicit meaning in others' contributions • Quick to recognise a good idea that was suggested by someone else in their group related to their work

NEGOTIATION	Year 1	Year 2	Year 3
	• Expect to be listened to when they have something to say • When explaining, quick to stop when a few are not paying attention and then continue again later • Know to listen when someone else is saying something	• Listen to and build on the previous speaker's contribution • Know how to vary talk to hold a listener's attention • Make helpful contribution when speaking in turn • Contribute if they feel this is helpful in moving on the debate	• Listen carefully and then make relevant comments associated with what has been said • Accept that their contribution will be valued if they in turn show respect to others' contributions • Show good awareness of the listener and organises what is said accordingly • Quickly assesses if what they are saying is not being fully understood or followed by others
	Year 4	**Year 5**	**Year 6**
	• Add or expand on points or evidence • Recognise when they need to expand on what they have said or add more information • Give the listener clear reasons or evidence for their views • Realises when the information provided is not good enough to help others understand and adds further information	• Show good understanding of what has been said and introduce new ideas that are valid • Present conflicting views of an argument and reach a considered conclusion • Provide a sound and balanced response	• Listen to a debate with an open mind, recalling the main arguments and decide for clear reasons which one was the most convincing • Provide reasons for and against the point before coming to their own conclusion • Work together as a group to prepare an argument for or against the motion of a debate • Acts as a Chair or a Secretary when working as part of a group to consider an argument put forward • Show a growing ability to shape the direction of the talk • Present a strong argument in a formal debate on an issue, using the language and procedures of debating • Uses words like 'motion' and 'with due respect' and knows how to go through the Chair when conducting a debate

Progression in language structures- YEAR 1

The Language of Narrative talk - Predicting/– Events and sorytelling/sequencing The Language of Sequencing	I think…….because……. (prior knowledge) I predict…….will happen. They are the same because……. (comparing) My partner said…… Retelling stories – Once upon a time…..; One day……; Long ago…….. ‘	*What happened next?’* First I will…….. Next I would…….. Then I…… After that I…….. Finally I……..
The Language of Persuasion	I think that... You said..., but I feel...	I found out... This is true because...
The Language of taking and giving instructions	Can we try doing it this way...? Let's all start by... First, we need to... Remember to...	Make sure to... It's important to... Please be careful when... Once you've finished
The Language of Discussion	I think…… I think……..because……. I like……..best…….because…….	My partner thinks…… I agree because…… I disagree because……
The Language of Explanation How ? Why? Where? When? a suggestion that tries to explain something, based on evidence	It is……..and…….. The……is……and…….. They are……because…….. It is a (adjective) / (noun) it ……..has/have…….. I …… because…… When I…….because……. After I……	I know……..because…….. ……is in-between/after/before because…….. I feel proud of this part because…. My favourite part was… So then…… The answer is……because…… Next time I will….
The Language of Reasoning Comparing and contrasting/Making an assumption based on prior knowledge Evaluative Talk	They are the same because…… They are different because……is……and……is…… They are alike because they are both…… I think that ……..because…….. It is……because…….. ……happened because……	I found……hard/easy because…….. I like / dislike because…….. I feel that……..next time. I could…… In my opinion……because…….. *What do you think happened?*
The Language of Negotiation Agreement and Disagreement	Yes because…….. No because…….. I like…….. Because……. And…….. I don’t like……. Because……. And….. I agree with…….. Because…… It is right…… It is wrong……..	

Progression in language structures- YEAR 2

The Language of Narrative talk - Predicting/– Events and storytelling/sequencing The Language of Sequencing	Say how the characters feel and explain why. I think that……because…….. This happened……..because……. I know this…… *What do you think happened?* *How do you know that……?* It / This is……..and…… This has …….. and …… The……is……and…… They are…….and…….. I feel……..because……This is a big, round, red, beach ball I think my…….. /book is…….because…… ……same…….. ……similar…….. ……different……	I think…….because…….. I predict that……..because…….. I think they will be alike because they are both…….. My partner said…… First, Next, Then, After that, Finally… At last …. Suddenly ….. 'What happened next?' 'What did…?' First…… (First put the hat on) Next……. After that…… Finally…….. Last of all……
The Language of Persuasion	I noticed... After you talked, I thought... It's not just me, look at... We should all talk about...	I listened, and now... I feel like... The book says... We know it's important because...
The Language of taking and giving instructions	Will you please follow the steps for...? It's your turn to... I would like you to... Could everyone please...?	I'm going to show you how to... After completing... To ensure everyone understands... Does anyone need me to repeat...?
The Language of Discussion	I think…… because…… I prefer……..because…… My partner thinks…… I agree/disagree because……	
The Language of Explanation How ? Why? Where? When? a suggestion that tries to explain something, based on evidence	I……because…….. When I ……..because…….. After I…… The……..because…… We/They……because…… How…….Why……..Where……..When…… I started at 5 because the……. ……and……..are both……	I jumped on/up in ……because…… ……and……..are different in that…….. This makes……so I …… So then I……..because…… I know……because…….. I think this…….because…….. I know this, so I think …….. This will happen because……
The Language of Reasoning Comparing and contrasting/Making an assumption based on prior knowledge Evaluative Talk	They are the same because……. They are similar because…….. They are different because….. is…….and……..is…… They are alike because they are both…… It feels different because this one…… and that one…….. I think my…….. /book is…….because…… Next time I could……	I found……hard/easy because…… I like / dislike……because…….. It was interesting because……..I like this because…….. I like the part where……because…….. What I found hard about this work was…….. I found this piece of work hard/easy because
The Language of Negotiation Agreement and Disagreement	No because…….. Yes because…….. I agree / disagree because…….	think…… because…. and also because……. However…….. Also……..

Progression in language structures- YEAR 3

The Language of Narrative talk - Predicting/– Events and sorytelling/sequencing The Language of Sequencing	It looks/feels/sounds/smells like…… It appears to be……..because…… It seems to be……as…… I think it looks like……due to…… It reminds me of……because / therefore / meanwhile…….. Why? How/? What? Tell Me About… I predict that……because……..however/meanwhile/therefore/also…… I predict that……as a result of…… This is probable because…… ……..and……are different in that……therefore as a resultt…….. After……..I predict that…….. The outcome will be……..because…… What do you think?	Unfortunately…….. Luckily……. During…….. Lastly…… In the end…….. Once upon a time…….. Once there was…… As a result of…… Meanwhile…….. I remember that…….. Then this happened…….. First……..because…… Next……..however…… Then……..therefore…….. ……and…..are alike in that…….. ……and……..are similar because…… ……and……..are different in that…….. How did you come to that prediction Later on…… Eventually ……..
The Language of Persuasion	Targeting my argument to..., I argue... Discussing..., I use terms like... Hearing your point, I counter with... Appreciating your view, yet I disagree because...	The best reason I have is... An exaggeration might illustrate, such as... To underscore my point, I will… Solid evidence for my argument is...
The Language of taking and giving instructions	The next step involves... It's crucial that we... As a group, we will... This part requires us to...	Pay close attention as I... To make this work... We're going to evaluate how... By working together, we can...
The Language of Discussion	I agree/disagree because…….. I appreciate/understand……..'s opinion because/as/due to…… However I feel……..because/as/due to……	My opinion/view is……..because/as/due to…… I believe…….because…….. What is your opinion……How do you feel……Why do you feel……
The Language of Explanation How ? Why? Where? When? a suggestion that tries to explain something, based on evidence	Because I know that……I know that…… Due to this……..I know that…… How…….. Why…….. Where…….. When…… What…….. After…… Then / As a result of / Later / because ……	If you……then…….. First…….. After that…… I know……..because…… …….and……. are alike in that…… / ……and…….are similar because…… ……is……but……..is…… / ……..is……while……is…….. When……, …….. / If……., …….. ……, So ……..
The Language of Reasoning Comparing and contrasting/Making an assumption based on prior knowledge Evaluative Talk	I conclude that……..because…… I found that……because…… As a result of……I conclude that…… After looking at the data/information/results I conclude that…….. On observing I found thatI conclude that……..because…… I found that……because…… As a result of……I conclude that……	After looking at the data/information/results I conclude that…….. On observing I found that I found this work……..because…… Next time I could/would…….. Maybe you could try…… / I feel that…….. I enjoyed it because…… ……was successful / ambitious because…… You could improve this work by……
The Language of Negotiation Agreement and Disagreement	An argument for is……. Because….. An argument against is…….because….. I understand however / due to / but / therefore …… I accept your decision however I feel / believe….. Because / as / due / to……	

Progression in language structures- YEAR 4

The Language of Narrative talk - Predicting/– Events and sorytelling/sequencing The Language of Sequencing	It looks / tastes / feels / sounds / smells like …… It appears to be……because…….. It seems to be like……...because…….. I think it looks like……because…….. It reminds me of……because…… … I predict that……..because……however…… Due to the fact that…… (extension of because) As a result of……..this will happen because……. All events lead on to……..because…….. Because……..and……are similar, I predict that……will happen. The outcome will be……due to…… Based on……I predict that…… After hearing all the evidence, I think that……. will happen	In the beginning…… Subsequently…….. (time connectives) On the other side of the forest……. Back at home ……. I remember that……. With hindsight…….. Reflecting upon…… In the event that…….. Lastly….. In the end…….. To conclude / In conclusion / To sum up…… Firstly……..because/however/therefore/after a while/meanwhile/ in addition…… Next…….. Then…….. Finally/Eventually/Lastly…… In conclusion…… *Why? How? What? Tell Me About…*
The Language of Persuasion	My aim is to provoke thought by saying... Resources have led me to conclude... My argument, supported by..., shows... From our discussions, it's apparent...	My reasoning is backed by evidence like... I've found facts that illustrate... Our presentation involves images and words that... Considering all viewpoints, I determine...
The Language of taking and giving instructions	Ensuring accuracy, we must... Speaking clearly... When giving instructions... As we proceed...	Adapting our instructions for... It's imperative that we start with... Focusing on the task at hand... Sequencing our points, firstly...
The Language of Discussion	I agree/I disagree because…….. I appreciate ….'s opinion because……. Due to…… However I think differently because……	Most reasonable people would agree that…….because…….. *What is your opinion on the issue of bullying?* *How would you feel if you were being bullied/in that situation?*
The Language of Explanation How ? Why? Where? When? a suggestion that tries to explain something, based on evidence	How…….. Why…….. Where…….. When…….. What…….. After…….. Then / As a result of / Later / Meanwhile / Furthermore / Eventually / In contrast to /because Because I know that ice melts, I know that……	We know that……so/because…….. / It can't be……so/because…….. So it must be……so/because…… / I agree/disagree with you because…… A major difference between……and……is that…… Some ways in which……and……differ are…….. ……., So…….. / …… As a result, … Maybe it's because …… Due to the fact that……I know that……..will happen
The Language of Reasoning Comparing and contrasting/Making an assumption based on prior knowledge Evaluative Talk	……and……are both…….. ……and……are alike in that…… ……and……are similar because…… ……and……have the following points in common: …… One similarity between……and……..is that…….. Another is…….. A further…….. One difference is…….. A further difference……	In conclusion, I would say that……due to the fact that…….. My results make me think that……..because…… Having analysed the data, I conclude that…… I enjoyed……because…… ……..was successful / ambitious because…….. You could improve this work by……Maybe you could try…… Next time I / you could / would……
The Language of Negotiation Agreement and Disagreement	An argument for ….is….. because….. and…. An argument against…. Is….because…..and….. I understand…. That….depending on the content but	would argue…. I understand your point of view, however I disagree because……..

Progression in language structures- YEAR 5

The Language of Narrative talk - Predicting/– Events and sorytelling/sequencing The Language of Sequencing	It looks / tastes / feels / sounds / smells like … It appears to be……because…… It seems to be like……..because…… I think it looks like……because…… It reminds me of……because	I predict that……. I believe / I think……might / or…… If……. then…… X has happened, therefore I think…… First, Next, Then, After that, Finally…. 'What happened next?' 'What did….?' Meanwhile…….. Following this / that…… In the beginning……
The Language of Persuasion	Including visuals, my argument presents... To clarify my stance, I use... Summarising, my main argument is... The crux of the issue, from my view, is...	Examining both sides, such as..., shows... Exploring differing views, I conclude... Explaining in depth, I'd like to add... Listening to your points, my evidence suggests...
The Language of taking and giving instructions	To improve our approach, we'll test and adjust our instructions by... When facing more intricate tasks, it's essential to... For clarity's sake, let's reassess our instructions to ensure they... Following these instructions as a trial, we should observe whether...	Organising our instructions, we aim for them to be... To refine our instructions, feedback is sought to... Consulting with others, we aim to verify if our instructions are... Collective efforts enhance the effectiveness of our instructions, especially when...
The Language of Discussion	Therefore / In my opinion / I believe	He considers… It is my opinion that……..however others may/might believe……..
The Language of Explanation How ? Why? Where? When? a suggestion that tries to explain something, based on evidence	Because of…….. x happened For example…….. In conclusion…….. To begin with…… As a result of…….. The reason(s) for…… It is true that…….. I would like to prove / disprove…….. Perhaps the reason is ……	I think the question means…….so the answer would be…….. I know that……therefore I would try out…… If the……add up to……then the total number must be…….. Knowing this means we can work out what's missing! ……..as a result … / ……..therefore…… The reason…… is that…… / ……..is due to……. Can we prove that…… In conclusion……..
The Language of Reasoning Comparing and contrasting/Making an assumption based on prior knowledge Evaluative Talk	In some ways….and…….are alike. For instance they both…… Another feature they have in common is that…… Furthermore they are both…….. However they also differ in some ways. For example……..while…… Another difference is…….. The fact is…… In effect…… Given that……then……	I deduce/deduct…… I have worked out…… In conclusion…… I conclude…… My view is that……..because…… This is supported by the fact that…….. In my opinion……furthermore……However…….. Possible improvements may include……..
The Language of Negotiation Agreement and Disagreement	In my opinion……. Should be banned. I have two main reasons for believing this. First of all, as I'm sure you'll agree,…….. My second important reason for wanting to ban…… is that……	Perhaps some people would argue that…… However, I would point out that…… It is clear that a ban on……..would be a great step forward!

Progression in language structures- YEAR 6

The Language of Narrative talk - Predicting/– Events and sorytelling/sequencing The Language of Sequencing	In light of……I predict…… There is a high / low probability…….. The chances of/The likelihood of/Due to the fact that/Upon consideration of the relevant factors First, Next, Then, After that, Finally…. 'What happened next?' 'What did….?' In summary…….. The consequence of…….. Whilst X was……. Y was…….. During X – Y happened. Initially the…….. were……. However……..	In comparison to…….. *Idioms e.g. Peas in a pod* *Develop / Introduce metaphors and similes.* Varying the pace allows me to... To build suspense, I'll change... A character's accent or slang, like (example), shows... Moving away from Standard English can highlight... Capturing the audience involves (technique)... The mood of my story shifts when... (Adjective/verb) adds depth to (character/setting) by... Manipulating narrative elements like pace and setting allows me to...
The Language of Persuasion	Considering the debate, I find... more convincing because... Building my argument, I start with... To support my stance, consider... In this formal debate, my position is...	To interject, through the Chair, I say... Delving deeper, my analysis reveals... After evaluating arguments, my conclusion is... Given the evidence, I firmly believe...
The Language of taking and giving instructions	To successfully complete our tasks, it's vital that we... In striving for our common goal, we must... Addressing the task's complexity requires us to... The reliability of each task depends on our ability to...	Choosing the appropriate style and tone, we aim to... Our discussions and planning sessions emphasise the importance of... For our project to succeed, every team member must... Given the complexity of our task, we'll break it down by...
The Language of Discussion	Consequently / Based on fact / Because of my beliefs…….. To hold the view / After consideration After / On reflection	It is my understanding that……. The facts lead me to the conclusion that……..
The Language of Explanation How ? Why? Where? When? a suggestion that tries to explain something, based on evidence	……..Such as …….. Due to……x has / is…….. In summary…… Owing to……x has / is…….. This has altered…….. Evidently…… Based on the evidence I have been presented with, I can conclude…… Taking everything into account…… Having analysed……	Having pondered…… If we accept this hypothesis, what else will be true? Given this, it is likely that …….First I……..Then……Next……Finally…….. I approached it methodically (by)…… I was systematic……(when/because) I looked at the whole problem and broke it down into steps…… We could possibly……..Or…… So far I have discovered/worked out that……
The Language of Reasoning Comparing and contrasting/Making an assumption based on prior knowledge Evaluative Talk	In some ways……and…..are alike. For instance they both…….. Another feature they have in common is that…… Furthermore they are both…… However they also differ in some ways. For example……..while…….. Another difference is that……..whereas…….. Finally……but…….. The similarities/differences seem more significant that the similarities/differences because……. My view is that…….. In my opinion……..	This is supported by the fact that…….. Furthermore……however…….. Possible improvements may include…….. Or alternatively……The facts lead to…….. Based on…….. Been lead to the conclusion that…… The evidence leads to…… Having considered…….. This infers that……..
The Language of Negotiation Agreement and Disagreement	On the one hand…….. But…… Convince me that…… I am convinced…… Given that……	Consequently / Based on fact / Because of my beliefs…….. To hold the view / After consideration After / On reflection It is my understanding that……. The facts lead me to the conclusion that……..

Roles and responsibilities

- **Headteacher**
- The headteacher at our school will:
- Support the subject leader but also hold them to account for the effectiveness of the subject
- Support staff through the provision of training and resources
- Monitor the planning and delivery of the subject
- Ensure the requirements of the National Curriculum are met
- Ensure this policy is reviewed according to the timescales set out
- **Subject leader**
- The subject leaders at our school will:
- Prepare and review subject policy and curriculum plans
- Promote the study of the subject throughout the school
- Monitor the teaching and assessment of the subject (using subject leader journal)
- Attend appropriate CPD
- Stay informed regarding developments in the study and teaching of the subject
- Evaluate resources
- Provide support, training and CPD to staff on the subject curriculum and its delivery, and keep them informed about subject developments nationally
- Assess the impact of the subject curriculum on pupils' learning and development
- Make presentations to governors on the subject and how it is being taught
- Provide the Headteacher with a summary report in which the strengths and weaknesses of science are evaluated and indicated areas for further development
- **Classroom teacher**
- Classroom teachers at our school will:
- Plan, teach and assess the subject according to the principles laid out in this policy
- Report to the subject leader
- Maintain subject knowledge and appropriate CPD
- **Parents**
- The parent community at our school will:
- Make sure their children are prepared for learning
- Support their children to complete project book activities
-

Health and Safety

Children at St. Paul's are taught how

Links to other policies

- This subject policy links to the following policies and procedures:
- Curriculum policy
- Assessment policy
- Marking policy
- SEN policy

Monitoring and review

This policy will be reviewed by staff and governors annually.

Inclusion

- At St. Paul's, teachers set high expectations for all pupils in Oracy, whatever their ability and individual needs. Oracy forms part of the school curriculum policy to provide a broad and balanced education to all children and we acknowledge that learners with additional needs are likely to experience difficulties within their learning which may act as barriers. Through our science teaching, we provide learning opportunities that enable all pupils to make good progress by adapting the teaching of science to suit the needs of all pupils. We strive hard to meet the needs and will use appropriate assessment to set ambitious targets and plan challenging work for all groups, including:
- More able pupils
- Pupils with low prior attainment
- Pupils from disadvantaged backgrounds
- Pupils with special educational needs (SEN)
- Pupils with English as an additional language (EAL)
- Teachers carefully consider these adaptations as shown below:

Cognition and Learning	
Barriers	**Provision**
• Understanding Word finding skills. • Articulation Sequencing (including retaining instructions). • Processing speed. • Attention and Listening. • Comprehension skills. • Understanding of key vocabulary	• Pre-teach key knowledge and vocabulary, then ensure multiple and regular exposure to these words. • Consider accessibility of worked examples. • Consider the use of displays and make sure vocabulary is related to learning for that lesson. • Use symbols, images or objects to make it more accessible. • Use of speaking frames to prevent cognitive load. • Encourage use of mind maps/ pictures/ flow charts and visual organisers. • IEP targets – SALT considerations • Small group teaching and presentation • Teaching delivered in quiet and distraction free environment.
Communication and Interaction	
Barriers	**Provision**
• Processing of instruction. • Retention • Accessing texts. • Working memory. • Making links • low self esteem • General gaps	• Recognition that some vocabulary may be challenging for many children. • Give specific contextual use of words, with images to support understanding. • Pre-teach key vocabulary, ensure multiple and regular exposure to these words. • Check children's understanding by getting them to reiterate what you have asked them. • Give children time to process and formulate. • Reduce adult talk and length of input. • Further opportunities to embed language through application of it contextually, orally. • SALT interventions • Visual prompts • Stem sentences to refer to

Physical and Sensory	
Barriers	**Provision**
• Artificial lighting. • Classroom noise/busy-ness • Tone and volume of adult voices • Core strength and fine-motor skills • Fatigue	• Consider ventilation and positioning of children for anything that may have an odour • Ask for specialist advice on equipment for children with particular SEND e.g. tactile ridges on measuring glassware for children with a visual impairment. • Use of sensory aids as part of usual provision e.g. gloves, audio/visual support. • Consider pupil sensory audits and adaptations. • Processing difficulties use of technology including iPads and laptops. • Use of concentration aids. • Use of working walls. • Use of standing desks, wobble boards, flexibility over where children read, thera-bands, over-lays. • Support and adaptations around oral presentation to reduce anxiety. • Performances and presentations in small groups.
Social, Emotional and Mental Health	
Barriers	**Provision**
• Emotional well-being • Anxiety around completing tasks • Changes in routine • Lack of structure/open-endedness of task • Lack of clarity- what is expected • Feeling constrained by content/ outcome (demand avoidance)	• Consistency of approach reduces children's anxiety - it allows children to predict what will happen. • Provide an overview of the lesson elements so the children know what is coming. • Pre-teach the child some of the elements of the lesson etc. • Use of working walls • Consider carefully the groupings – prepare the children by ensuring they are aware of the group they will be working in. • You may need to specifically teach the skills of cooperation and interaction for practical work. • Controlled choices • Clear expectations • Use of adult scribe, my turn your turn, paired work • Deliver task in short achievable bursts rather than all at once • Opportunities to develop social skills including being taught these discretely to support engagement in group work and collaborative learning. • Rewarding and praising effort, not only academic content

Further information can be found in our statement of equality information and objectives, and in our SEN policy and information report.