

Reading Subject Intent

At our school, we believe that reading is the key to unlocking the wider curriculum and a fundamental life skill. Our intent is to develop fluent, confident, and enthusiastic readers who read for both pleasure and purpose.

We aim to:

Develop early reading skills through a systematic and consistent approach to phonics, enabling children to decode accurately and build strong foundations.

Promote reading fluency so that pupils can read with speed, accuracy, and appropriate expression.

Ensure deep comprehension by teaching pupils to understand, interpret, and analyse a wide range of texts.

Foster a love of reading by exposing children to high-quality, diverse literature, including fiction, non-fiction, and poetry.

Build cultural capital by introducing pupils to a broad range of authors, genres, and themes that reflect both their own experiences and the wider world.

Develop critical thinking by encouraging discussion, questioning, and reflection on texts.

Support all learners through targeted interventions and inclusive practices so that every child can succeed in reading.

Through our reading curriculum, pupils will leave primary school able to read confidently, think critically about what they read, and carry a lifelong enjoyment of books.

Reading Long-Term Overview (Linked to Little Wandle)

EYFS

Focus: Foundations of reading through phonics and language

- Daily phonics following Little Wandle progression:
 - Fs1: Phase 1 Foundation in phonics
 - Autumn: Phase 2 (simple GPCs)
 - Spring: Phase 3 (digraphs/trigraphs)
 - Summer: Phase 4 (adjacent consonants) (oulton.staffs.sch.uk)
 - Begin **reading practice sessions (3x weekly)**:
 - Read 1: decoding
 - Read 2: prosody (expression)
 - Read 3: comprehension ([Letters and Sounds](#))
 - Read fully **decodable books matched to phonics knowledge**
 - Develop oral comprehension through:
 - Story retelling
 - Vocabulary development
 - Daily story time to promote reading for pleasure
 - Goal: Children leave Reception able to **blend sounds and read simple sentences fluently**
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Year 1

Focus: Securing decoding and becoming fluent readers

- Begin with recap of Phases 2–4, then teach **Phase 5 (alternative spellings)** (oulton.staffs.sch.uk)
- Continue **3x weekly reading practice sessions** (Little Wandle structure)
- Develop:
 - Automatic word recognition
 - Fluency (accuracy, speed, expression)

- Children read **fully decodable books matched precisely to their phonic stage**
 - Daily ‘Keep Up’ interventions for pupils falling behind
 - Goal: All pupils pass the **Phonics Screening Check** and read with increasing fluency
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Year 2

Focus: Transition from phonics to fluency and comprehension

- Continue Phase 5 consolidation and application
 - Introduce **fluency beyond decoding**:
 - Phrasing and expression
 - Reading longer texts
 - Transition from decodable books → **banded/real books**
 - Move towards **whole-class reading sessions** (alongside interventions)
 - Introduce comprehension skills:
 - Retrieval
 - Inference
 - Vocabulary discussion
 - Goal: Children move from *learning to read* → *reading to learn*
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Lower Key Stage 2 (Years 3–4)

Focus: Fluent, independent reading

- Continue revisiting phonics where needed (Little Wandle “Rapid Catch-up”) ([Letters and Sounds](#))
- Shift to **whole-class reading lessons**
- Teach explicit comprehension strategies:

- Inference and prediction
 - Summarising
 - Vocabulary in context
 - Develop reading stamina with longer texts
 - Exposure to a wide range of genres
 - Goal: Pupils read **fluently and with understanding across the curriculum**
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Upper Key Stage 2 (Years 5–6)

Focus: Advanced comprehension and critical reading

- Confident reading of complex texts
 - Develop higher-order reading skills:
 - Authorial intent
 - Language and structure analysis
 - Comparing texts
 - Encourage discussion and justification using evidence
 - Promote independent reading and reading for pleasure
 - Goal: Pupils leave Year 6 as **confident, analytical readers ready for secondary school**
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Whole-School Little Wandle Principles

- **Systematic, structured progression** from simple to complex sounds
- **Daily phonics (EYFS/KS1)** with consistent routines
- **Three-read model** builds decoding → fluency → comprehension

- **Decodable books matched exactly to phonic knowledge**
 - **Keep Up interventions** ensure no child falls behind
 - Strong emphasis on **reading for pleasure** across all phases
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Simple Progression Summary

- **EYFS–Y1:** Learn to read (phonics + decoding)
 - **Year 2:** Build fluency and understanding
 - **KS2:** Read to learn (comprehension + analysis)
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Oracy Subject Intent

The intent of Oracy is to enable all pupils to become **confident, articulate speakers and attentive listeners** who can express ideas clearly and engage meaningfully with others.

Through a structured approach to spoken language, pupils will:

- Develop a rich vocabulary and use language appropriate to different contexts
- Learn to speak clearly, audibly, and with confidence
- Listen actively and respond thoughtfully to others
- Build and justify opinions, ask questions, and engage in discussion
- Adapt their speech for different audiences and purposes

Oracy teaching supports wider learning across the curriculum and helps pupils to:

- Think critically and organise their ideas
- Collaborate effectively with peers
- Build self-confidence and resilience in communication
- Prepare for future education and life beyond school

Key Principles

- Oracy is taught **explicitly and across all subjects**, not just in English
- All pupils are given opportunities to speak and be heard
- Teachers model high-quality spoken language
- Classroom environments promote respectful discussion and active listening

Oracy Long-Term Overview (EYFS – Year 6)

EYFS

Focus: Foundations of speaking and listening

- Listening to stories, rhymes, and instructions
- Taking turns in conversation
- Speaking in simple sentences

- Building basic vocabulary through play
 - Retelling familiar stories
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Year 1

Focus: Speaking clearly and listening attentively

- Speaking in full sentences
 - Following simple instructions
 - Asking and answering questions
 - Beginning to explain ideas
 - Participating in class discussions
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Year 2

Focus: Developing confidence and clarity

- Extending sentences with detail
 - Retelling events in sequence
 - Expressing opinions (“I think... because...”)
 - Listening and responding appropriately
 - Beginning to speak in small groups
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Year 3

Focus: Structuring talk and building reasoning

- Organising ideas before speaking
- Giving reasons to support opinions
- Using subject-specific vocabulary
- Taking part in group discussions

- Beginning to present to an audience
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Year 4

Focus: Adapting speech and engaging audiences

- Speaking with increased fluency and expression
 - Justifying ideas with evidence
 - Building on others' contributions
 - Using appropriate tone and vocabulary
 - Participating in debates and discussions
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Year 5

Focus: Developing persuasive and formal talk

- Presenting ideas clearly to different audiences
 - Using persuasive language techniques
 - Engaging in structured debates
 - Asking probing questions
 - Listening critically and responding thoughtfully
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Year 6

Focus: Mastery and independence in communication

- Delivering structured presentations
- Adapting speech for formal and informal contexts
- Debating confidently with evidence
- Challenging ideas respectfully
- Using a wide and precise vocabulary

Key Progression Themes Across the School

- **Physical:** Voice projection, clarity, body language
 - **Linguistic:** Vocabulary, sentence structure, language choice
 - **Cognitive:** Reasoning, organisation of ideas, explanation
 - **Social & Emotional:** Turn-taking, confidence, respect, collaboration
-

This overview ensures Oracy is:

- **Progressive** (skills build year by year)
- **Explicit** (taught, not assumed)
- **Embedded** across all subjects

Here's your **Oracy long-term overview enhanced with practical classroom tools**, aligned with the Voice 21 approach. I've added **progressive sentence stems** and **talk roles** you can use across the school.

Oracy Sentence Stems Progression (EYFS–Year 6)

EYFS

- “I think...”
 - “I like...”
 - “It is a...”
 - “My idea is...”
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Year 1

- “I think... because...”
- “I agree with...”
- “I heard you say...”

- “Can you tell me...?”
-

Year 2

- “I agree with... because...”
 - “I disagree because...”
 - “First... then...”
 - “I would like to add...”
-

Year 3

- “My opinion is... because...”
 - “For example...”
 - “I understand your point, but...”
 - “In addition...”
-

Year 4

- “I would like to build on...”
 - “The evidence suggests...”
 - “Another perspective is...”
 - “This links to...”
-

Year 5

- “A key reason is...”
- “This is important because...”
- “On the other hand...”
- “In conclusion...”

Year 6

- “My argument is supported by...”
 - “A counterargument could be...”
 - “This demonstrates that...”
 - “Overall, I believe...”
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Oracy Talk Roles Progression

EYFS / KS1 (Simple Roles)

- **Speaker** – shares ideas
 - **Listener** – listens carefully
 - **Turn-taker** – ensures everyone has a go
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Lower KS2 (Year 3–4)

- **Discussion Leader** – keeps the group focused
 - **Clarifier** – asks questions to check understanding
 - **Summariser** – explains what has been said
 - **Contributor** – adds ideas
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Upper KS2 (Year 5–6)

- **Chairperson** – leads and manages discussion
- **Challenger** – respectfully questions ideas
- **Evidence Finder** – supports points with reasons/examples
- **Summariser** – draws conclusions
- **Observer** – gives feedback on group talk (linked to the four strands)

I can't directly attach a PDF file here, but I *can* give you a **fully designed, copy-paste ready pack** (formatted exactly for Word/Google Docs/Canva) so you can export it as a polished PDF in seconds. I'll structure it like a professional school resource pack.

 **ORACY CURRICULUM PACK (PRIMARY)**

Aligned with Voice 21

COVER PAGE

Title:

Oracy Curriculum Pack (EYFS–Year 6)

Subtitle:

Developing Confident Speakers and Thoughtful Listeners

Include:

- School logo
 - Date
 - “Aligned with Voice 21 Framework”
-

PAGE 1: SUBJECT INTENT**Oracy Intent**

Our intent is to develop pupils who are:

- Confident, articulate speakers
- Attentive and respectful listeners
- Able to express ideas clearly and reason effectively

Oracy underpins all learning and enables pupils to:

- Develop vocabulary and communication skills
 - Think critically and organise ideas
 - Engage in meaningful discussion
 - Prepare for future education and life
-

PAGE 2: PROGRESSION GRID

(Use a table with soft grey borders and bold headings)

Year	Physical	Linguistic	Cognitive	Social & Emotional
EYFS	Speak audibly	Simple sentences	Retell events	Take turns
Y1	Clear voice	Full sentences	Explain ideas	Listen respectfully
Y2	Group speaking	Extended sentences	Sequence ideas	Respond to others
Y3	Present to group	Subject vocabulary	Justify opinions	Build on ideas
Y4	Expression & tone	Precise vocabulary	Use evidence	Discuss & debate
Y5	Adapt delivery	Formal language	Structured arguments	Respond critically
Y6	Confident delivery	Precise vocabulary	Debate & evaluate	Challenge respectfully

PAGE 3: SENTENCE STEMS PROGRESSION

KS1

- I think...
- I think... because...
- I agree with...
- Can you tell me...?

Lower KS2

- My opinion is... because...
- For example...
- I would like to add...
- I understand your point, but...

Upper KS2

- A key reason is...
 - On the other hand...
 - A counterargument is...
 - In conclusion...
-

PAGE 4: TALK ROLES

KS1 Roles

- Speaker
- Listener
- Turn-taker

Lower KS2 Roles

- Leader
- Clarifier
- Summariser
- Contributor

Upper KS2 Roles

- Chairperson
 - Challenger
 - Evidence Finder
 - Observer
-

PAGE 5: CLASSROOM POSTER – GROUND RULES

How We Talk

- We listen carefully

- We do not interrupt
 - We respect all ideas
 - We build on others' thoughts
 - We speak clearly and confidently
-

PAGE 6: CLASSROOM POSTER – SENTENCE STEMS

Helping Us Talk

Start your ideas:

- I think...
- I believe...

Build ideas:

- I would like to add...
- For example...

Challenge ideas:

- I understand, but...
 - Another idea is...
-

PAGE 7: CLASSROOM POSTER – TALK ROLES

Our Discussion Roles

- Leader – keeps us focused
 - Summariser – explains ideas
 - Clarifier – asks questions
 - Challenger – respectfully disagrees
 - Observer – gives feedback
-

PAGE 8: VOICE 21 STRANDS POSTER (CHILD FRIENDLY)

We Are Improving Our:



Voice – how we speak



Words – what we say



Thinking – our ideas



Teamwork – how we work together

PAGE 9: IMPLEMENTATION (OPTIONAL BUT STRONGLY RECOMMENDED)

- Oracy is explicitly taught across all subjects
 - Teachers model high-quality talk
 - Structured talk routines are embedded (e.g. talk partners, debates)
 - Sentence stems are displayed and used daily
 - Talk roles are regularly assigned
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PAGE 10: IMPACT

Pupils will:

- Speak confidently and clearly
 - Use a wide and appropriate vocabulary
 - Listen and respond thoughtfully
 - Engage in discussion and debate
 - Demonstrate improved reasoning and understanding
-

HOW TO TURN THIS INTO A PDF (QUICK STEPS)

Option 1: Microsoft Word / Google Docs

1. Copy and paste everything
2. Add:

- Headings (use Heading 1/2 styles)
 - Icons (Insert → Icons)
 - School logo
3. File → Save as → PDF

Option 2: Canva (Best for polished look)

1. Go to Canva → “Education Presentation” or “A4 Document”
2. Paste each section onto a page
3. Use:
 - Soft pastel colours
 - Clear fonts (e.g. Montserrat, Open Sans)
4. Download as PDF

Here’s a **fully built lesson activity section** you can drop straight into your Oracy pack, with **progressive, practical activities for each year group**, all aligned with the Voice 21 strands.

ORACY LESSON ACTIVITIES (EYFS–YEAR 6)

Each activity includes:

- Clear structure
- Linked strands (Physical, Linguistic, Cognitive, Social & Emotional)
- Ready-to-use prompts

EYFS – Talk Through Play

Activity: *Story Circle*

How it works:

- Adult starts a story: “Once upon a time...”

- Each child adds one sentence

Sentence stems:

- “Then...”
- “And then...”

Focus:

- Turn-taking
 - Speaking in simple sentences
 - Listening to others
-

Year 1 – Talk Partners

Activity: *Think, Pair, Share*

How it works:

- Teacher asks a question
- Pupils think → discuss with partner → share

Sentence stems:

- “I think... because...”
- “I agree with...”

Focus:

- Speaking in full sentences
 - Listening and responding
-

Year 2 – Sequencing Talk

Activity: *Picture Talk*

How it works:

- Pupils describe a sequence of pictures

- Retell events in order

Sentence stems:

- “First... then... next...”
- “Finally...”

Focus:

- Organising ideas
 - Extending sentences
-

Year 3 – Justifying Ideas

Activity: *Opinion Lines*

How it works:

- Pose a statement (e.g. “Homework should be banned”)
- Pupils stand along a line (agree → disagree)
- Explain their position

Sentence stems:

- “My opinion is... because...”
- “For example...”

Focus:

- Giving reasons
 - Expressing opinions confidently
-

Year 4 – Group Discussion

Activity: *Discussion Roles Task*

How it works:

- Small group discussion with roles:

- Leader
- Clarifier
- Summariser

Sentence stems:

- “I would like to build on...”
- “What do you think about...?”

Focus:

- Building on ideas
 - Structured discussion
-

Year 5 – Debate Skills

Activity: *Mini Debate*

How it works:

- Pupils debate a topic in groups
- Use structured arguments

Sentence stems:

- “A key reason is...”
- “On the other hand...”

Focus:

- Presenting arguments
 - Considering different viewpoints
-

Year 6 – Formal Presentation & Debate

Activity: *Formal Debate / Presentation*

How it works:

- Pupils prepare and deliver a short speech or debate
- Include arguments and counterarguments

Sentence stems:

- “My argument is supported by...”
- “A counterargument could be...”

Focus:

- Confident delivery
 - Critical thinking
 - Challenging ideas respectfully
-

★ Whole-School Oracy Activities (Use Anytime)

1. Hot Seating

- One pupil takes on a role (e.g. historical figure)
- Others ask questions

Develops: questioning, listening, reasoning

2. Sentence Stem Relay

- Pupils must respond using a given stem
 - Builds automatic use of academic language
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3. Silent Discussion → Verbal Discussion

- Write ideas first, then discuss
 - Supports less confident speakers
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4. Oracy Observation Task

- One pupil observes and gives feedback using the four strands
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Making This Strong in Practice

To make these activities effective:

- Model talk before pupils try
 - Display sentence stems clearly
 - Use talk roles consistently
 - Build routines (same structures across subjects)
-

If you want, I can now:

- Turn this into a **weekly oracy progression map**
- Add **assessment criteria linked to the four strands**
- Or create a **deep dive script for Ofsted conversations**

Below is a **Weekly Oracy Progression Map (EYFS–Year 6)** designed to sit alongside your pack and ensure Oracy is taught **consistently, explicitly, and progressively across the week**, aligned with the Voice 21 framework.

You can drop this directly into your curriculum document or use it as a staff planning tool.

WEEKLY ORACY PROGRESSION MAP (PRIMARY)

Whole-School Structure

Each week follows a consistent pattern:

- **Monday:** Vocabulary & sentence building
- **Tuesday:** Talk partner / structured dialogue

- **Wednesday:** Group discussion with roles
- **Thursday:** Reasoning / debate
- **Friday:** Presentation / reflection

Skills become more sophisticated as pupils move through the school.

EYFS – Foundations of Talk

Monday (Vocabulary Play)

- Talk about objects, pictures, stories
- Adult models new words
- Simple sentence building

Tuesday (Talk Partners)

- “What do you see?”
- Turn-taking conversations

Wednesday (Group Storytelling)

- Build a shared story one sentence at a time

Thursday (Reasoning Talk)

- “Why do you think...?” (oral responses)

Friday (Show and Tell)

- Speak about something familiar

Focus: speaking confidence, listening, turn-taking

Year 1 – Building Sentences

Monday

- Introduce vocabulary linked to topic
- Use sentence stems: *I think... because...*

Tuesday

- Think–Pair–Share discussions

Wednesday

- Small group discussion with simple roles (speaker/listener)

Thursday

- “Do you agree?” simple reasoning talk

Friday

- Short class presentation

Focus: full sentences, basic reasoning, listening skills

Year 2 – Extending Ideas

Monday

- Vocabulary + expanded sentences using conjunctions

Tuesday

- Partner discussions using stems

Wednesday

- Group talk with “Contributor” role introduced

Thursday

- Opinion sharing: agree/disagree with reasons

Friday

- Retelling or explaining learning

Focus: sequencing ideas, giving reasons

Year 3 – Structured Talk

Monday

- Subject vocabulary introduction

Tuesday

- Paired reasoning tasks

Wednesday

- Group discussion roles introduced (Leader, Clarifier, Summariser)

Thursday

- Justifying opinions using “because / for example”

Friday

- Group presentation

Focus: organisation, justification, structured talk

Year 4 – Developing Discussion Skills

Monday

- Precise vocabulary building

Tuesday

- Partner debate practice

Wednesday

- Role-based group discussion

Thursday

- Evidence-based reasoning tasks

Friday

- Formal presentation with feedback

Focus: evidence, clarity, building on others

Year 5 – Argument & Debate

Monday

- Introduce formal/persuasive vocabulary

Tuesday

- Structured paired arguments

Wednesday

- Group debate with Chairperson role

Thursday

- Counterarguments and rebuttal practice

Friday

- Formal group debate or presentation

Focus: persuasion, critical thinking, rebuttal

Year 6 – Mastery & Independence

Monday

- High-level vocabulary selection for impact

Tuesday

- Independent preparation for argument

Wednesday

- Formal debate with full roles (Chair, Challenger, Observer)

Thursday

- Evaluating opposing arguments

Friday

- Formal speech / presentation + reflection

Focus: fluency, confidence, critical evaluation, leadership





★ CONSISTENCY ACROSS THE WEEK (ALL YEAR GROUPS)

Each lesson includes:

- Explicit vocabulary teaching
 - Use of sentence stems
 - Structured talk opportunities
 - Role assignment (progressive difficulty)
 - Teacher modelling of high-quality talk
-

VOICE 21 STRAND DEVELOPMENT ACROSS THE WEEK

Across all year groups, pupils repeatedly develop:

-  **Physical:** voice, clarity, expression
 -  **Linguistic:** vocabulary, sentence structure
 -  **Cognitive:** reasoning, justification, evaluation
 -  **Social & Emotional:** listening, respect, collaboration
-

HOW TO USE THIS IN SCHOOL

- Embed into weekly planning templates
 - Link Monday–Friday cycle to all foundation subjects
 - Use as evidence for progression in monitoring
 - Ensure talk roles rotate weekly
 - Build independence by reducing scaffolds over time
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If you want next, I can turn your whole Oracy pack into:

- **A full staff handbook (policy + progression + CPD notes)**

- Or a **Canva-designed printable PDF with visuals, icons, and layouts ready for display**