# ORACY AT ST NICHOLAS

| | Curriculum Intent<br>(What do we want for the children at St Nicholas?) | Curriculum Implementation<br>(How will we achieve this for our pupils?) | Curriculum Impact<br>(How will we know if we have achieved this?) |
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| WHOLE SCHOOL | We want every pupil to:<br>• Communicate their needs, wants, feelings and ideas confidently and effectively.<br>• Develop listening and attention skills appropriate to their stage of development.<br>• Take part in meaningful interactions with adults and peers.<br>• Build vocabulary and understanding of language.<br>• Use a range of communication methods, including speech, signing, symbols, AAC, gesture and visual supports.<br>• Learn to take turns, respond to others and participate in conversations.<br>• Develop self-advocacy and independence through communication. | Oracy is taught explicitly and embedded throughout the school day.<br>Pupils learn through:<br>• Daily communication sessions<br>• Structured speaking and listening activities<br>• Play and exploration<br>• Intensive Interaction<br>• Storytelling and role play<br>• Sensory experiences<br>• TEACCH work systems and visual supports<br>• Collaborative learning<br>• Circle time<br>• Problem-solving discussions<br>• Community visits<br>• Communication-rich environments<br>Staff use a Total Communication approach, including:<br>• Spoken language<br>• Makaton signing<br>• PECS (where appropriate)<br>• Objects of Reference | We know the curriculum is successful when pupils:<br><br>Show increased engagement with others.<br><br>Use more effective communication strategies.<br><br>Demonstrate improved listening and attention.<br><br>Develop a broader vocabulary and understanding of language.<br><br>Participate more confidently in classroom activities.<br><br>Initiate interactions more frequently.<br><br>Express preferences, opinions and feelings more independently. |

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| | • Prepare for successful participation in their community and future education. | • Visual timetables<br>• Communication boards<br>• AAC devices<br>• Gesture and body language<br>• Symbol-supported text<br>• Social stories and comic strip conversations | Apply communication skills in different contexts, including the community and home.<br><br>Make progress from their individual starting points as evidenced through EHCP outcomes, classroom observations, assessment records and pupil voice. |
| DISCOVERY | • Develop shared attention and engagement.<br>• Build listening and understanding.<br>• Encourage early words, signs and symbols.<br>• Promote turn-taking and social interaction.<br>• Develop confidence to communicate with familiar adults and peers. | • Story time with props and repetition<br>• Singing and rhymes<br>• Role play<br>• Small-group language games<br>• Sensory play<br>• Makaton-supported routines<br>• Attention Autism activities<br>Example vocabulary themes:<br>• My body<br>• Family<br>• Toys<br>• Food<br>• Animals<br>• Feelings<br>• Colours<br>• Places in school | Attends to a familiar adult during an activity.<br><br>Responds to simple instructions.<br><br>Communicates needs using speech, sign, symbols or AAC.<br><br>Takes turns in simple interactions.<br><br>Participates in songs, stories and group routines. |
| INVESTIGATE | • Develop awareness of others.<br><br>• Encourage anticipation and response.<br><br>• Build shared attention and engagement. | • Intensive Interaction<br><br>• Sensory stories<br><br>• Tacpac and tactile experiences<br><br>• Objects of Reference | Shows awareness of a communication partner.<br><br>Anticipates familiar routines.<br><br>Makes choices through gesture, eye gaze, touch or vocalisation. |

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| | • Support intentional communication.<br>• Develop cause-and-effect understanding. | • Music and resonance activities<br>• Switch-activated communication<br>• Co-active exploration<br>**Communication focus:**<br>• Eye gaze<br>• Facial expression<br>• Body movement<br>• Vocalisation<br>• Reaching or touching<br>• Choice-making between two options<br>• Anticipation of familiar routines | Initiates interaction in a preferred activity.<br>Responds consistently to familiar sensory cues. |
| ADVENTURE | • Develop functional communication.<br>• Improve understanding of social interaction.<br>• Teach conversation skills explicitly. | • TEACCH structured teaching<br>• Visual schedules<br>• Social stories<br>• Comic strip conversations<br>• Conversation scripts<br>• Video modelling<br>• Structured group work<br>• Emotion coaching<br>**Communication focus:**<br>• Initiating conversation | Uses visual and verbal strategies to communicate independently.<br>Participates in structured conversations.<br>Asks questions and seeks clarification when needed.<br>Identifies and communicates feelings appropriately. |

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| | • Develop emotional literacy and self-advocacy.<br><br>• Support communication across different environments. | • Maintaining a topic<br>• Asking for help<br>• Understanding social rules<br>• Recognising emotions<br>• Problem-solving through talk<br>• Using appropriate language in different contexts | Applies communication skills across school routines and community experiences. |
| EXPLORE | • Develop expressive and receptive language.<br>• Extend vocabulary through play.<br>• Encourage turn-taking and sharing.<br>• Support imaginative and cooperative play.<br>• Develop confidence to communicate with others. | • Continuous provision<br>• Small-world play<br>• Role play and drama<br>• Barrier games<br>• Talk partners<br>• Communication games<br>• Story retelling<br>Example language structures:<br>• "I want…"<br>• "Can I have…?"<br>• "My turn / your turn"<br>• "I found…"<br>• "He is…"<br>• "What happened?"<br>• "I think…" | Communicates wants and needs using words, signs or symbols.<br><br>Participates in play with peers.<br><br>Uses topic vocabulary appropriately.<br><br>Listens and responds in small groups.<br><br>Retells familiar events or stories with support. |
| CHALLENGE | Develop clear spoken communication.<br><br>Build vocabulary and subject-specific language.<br><br>Teach discussion and debate skills.<br><br>Develop reasoning and explanation. | • Talk for Writing<br>• Oracy circles<br>• Think-pair-share<br>• Presentations<br>• Drama and performance<br>• Debates and discussions<br>• Collaborative problem-solving<br>• Vocabulary instruction<br>**Progression by phase:** | Speaks clearly and audibly in different contexts.<br><br>Uses a widening range of vocabulary.<br><br>Listens and responds appropriately to others. |

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| | Prepare pupils for transition to secondary education and wider community participation. | **Phase** | **Focus** | Explains thinking and gives reasons for opinions.<br><br>Participates confidently in discussions, presentations and collaborative tasks. |
| | | Key Stage 1 | Speaking in sentences, asking questions, retelling stories, taking turns | |
| | | Lower Key Stage 2 | Explaining ideas, using subject vocabulary, participating in group discussions | |
| | | Upper Key Stage 2 | Presenting information, justifying opinions, debating respectfully, adapting language for audience and purpose | |