



# Westbury Infant School

## Oracy Curriculum and Progression

*Reception to Year 2 | 2026 to 2027*

At Westbury Infant School, oracy is the knowledge and skills children need to listen, understand, speak, interact and communicate effectively. It is taught deliberately and practised throughout English, play and the wider curriculum so that every child can think, learn, build relationships and make a valued contribution.

| Intent                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        | Implementation                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            | Impact                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     |
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| We want every child to become an attentive listener and a confident, thoughtful communicator. Children learn the vocabulary, sentence structures and conventions needed to understand others, develop ideas, explain, reason, imagine, collaborate and present. The curriculum begins with responsive interaction and rich language in Reception, then builds towards increasingly sustained and precise spoken language in Years 1 and 2. Oracy supports reading, writing, subject learning, wellbeing and participation; it is also an important curriculum entitlement in its own right. We value children's home languages and recognise speech, gesture, sign, symbols and augmentative communication as meaningful ways to participate. | Oracy is planned across the day rather than confined to a weekly lesson. Adults model, recast and expand language; teach words and sentence structures explicitly; and create purposeful opportunities for exploratory and presentational talk. Reception practice includes ShREC, sustained shared thinking, stories, rhymes, Poetry Basket, Talk Through Stories, Helicopter Stories, Drawing Club and language-rich play. In KS1, Cracking Communication learning informs adult interaction and vocabulary practice, while Play Projects provide sustained reasons to plan, negotiate, solve, explain and review. Consistent RWI interaction routines—including talk partners, Turn to Your Partner, oral rehearsal and teacher think-aloud—help pupils attend, rehearse and participate. Subject leaders identify essential vocabulary with agreed child-friendly definitions. Scaffolds are gradually removed as independence grows. | Children increasingly listen for meaning, respond relevantly and build on what others say. They acquire and use a growing store of precise curriculum vocabulary, construct increasingly well-formed spoken sentences, explain and justify ideas, retell and create narratives, collaborate respectfully and speak audibly for an audience. Progress is evident in the quality, relevance, precision and independence of children's contributions across different contexts—not simply in how often or how loudly they speak. Assessment identifies the specific knowledge, language or participation support a child needs, enabling swift adaptation and targeted help without narrowing access to the wider curriculum. |

## How oracy develops at Westbury Infant School

Progression is cumulative. Children require knowledge of language and the world as well as opportunities to talk. Teachers therefore plan what pupils need to know, model how effective communication works and provide repeated, meaningful practice across different partners, groups, subjects and purposes.

| Curriculum strand                      | What develops over time                                                                                                                                               |
|----------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Listening and response                 | From orienting and sharing attention, through focusing and switching attention, to identifying key information, asking for clarification and responding thoughtfully. |
| Conversation and collaboration         | From brief back-and-forth exchanges to initiating, sustaining and building purposeful group discussion.                                                               |
| Vocabulary and language structures     | From understanding and using familiar words to selecting precise subject vocabulary and increasingly complex sentence structures.                                     |
| Description, explanation and reasoning | From naming and describing to sequencing ideas, explaining cause and justifying a viewpoint with relevant reasons.                                                    |
| Narrative, imagination and drama       | From joining repeated language and acting familiar events to retelling, innovating and sustaining a role or narrative.                                                |
| Presentation and performance           | From joining shared performance to planning, rehearsing and adapting clear speech for a familiar audience in class, assemblies and productions.                       |

### Broad developmental pathway

| Reception: engage                                                                                    | Reception: connect                                                                                  | Reception: extend                                                                                        | Year 1: organise                                                                                             | Year 2: adapt                                                                                                            |
|------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------|
| Shares attention; responds through words, actions, gesture or another mode; joins familiar language. | Takes part in short exchanges; follows connected ideas; adds information; uses newly learned words. | Sustains several exchanges; explains a simple reason; retells connected events; clarifies understanding. | Listens for key information; sequences talk; asks and answers relevant questions; collaborates with support. | Builds on viewpoints; selects precise language; justifies and explains; presents and responds with growing independence. |

### Talk has two complementary purposes

| Exploratory talk                                                                                                                                                              | Presentational talk                                                                                                                                                  |
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| Children use talk to try out ideas, wonder, speculate, solve problems, make connections and learn with others. Thinking may be provisional and improved through the exchange. | Children organise and rehearse talk so a listener can follow it. They consider purpose, audience, vocabulary, structure, audibility, pace and response to questions. |

## Detailed progression: listening and conversation

The Reception statements connect directly to the school's Communication and Language framework. Year 1 and Year 2 make the age-appropriate progression within the National Curriculum spoken-language entitlement explicit.

### 1. Listening and response

| Phase            | Knowledge children acquire                                                                                                                                                                                                                                                                | Skills children develop and apply                                                                                                                                                                                                                                                                  |
|------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>Reception</b> | Listening helps us understand people, stories, instructions and ideas. Attention can be directed, focused, shifted and shared between a person, object or activity. A speaker's words, expression, gesture and actions can carry meaning. Questions can clarify something not understood. | Orient and share attention; focus and return attention; increasingly shift attention between a speaker and a task; follow familiar instructions and a sequence of ideas or actions; respond relevantly through speech, action, gesture or another mode; recall and comment; ask for clarification. |
| <b>Year 1</b>    | Effective listeners attend to the speaker and the purpose for listening. Important information can be remembered and acted upon. A relevant response connects to what has just been said.                                                                                                 | Maintain attention for an age-appropriate input or exchange; follow two-part and increasingly longer instructions; identify and recall key information; ask a relevant question; respond to a peer or adult on the same topic; show listening by acting, commenting or answering.                  |
| <b>Year 2</b>    | Listeners may need to distinguish the main point from supporting detail and notice when information is missing or unclear. Different viewpoints deserve attention before a response is formed.                                                                                            | Sustain and refocus attention; follow and explain a sequence of instructions; identify or briefly summarise key information; clarify ambiguity; compare contributions; respond by extending, questioning or respectfully challenging an idea.                                                      |

### 2. Conversation and collaboration

| Phase            | Knowledge children acquire                                                                                                                                                                                         | Skills children develop and apply                                                                                                                                                                                                        |
|------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>Reception</b> | Conversation involves listening and speaking in turn. People can have different ideas. A contribution can answer, add, ask or clarify.                                                                             | Enter and sustain back-and-forth interaction; respond to a partner; add a relevant comment, idea or question; take turns with decreasing adult support; use play and shared activity to negotiate ideas and roles.                       |
| <b>Year 1</b>    | Group talk works when participants share the space, stay on topic and connect contributions. A question can extend collective thinking. Disagreement can be expressed kindly.                                      | Initiate and sustain a short partner or group exchange; take an agreed role; invite or acknowledge another contribution; add an idea using relevant language; ask and answer questions; reach a simple shared decision.                  |
| <b>Year 2</b>    | Productive discussion has a purpose and may require roles, turn-taking and a shared outcome. Speakers can agree, disagree or change their mind for a reason. Contributions should build rather than merely repeat. | Maintain a collaborative discussion; build on, compare or challenge a contribution respectfully; give a reason; negotiate roles and decisions; help a group return to purpose; report a shared conclusion or explain where views differ. |

## Detailed progression: vocabulary and reasoning

### 3. Vocabulary and language structures

| Phase            | Knowledge children acquire                                                                                                                                                                                                                                                | Skills children develop and apply                                                                                                                                                                                                                                               |
|------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>Reception</b> | Words name people, objects, actions, qualities, feelings and ideas. New words have meanings that can be learned through explanations, examples, stories and play. Words such as and, then, because and so connect ideas.                                                  | Understand and use useful new words from stories, rhymes, play and curriculum experiences; use increasingly well-formed phrases and sentences; add detail; connect ideas; reuse a word in more than one meaningful context with modelling where needed.                         |
| <b>Year 1</b>    | A precise word helps a listener understand. Subjects use particular words with agreed meanings. A word's meaning can be shown through a child-friendly definition, example, action, image or contrast. Sentence structures express time, sequence, description and cause. | Use taught everyday and subject vocabulary in relevant sentences; explain a word simply or give an example; retrieve vocabulary from earlier learning; expand a spoken sentence; use connectives to sequence and give a reason; reformulate after adult modelling or recasting. |
| <b>Year 2</b>    | Words can have related, contrasting or multiple meanings. Word parts and word families can support meaning. Vocabulary and sentence structure vary with the subject, purpose and listener.                                                                                | Select increasingly precise vocabulary; explain a taught term using an agreed definition and example; connect it to related knowledge; use pronouns, tense and conjunctions clearly across several spoken sentences; notice and repair an unclear or imprecise expression.      |

### 4. Description, explanation and reasoning

| Phase            | Knowledge children acquire                                                                                                                                                                       | Skills children develop and apply                                                                                                                                                                                                                                                                          |
|------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>Reception</b> | Description tells what something is like. Events and instructions need an order. An explanation helps another person understand; a reason tells why we think something.                          | Describe a familiar object, character, place or experience; sequence connected events; explain a choice or why something might happen; predict and give a simple reason; use talk to solve a practical problem with another person.                                                                        |
| <b>Year 1</b>    | A clear description selects relevant detail. Explanations and instructions follow a logical sequence. An opinion becomes more useful when it is supported by a reason.                           | Give an ordered description, recount or explanation; sequence steps using temporal language; answer how and why questions; make a prediction from known information; state an opinion and support it with because; orally rehearse a sentence before writing.                                              |
| <b>Year 2</b>    | Effective explanation links ideas of sequence, cause and consequence. A justified view draws on relevant knowledge, observation or text. Speculation should be distinguished from what is known. | Give a structured description or explanation across several connected sentences; explain cause using appropriate connectives; justify a view with relevant evidence or an example; speculate using if, might or could; compare possibilities and revise an explanation when new information is considered. |

## Detailed progression: narrative and presentation

### 5. Narrative, imagination and drama

| Phase            | Knowledge children acquire                                                                                                                                                            | Skills children develop and apply                                                                                                                                                                                                                                       |
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| <b>Reception</b> | Stories have characters, settings and connected events. Repeated language, voice, movement and role help communicate a story. A familiar pattern can be changed to create a new idea. | Join rhymes, refrains and story language; retell familiar events in order; use story vocabulary; contribute ideas through Helicopter Stories, role play and small-world play; take and sustain a simple role; invent or adapt an event, character or ending.            |
| <b>Year 1</b>    | A listener follows a narrative when events are ordered and key people, places and actions are clear. A speaker can use voice and expression to show character and feeling.            | Retell a familiar narrative with a clear sequence; describe character and setting; use temporal language; innovate one or more story elements; improvise within a role; rehearse and perform a short scene or poem with a group.                                        |
| <b>Year 2</b>    | Narratives are shaped through selected events, viewpoint, character motivation and cause and consequence. Performance choices influence meaning and audience response.                | Sustain a coherent oral narrative; select relevant detail and vocabulary; explain a character's viewpoint or motive; improvise and respond in role; adapt pace, tone, expression and gesture; evaluate how effectively a retelling or performance communicated meaning. |

### 6. Presentation and performance

| Phase            | Knowledge children acquire                                                                                                                                                                                   | Skills children develop and apply                                                                                                                                                                                                                                                                                                                 |
|------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>Reception</b> | A speaker shares an idea with a listener or group. Audibility, words, expression and gesture help others understand. Rehearsal makes familiar language easier to share.                                      | Share news, an idea or an explanation with familiar people; speak, sign or communicate so the intended listener can follow; join songs, rhymes and Poetry Basket performances; show or demonstrate something and respond to a supportive question; take part in shared celebrations or productions.                                               |
| <b>Year 1</b>    | A short presentation has a clear focus and simple order. The speaker needs to face the group, use suitable volume and pace, and know the content to be shared.                                               | Plan and rehearse a brief talk, retelling, poem or explanation; use notes, an object, image or model as a prompt; speak audibly to a familiar group; maintain the main focus; answer a relevant question with support; contribute to class meetings, assemblies or productions.                                                                   |
| <b>Year 2</b>    | Speakers select and organise content for purpose and audience. They can monitor listener interest and adapt wording, volume, pace, expression or detail. Questions may require clarification or elaboration. | Plan, rehearse and deliver a short structured presentation or performance; introduce and conclude clearly; use Standard English where appropriate; make deliberate vocal and non-verbal choices; answer questions, clarify a point and reflect on feedback; explain learning to a visitor or younger pupil where an authentic opportunity arises. |

## Vocabulary as a whole-school entitlement

Vocabulary is taught so that children understand concepts and can use the words that give access to them. Each subject identifies a deliberately limited set of essential words. Staff use the agreed meaning consistently, while examples, non-examples and repeated use deepen understanding. The vocabulary list is an entitlement, not a ceiling.

| Plan                                                                                                                       | Introduce and explain                                                                                                | Model and rehearse                                                                                                             | Use meaningfully                                                                                             | Revisit and connect                                                                                                | Check and respond                                                                                                          |
|----------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------|
| Select words essential to the planned knowledge. Agree pronunciation, child-friendly definition and likely misconceptions. | Say the word clearly; connect it to what children know; give a concise definition, image, action, object or example. | Use the word in complete sentences. Recast and expand children's language. Provide a stem only where it enables participation. | Create several reasons to say, hear, act, read and later write the word within the subject—not just copy it. | Retrieve the word over time and across contexts. Compare, classify and connect it to related or contrasting words. | Notice whether children understand and use the word accurately. Reteach meaning rather than treating recall as sufficient. |

## Progression in vocabulary knowledge and use

| Reception                                                                                                                                                                                                         | Year 1                                                                                                                                                                                                    | Year 2                                                                                                                                                                                                                                 |
|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Encounter and explore words through first-hand experience, stories, rhymes and play. Show understanding through talk, action, gesture, drawing or choice. Reuse useful words in familiar contexts with modelling. | Recall and use taught words in relevant subject sentences. Explain a word through a simple definition or example. Connect new vocabulary to earlier experiences and use it during partner and group talk. | Use taught vocabulary precisely across a range of contexts. Explain meaning using the agreed definition and a relevant example. Connect words within a concept, notice contrasts or multiple meanings and select between alternatives. |

## Consistent subject vocabulary record

| Required field                        | Purpose                                                      |
|---------------------------------------|--------------------------------------------------------------|
| Word and pronunciation                | Ensures adults model the same spoken form.                   |
| Child-friendly definition             | Gives the school a concise, accurate and consistent meaning. |
| Example, image, object or action      | Makes the concept concrete and memorable.                    |
| Non-example or likely misconception   | Sharpens the boundary of meaning.                            |
| Planned sentence and talk opportunity | Moves the word from recognition towards active use.          |
| Revisit and retrieval point           | Supports durable learning rather than one-off exposure.      |

## Westbury Infant School teaching approaches and curriculum contexts

| Approach                                                        | How it supports progression                                                                                                                                                                                                              | Non-negotiable practice                                                                                                                                                                                                                                            |
|-----------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>Responsive interaction: ShREC and Cracking Communication</b> | High-quality adult interaction shares attention, responds to the child, expands language and develops conversation. Learning from the Cracking Communication project strengthens consistent evidence-informed interaction across school. | Comment more and question less; notice, describe and wonder; allow thinking time; recast rather than correct publicly; extend one manageable step; ensure the interaction remains reciprocal.                                                                      |
| <b>Stories, poems and discussion</b>                            | Rich texts develop vocabulary, syntax, background knowledge, inference, narrative language and enjoyment. Talk Through Stories revisits selected texts in depth; Poetry Basket develops rhythm, memory and expressive performance.       | Read and perform language well; protect enjoyment; teach selected words; invite prediction, connection and explanation; give every child a supported way to contribute.                                                                                            |
| <b>Helicopter Stories, role play and drama</b>                  | Children generate, negotiate and communicate narratives, explore viewpoint and experience how voice, gesture and sequence shape meaning.                                                                                                 | Value children's own ideas; model language without taking over; explicitly teach role and performance conventions; rehearse before sharing.                                                                                                                        |
| <b>Drawing Club and oral composition</b>                        | Drawing, imagination and conversation support idea generation before transcription is fluent. Spoken rehearsal connects oracy to early writing.                                                                                          | Discuss, elaborate and rehearse before writing; maintain ambitious oral language while matching transcription support to current phonics.                                                                                                                          |
| <b>RWI interaction routines</b>                                 | Consistent routines make participation predictable and frequent. Talk partners and oral rehearsal give every child thinking and speaking time; teacher think-aloud makes language, reasoning and self-monitoring visible.                | Use familiar RWI signals and routines consistently; establish attentive partner positions; give a precise prompt and thinking time; model the thinking aloud; rehearse before selecting responses; listen to several pairs and respond to the quality of language. |
| <b>KS1 Play Projects</b>                                        | Sustained collaborative play gives a genuine reason to plan, negotiate roles, solve problems, explain choices, use subject vocabulary and review a shared outcome.                                                                       | Plan the language and knowledge children need; teach collaboration explicitly; observe who participates; intervene responsively; include a brief oral reflection or presentation.                                                                                  |
| <b>Subject learning</b>                                         | Children learn through talk in every curriculum area. Explanatory talk in science, mathematical reasoning, historical interpretation and artistic evaluation require different vocabulary and structures.                                | Identify the knowledge first; pre-teach essential vocabulary; model the subject-specific sentence structure; use purposeful talk; revisit the words and ideas later.                                                                                               |
| <b>Partner, group and presentational talk</b>                   | Different groupings allow every child to rehearse, build ideas and communicate to an audience. Talk is structured when structure improves thinking and equitable participation.                                                          | Establish a clear purpose and outcome; teach the talk move or convention; choose partners deliberately; monitor quality; remove stems when no longer needed.                                                                                                       |

### A short teaching sequence for talk

| 1. Establish knowledge                                                                      | 2. Model language                                                                         | 3. Rehearse together                                                       | 4. Apply purposefully                                                                        | 5. Reflect and revisit                                                                          |
|---------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------|----------------------------------------------------------------------------|----------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------|
| Build the experience, text or subject knowledge needed to have something worthwhile to say. | Teach key words, sentence structures and the listening or speaking convention explicitly. | Use choral, echo, partner or guided rehearsal with feedback and recasting. | Use the language in play, discussion, explanation, drama, writing rehearsal or presentation. | Notice what helped the listener; retrieve vocabulary and apply the learning in a later context. |

## Assessment, inclusion and responsive support

Assessment is primarily formative and arises through children's communication across ordinary curriculum contexts. It identifies the component that is developing—not a single oracy level. Quietness, accent, dialect, eye contact, sitting still or willingness to speak to a whole class are not proxies for knowledge or communication competence.

| What staff notice                           | Useful evidence                                                                                                     | Possible teaching response                                                                                                                                                       |
|---------------------------------------------|---------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>Listening and understanding</b>          | Response to stories and explanations; following instructions; relevant comments; clarification.                     | Reduce language load without reducing the idea; use visual or concrete support; repeat or rephrase; explicitly teach listening for key information.                              |
| <b>Vocabulary and sentence formulation</b>  | Receptive understanding; spontaneous use; precision; sentence completeness and connection.                          | Reteach meaning; provide additional examples and retrieval; model and recast; use a temporary sentence stem; plan meaningful reuse.                                              |
| <b>Conversation and collaboration</b>       | Turn-taking; relevance; building on ideas; initiating; negotiating; participation across partners and groups.       | Teach the required talk move; adjust grouping or role; use partner rehearsal; give processing time; make expectations visible and practise them.                                 |
| <b>Explanation, reasoning and narrative</b> | Sequence, clarity, cause, justification, detail and coherence.                                                      | Build missing background knowledge; model a structure; use images, objects or an oral frame; jointly construct, then reduce support.                                             |
| <b>Presentation and performance</b>         | Organisation, audibility, pace, expression, audience awareness and response to questions.                           | Rehearse in a safe small group; teach one performance choice; use a prompt or object; increase audience size gradually.                                                          |
| <b>Communication access</b>                 | What the child understands; preferred mode; impact of speech production, hearing, language, anxiety or environment. | Use home language, gesture, symbols, AAC or signing where appropriate; seek family insight; apply individual strategies; involve the SENCO or specialist service when indicated. |

## Inclusive principles

| Universal entitlement                                                                                                                                          | Responsive adaptation                                                                                                                                                                                | Targeted support                                                                                                                                                                                                            |
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| Every child receives rich interaction, explicit vocabulary teaching, purposeful talk, stories, performance and access to the same worthwhile curriculum ideas. | Adults adapt group size, processing time, language load, visual support, partner, mode of response and rehearsal. Home languages are valued; emerging English is not confused with limited thinking. | Specific, time-limited support addresses an assessed need and is connected to classroom practice. Targets and successful strategies are shared, reviewed and—where appropriate—informed by speech and language specialists. |

## Transition and monitoring

Reception-to-KS1 handover records strengths and next steps in listening, understanding, vocabulary, sentence formulation, interaction and confidence across contexts, together with successful adaptations. Leaders sample planning, classroom interaction, pupil talk and vocabulary use; they check whether all groups participate and whether taught language is remembered and applied. Improvement focuses on the quality of curriculum and teaching rather than collecting performance evidence from every child.

# Statutory entitlement and research-informed rationale

## EYFS statutory outcomes at the end of Reception

| Listening, Attention and Understanding                                                                                                                                                                                           | Speaking                                                                                                                                                                                                                                                              |
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| Children listen attentively and respond with relevant questions, comments and actions; make comments and ask questions to clarify understanding; and hold conversation in back-and-forth exchanges with their teacher and peers. | Children participate in small-group, class and one-to-one discussions using recently introduced vocabulary; offer explanations for why things might happen; and express ideas and feelings in full sentences using tense and conjunctions with modelling and support. |

## National Curriculum spoken language: Years 1 and 2

At an age-appropriate level, pupils are taught to listen and respond; ask relevant questions; build vocabulary; articulate and justify answers and opinions; give structured descriptions, explanations and narratives; participate actively and stay on topic; speculate, hypothesise, imagine and explore; speak audibly and fluently; take part in discussion, presentation, performance, role play and debate; maintain listener interest; consider and build on different viewpoints; and select an appropriate register. The detailed Westbury Infant School progression in this document translates that common entitlement into a Reception-to-Year-2 sequence.

## Why the curriculum is designed this way

| Evidence-informed principle                                                                                                                                                   | Curriculum response at Westbury Infant School                                                                                                                                      |
|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Spoken language and vocabulary are foundations for thinking, reading, writing and success across subjects.                                                                    | Oracy is planned across the curriculum and connected deliberately to stories, rhymes, background knowledge, reading, RWI routines and oral composition for writing.                |
| Effective oral-language approaches combine adult modelling and scaffolding with purposeful interaction between adults and pupils and among peers.                             | Adults model, recast, expand and provide feedback; children use structured partner, group, play and presentation contexts to apply learning.                                       |
| Vocabulary teaching is strongest when words relate to current curriculum content and are used actively and meaningfully.                                                      | Subjects select essential words with consistent definitions; pupils repeatedly hear, say, explain, connect and apply them.                                                         |
| Opportunity to talk is insufficient without explicit teaching of the language knowledge and conventions that successful communication requires.                               | Progression separates knowledge from skills and explicitly teaches sentence structures, talk moves, explanation, narrative and presentation conventions.                           |
| Oral-language approaches have positive average effects, with particularly strong evidence in early years and primary phases and for integration with the existing curriculum. | Reception practice, Cracking Communication learning and KS1 Play Projects form a coherent universal offer, supplemented by precise targeted support where assessment shows a need. |

## Key reference points

Department for Education: Statutory Framework for the Early Years Foundation Stage for Group and School-based Providers, effective 1 September 2026; National Curriculum in England—English Programmes of Study; Ofsted: English Research Review (2022) and Telling the Story (2024). Education Endowment Foundation: Preparing for Literacy; Improving Literacy in Key Stage 1; Oral Language Interventions; Early Years Evidence Store—Communication and Language. Somerset Research School and Wiltshire Council: Cracking Communication Evidence into Action Partnership. Westbury Infant School: Communication and Language Curriculum Framework and agreed subject-vocabulary records. This curriculum reflects the requirements and evidence-informed guidance available in September 2026. It will be reviewed following publication of the Department for Education Primary Oracy Framework and revised National Curriculum, with changes adopted where they strengthen progression and outcomes for children.