

First Base Oracy Curriculum is derived from objectives given in the EYFS profile and the National Curriculum. Key skills have been identified and progression mapped through from Early Years standards to greater depth at Year two. First Base have a concentric curriculum to enable objectives to be revisited, to build on learning and for knowledge acquisition to be long term. Children will know more, do more and remember more.

The purpose of our Oracy programme of study is to recognise the importance of and support spoken language and listening skills across the curriculum. Spoken language underpins the development of reading and writing. The quality and variety of language that pupils hear and speak is vital to this development.

The fundamental areas in our Oracy curriculum are;

- Speaking
- Listening
- Presenting and Performing

These areas of study have been specifically chosen as they allow progression from EYFS to Year two. Within each area key objectives will be taught and assessed. As agreed with pupil's mainstream settings First Base will teach the agreed objectives but will not be responsible for teaching English in its entirety as outlined in the programme of study and curriculum overview. Oracy is an integral part of English teaching at First Base. We will teach an English session on 2 days a week for 40 minutes. Over a three-week unit there will be specific lesson objectives relating to oracy which allow pupils to develop skills and make progress. Oracy skills will also be developed using cross curricular opportunities, in particular presenting and performing which correlates with Performance in Character Education.

At First Base, pupils will have access to;

- High quality language being modelled around them by all adults in the school
- Planned, progressive learning objectives relating to individual oracy development
- Exciting and varied role play opportunities (choosing times, play times and as part of lessons)
- High quality texts to inspire high quality language
- A key word display to expand vocabulary
- Opportunities to apply the skills learned across the curriculum
- Cross curricular opportunities to speak, listen, present and perform
- Regular opportunities for pupils to use discussion in order to learn

Teachers will assess learning objectives taught through a RAG rating system which will measure progress overtime. Assessment is used to inform future planning and teaching. It is shared with mainstream schools to allow them to reach a holistic judgement to report on attainment. Children who may require extra support are identified quickly. Pupils self-assess each lesson, against the objective, to enable them to develop an understanding of their own knowledge progression.

All teaching will be adapted to support pupil's individual needs, according to their starting point. First Base work closely with mainstream settings during induction to identify starting points and any specific strengths or difficulties. Pupils are encouraged during lessons to access challenge cards which provide regular opportunities to extend their learning.

Policy reviewed: September 2024

Reviewed by: Stacey Laws