



Communication and Language (Oracy)	In every classroom you will see:		
	Adults	Children	Routines and environment
	<p>Establish attention and expectations</p> <ul style="list-style-type: none"> Use consistent routines such as magnet eyes, silent signals and shared body language (bear/penguin pose). Ensure all pupils are ready and included before talk begins. Explicitly teach and reinforce expectations for listening, turn-taking and respectful communication. Reinforce learning behaviours through consistent language. <p>Model and teach high-quality language</p> <ul style="list-style-type: none"> Use full sentences, accurate grammar and ambitious vocabulary. Explicitly teach Tier 2 sticky words and sentence stems using my turn, your turn. Use structured talk routines (e.g. Think–Pair–Share) and ensure all pupils participate through no hands up where appropriate, strategies such as cold calling, popcorn and the wave and targeted questioning. <p>Rehearse and refine language</p> <ul style="list-style-type: none"> Recast pupil responses using accurate grammar and vocabulary. Use repetition (my turn, your turn) to embed language. Prompt pupils to repeat and improve responses. Provide targeted support through modelling, pre-teaching and scaffolds where needed. <p>Extend thinking and deepen responses</p> <ul style="list-style-type: none"> Use prompts such as tell me more and why do you think that? Model building on ideas and using reasoning. Expect use of because and reasoning stems where appropriate. Support pupils to explain, justify and build on others’ ideas. <p>Use talk to assess and adapt teaching</p> <ul style="list-style-type: none"> Use questioning with appropriate wait time to deepen thinking. Facilitate discussion where pupils explain, agree/disagree and justify ideas. Adapt teaching in the moment through ongoing assessment and targeted support. <p>Support communication and inclusion</p> <ul style="list-style-type: none"> Provide targeted support for pupils with communication needs through additional modelling, repetition and structured interventions (e.g. SALT, Chatter Time). Model language for emotional expression and relationships using consistent school language. 	<ul style="list-style-type: none"> Show active listening using agreed signals and routines. Look at the speaker, take turns and respond appropriately. <ul style="list-style-type: none"> Use sentence stems to share ideas and explain thinking. Begin to build on others’ contributions and organise talk. Use ambitious vocabulary in discussion and play. <ul style="list-style-type: none"> Repeat and refine responses using full sentences. Apply taught vocabulary with increasing confidence and accuracy. <ul style="list-style-type: none"> Explain ideas in detail using because. Justify thinking and begin to build on others’ contributions. <ul style="list-style-type: none"> Ask and answer questions, explain ideas and respond respectfully to others. Participate confidently in partner and group discussion. <ul style="list-style-type: none"> Use scaffolds and support to participate in talk. Develop confidence and independence over time. 	<ul style="list-style-type: none"> Consistent whole-school language visible (magnet eyes, learning behaviours). Visual prompts for listening and attention. Calm, predictable routines for gaining attention. Seating supports purposeful partner talk. <ul style="list-style-type: none"> Vocabulary and sentence stems clearly displayed and accessible. Sticky words visible at child level and revisited across contexts. Structured talk routines embedded across lessons and provision. <ul style="list-style-type: none"> Consistent adult modelling and revoicing. Opportunities for oral rehearsal built into lessons and provision. Talk captured in floor books and learning. <ul style="list-style-type: none"> Sentence stems for explanation and reasoning displayed. Provision supports extended talk (role play, storytelling, small world). Opportunities for sustained shared thinking embedded. <ul style="list-style-type: none"> Talk opportunities embedded across all subjects and provision. Floor books capture talk and thinking. #Consistent routines for discussion and reflection. <ul style="list-style-type: none"> Provision adapted to support communication needs. Visual prompts, sentence stems and structured support available. Opportunities for talk embedded across provision.