

Problem (why?)	Intervention Description (what?)	Implementation Activities (how?)	Implementation Outcomes (how well?)	Final Outcomes (and so?)
Teachers and Leaders - Across the school, there is a lack of consistency and modelling of what is expected during pupils' verbal, interactions with staff and their peers, both day-to-day and within the classroom learning environment. - Some staff feel that we need higher expectations of children's manners and communication that mirrors our school values. - National Curriculum requirements for spoken language are not always translated into practice, so that pupils learn, and are taught how to become competent speakers (e.g. how to present to an audience and topical debate). - Pupils are not provided with enough opportunities to plan and consider sentence construction, grammar (e.g. dictation of spellings for practising transcription whilst avoiding working memory overload) and vocabulary <i>orally</i> before being asked to write (Ofsted English Education subject report, 2024). Pupils - The day-to-day verbal interactions of some pupils with school staff differ significantly from those that they demonstrate within the classroom (e.g. negative facial expressions and body language, not speaking in full sentences, answering back). - A lack of confidence in some pupils means that not <i>all</i> pupils are effectively utilising the strategies and scaffolds that have already been implemented to improve verbal responses within the classroom (e.g. stem sentences and sentence stems; choral repetition and echo reading; hand signals to offer, add or challenge; think, pair, share). - Pupils lack the academic vocabulary (tier 2 vocabulary) needed to be able to structure talk for different purposes. Also, some pupils are unable to distinguish between the language of speech and writing (Standard English); this may lead to lower quality written work being produced. Attainment - The percentage of pupils achieving EXS or GDS in writing is lower than targets set in Years 4 and 5. <i>Is this partly due to a lack of practice in oral composition of writing?</i>	What are the essential 'core components' of the intervention? What activities and behaviours will you see when it is working? Core Component 1: <i>There is a consistent approach to oracy interactions and discussions in lessons and out of lessons.</i> Core Component 2: <i>The curriculum is giving opportunities to teach oracy in subjects other than English across the school.</i> Core Component 3: <i>The curriculum is giving opportunities to teach the impact of body language as a communication with others.</i> Core component 4: <i>Teachers are explicitly teaching key concepts and vocabulary in all subjects, and these are reviewed to ensure it is manageable in the curriculum.</i>	How will it be done? What blend of activities is required? - English Lead to have read the new DfE writing framework, due out in summer 2025, and reflected on any actions that can support oracy attainment in school. - English Lead to attend the Oracy training at Derby Research School - Monitoring of the oracy in lessons by the English lead, on the playground, and during interventions – once every term - RE lead to review the new curriculum from the Derbyshire Diocese and map across the school, and trial implementation for Jan 2026, with a focus on oracy. - Subject leads to have ensured the key concepts and vocabulary are clear on the knowledge organisers, so these can be taught explicitly. - Teachers and teaching assistants trained on what explicit teaching of key vocab and concepts looks like, and policies updated. - Children taught the hand signals to help support oracy discussions. - Children taught how body language is a communicator of their thoughts and views. - Children and staff know what a good oracy classroom and playground looks like and this is monitored against these rules.	How will you know that it is working? Do staff feel the approach is feasible and useful? Short term by December 2025 - Staff are clear of the oracy scaffolds to use in lessons and on the playground. e.g., stem sentences and sentence stems; choral repetition and echo reading; hand signals to offer, add, or challenge; think, pair, share - Staff are clear about what clear, explicit teaching of concept and oracy looks like. (Use of Frayer models, vocabulary on displays, and use this vocabulary consistently within lessons in oral interactions and in written work) - Children are being taught about self-awareness and self-management through assemblies Medium term- by April 2026 - Key concepts are being taught explicitly in Geography, DT, PE, RE, and Computing. - Lesson observations and book looks identify the key concepts being taught well. (all subject leads) - Children can recall key concepts and vocabulary and explain what these mean. (all subject leads) - Stem sentences are used in lessons and on display to support oracy. - Progress meetings show children are meeting writing targets and we are achieving more greater depth, and where not interventions are being put in place. - Children are being taught about - social awareness and relationship skills. - Curriculum lead is monitoring the rules for an oracy classroom and playground, support given where needed. - Children and staff have created rules on what a good oracy learner looks like in the classroom and what a good friend looks like on the playground. Long term- by July 2026 - Key concepts are being taught explicitly in Art and music in Y4, 5 and 6. History in Y3. PE, RE, and Computing across all year groups. - Children can recall the key school values and concepts and these are being revisited and recalled by the children from their short- and long-term memories. - Progress meetings show children are meeting writing targets and we are achieving more in-depth outcomes and where not interventions are planned for the new year, and discussed before the summer break, - Children are being taught about responsible decision making. - Curriculum lead is monitoring the rules for an oracy classroom and playground, support given where needed.	How will pupils, teachers and the school benefit? What do we want our plan to achieve? How will all the stakeholders benefit? - Children are recalling key values and concepts from their long-term memories and know what this mean, and what it does not mean, and facts linked to that value/concept. - Staff are reminding the children to answer in sentences and reinforcing this with say it again or using stem sentences. - The learning environment in the classroom is scaffolding oracy learning. - Children know the three hand signals: offering an answer, building on an answer, and challenging an answer. - Rules on what good oracy looks like in the classroom and playground have been created and this is monitored, with actions taken if not seen. - Writing outcomes are rising and have met ambition targets. Expected Y3- 40% Y4 50% Y5 62% Y6 75% Greater Depth Y3- 20% Y4 17% Y5 23% Y6 21%