

SHIREMOOR PRIMARY SCHOOL ORACY POLICY



Intent

We want every child at Shiremoor Primary School to find their voice.

Oracy develops pupils' confidence, articulacy and capacity to learn. Many of our pupils start early school life without the oracy skills relevant for their age. We strive to develop spoken language skills through the taught curriculum, the hidden curriculum, playtimes and lunchtimes, extra-curricular activities and the whole ethos of the school.

Respectful and productive relationships between all who form part of the school community are crucial aspects of this ethos. As a staff, we therefore foster good communication amongst ourselves and with our pupils, their parents and carers, and with the wider community. We place a high priority on supporting the development of good speaking and listening skills amongst our pupils.

Providing a high quality oracy education empowers students, regardless of their background, to find their voice for success in school and in life.

Effective communication skills are needed for students to succeed in later life and achieve their aspirations. Our aim is to remove communication barriers and enable students to be confident and effective communicators at the end of primary school. We are part of the Voice 21 oracy programme which supports us to create an oracy embedded curriculum and enable pupils to develop speaking and listening skills.



The deliberate, explicit and systematic teaching of oracy across school will support children to make progress in the four strands of oracy. Purposeful talk is used to drive forward learning, through talk in the classroom, which has been planned, designed, modelled, scaffolded and structured to enable all learners to develop the skills needed to talk effectively and with confidence.

At Shiremoor Primary School our aim for oracy is to enable children to:

- Speak with confidence, clarity and eloquence.
- Recognise the importance of listening and learn to be an active listener.
- Be confident in the value of their own opinions and have the ability to express them.
- Adapt their use of language for a range of different purposes and audiences, including using Standard English
- Have a wide range of vocabulary that they are able to use for different purposes.
- Sustain a logical argument, question, reason and respond to others appropriately.
- Be open-minded, to respect the contribution of others and to take account of their views.

- Share their learning in an engaging, informative way through presentations, showcases of learning, drama, poetry and debate (linking to our Big Questions across the curriculum).

Implementation

“Oracy is the ability to articulate ideas, develop understanding and engage with others through spoken language. Oracy develops students' confidence, articulacy and capacity to learn.”

Voice 21.

Correct spoken language is fundamental to learning. From their first days in school, speaking and listening plays a large part in our children's progress in all curriculum areas and teachers plan to develop these skills in a wide variety of ways. We aim to develop and encourage fluent speakers, who can confidently articulate their ideas in a wide range of situations.

Our pupils have a range of planned oracy experiences (this is not an exhaustive list), which include:

- the use of talking partners and talking roles embedded into lessons
- daily listening to stories
- the explicit teaching of receptive and expressive vocabulary across the curriculum
- explicit teaching of the four strands of oracy during Personal Development Weeks
- Reciting poetry and retelling familiar stories with a focus on physical and linguistic skills
- reading lessons encompassing the modelling of effective reading aloud and exploratory book talk
- verbally summarising their learning at the end of lessons
- the modelling of Standard English across school
- displays in classrooms to ensure that oracy skills have a high profile
- paired/collaborative work across the curriculum
- exploratory talk embedded into the teaching of foundation subjects through carefully planned questioning
- problem solving and reasoning in maths
- presentations of end of topic learning linked to Big Questions
- class assembly showcases of learning
- Shiremoor Voice (school council) and other pupil voice activities

We ensure that all children have the opportunity to develop and learn spoken language as outlined in the National Curriculum.

Pupils should be taught to:

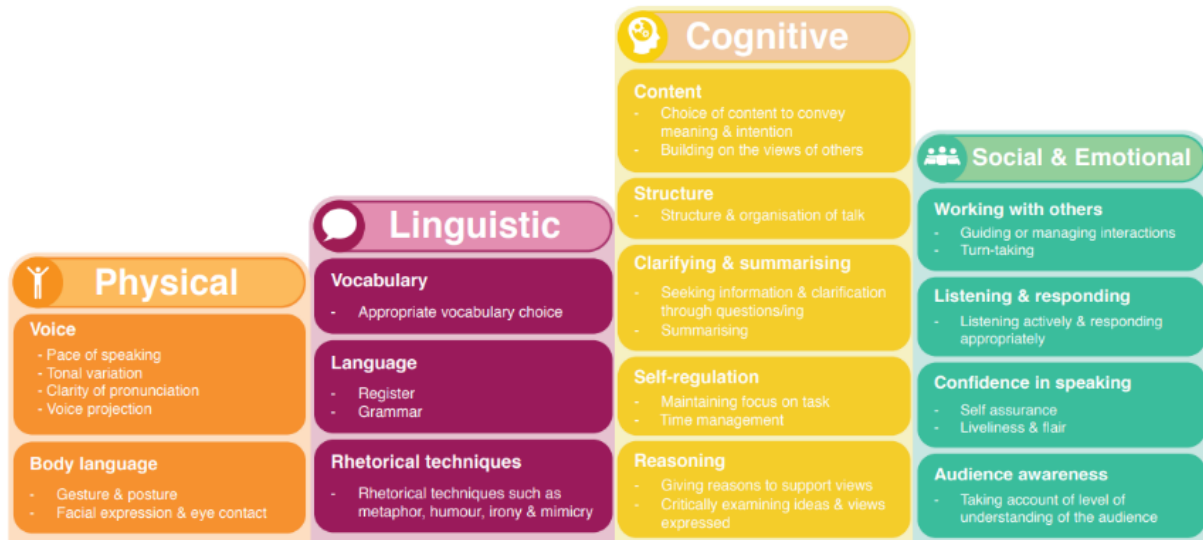
- listen and respond appropriately to adults and their peers
- ask relevant questions to extend their understanding and knowledge
- use relevant strategies to build their vocabulary
- articulate and justify answers, arguments and opinions
- give well-structured descriptions, explanations and narratives for different purposes, including for expressing feelings
- maintain attention and participate actively in collaborative conversations, staying on topic and initiating and responding to comments
- use spoken language to develop understanding through speculating, hypothesising, imagining and exploring ideas
- speak audibly and fluently with an increasing command of Standard English
- participate in discussions, presentations, performances, role play/improvisations and debates
- gain, maintain and monitor the interest of the listener(s)
- consider and evaluate different viewpoints, attending to and building on the contributions of others
- select and use appropriate registers for effective communication

The Oracy Framework

At Shiremoor Primary School, we use The Oracy Framework which outlines the elements that underpin successful communication skills and provides a useful tool for analysing speech. The Framework enables our children and teachers to understand what effective communication looks like and to put strategies in place to improve specific speaking and listening skills. The Oracy Framework developed by Cambridge University and School 21 which breaks down oracy into 4 distinct strands:

- Physical – how we communicate using our body and voice
- Cognitive – concentration when speaking and listening, asking questions and explaining
- Linguistic – structure of spoken language and vocabulary choices

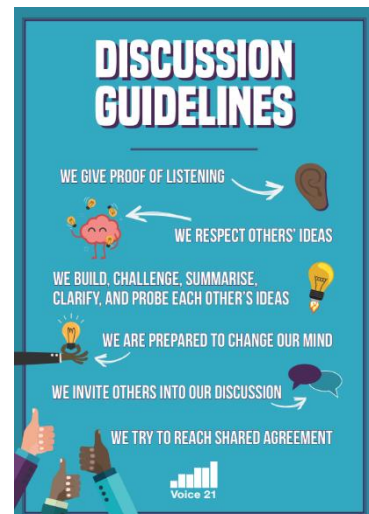
- Social & Emotional – working with others, listening and responding and developing confidence



At Shiremoor Primary School staff and pupils follow a progression ladder for oracy across school from EYFS to Year 6. The ladder incorporates the four strands of the oracy framework for each phase.

During lessons, children follow and develop their use of discussion guidelines, developed by the Voice 21 programme and some of their own guidelines individual to the class. This enables a safe, effective and respectful talk environment.

- Respect each other's ideas and views
- Build on each other's ideas
- Show proof of listening
- Give reasons to support our views



Children are familiar with and encouraged to use sentence stems to develop a structure to their speaking and listening skills. The stems support pupils to access discussion.

- I agree because...
- I disagree because...
- Can I challenge that...
- Can I clarify what you mean by...
- Building on what you have said...

Vocabulary

We know that for many of our children, the use of receptive and expressive vocabulary is a key area for development. Across school, the explicit teaching of vocabulary across all areas of the curriculum is a priority. Children are immersed in Tier 2 vocabulary during English and reading lessons and we have specifically planned Tier 3 vocabulary in foundation subjects to equip our children with the knowledge and accurate terminology to enable them to speak on a topic effectively.

Learning Environments

Each classroom has working walls which contribute to promoting subject specific vocabulary. Classrooms have a variety of oracy visual cues including; talk protocols, proof of listening, find your voice and oracy framework. These are used as scaffolds during oracy sessions. Classes also have sentence stems and discussion guidelines individual to meet the needs of their class. Sentence stems can also be specific to a particular subject area.

Inclusion

Inclusion is at the heart of our oracy intention and all children are given the support and opportunities they need to thrive in this subject, children with speech and language barriers will develop oracy skills through practise and an imbedded oracy curriculum. Children with additional needs are encouraged to actively take part in oracy within the curriculum. Our aim is to develop confidence which for some children will vary by using the oracy toolkit and the progression of skills from EYFS to Year 6. We strive for all learners to be more confident and effective communicators as they progress through school.