



Oracy at Enfield Academy

Curriculum Intent

At Enfield Academy, we are committed to ensuring our pupils have a broad vocabulary and develop high-quality spoken language skills in order to ensure they are successful communicators of their thoughts, ideas and emotions at Enfield Academy and beyond. We are a vocabulary-rich school and ensure pupils are provided with opportunities to explore new words as we recognise how vital a broad vocabulary is for communication. We recognise that a child's vocabulary knowledge can be directly linked to their academic success as vocabulary is an important part of multiple areas of literacy such as oracy, reading and writing.

All pupils will develop from direct spoken language teaching. Explicit instruction and structured approaches to talk have the power to improve spoken language of pupils at all stages of education. Developing pupil spoken language improves wellbeing, social and emotional development; improves educational achievement; improves pupil knowledge of language and has positive effects on cognitive aspects such as reasoning. Spoken language (oracy) is the knowledge and skills required to speak and listen which has three components: learning to talk; learning through talk and learning about language. Effective spoken language development is an essential for a solid foundation for additional literacy development. Effective spoken language development provides children with knowledge of phonology, vocabulary, grammar, semantics and pragmatics (meaning in action). When experience of spoken language development includes written text, it also develops orthographic knowledge and an understanding of key concepts about print.

At Enfield Academy, we follow the National Curriculum to ensure our children to promote high standards of language and literacy by equipping pupils with a strong command of the spoken word and to develop their love of spoken language through widespread speaking and listening opportunities. The national curriculum for English aims to ensure that all pupils:

- acquire a wide vocabulary, an understanding of grammar and knowledge of linguistic conventions for reading, writing and spoken language,
- appreciate our rich and varied literary heritage,
- use discussion in order to learn; they should be able to elaborate and explain clearly their understanding and ideas,
- are competent in the arts of speaking and listening, making formal presentations, demonstrating to others and participating in debate.

Curriculum Implementation

At Enfield Academy of New Waltham, we ensure our classrooms are vocabulary-rich environments which provide multiple opportunities to implicitly and explicitly develop



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spoken language. Shared reading allows for discussions around vocabulary. These discussions will be a mixture of informal opportunities for pupils to develop speaking and listening skills as well as formal, sequenced learning discussions. A plan for vocabulary which will be explicitly taught in the wider curriculum is devised by subject leaders in conjunction with the English Lead alongside the vocabulary to be taught through the class text. A vocabulary organiser for the academic year for each year group can then be devised to ensure regular retrieval and practice of the new vocabulary that has been taught. Effective vocabulary teaching combines direct vocabulary instruction with continued modelling of vocabulary and opportunities for the vocabulary to be used. Vocabulary will be displayed in classrooms to allow for them to be revisited as appropriate.

Collaborative learning tasks are a fundamental element of spoken language development at Enfield Academy. Pupils have numerous opportunities to share their thoughts and reasoning with their talk partner as well as with their wider peer group. Speaking and listening activities are carefully planned to ensure all pupils have the knowledge and skills needed to be a good listener. Pupils are engaged in speaking and listening activities which are purposeful; take account of the subject knowledge required for the activity; are broken down with the necessary skills pre-taught; have clear expectations set by the teacher; are modelled and scaffolded and allow for appropriate practice which will eventually lead to independent, effective oral communication.

Curriculum Impact

Our children will know what words mean and how they interconnect. They will be able to communicate effectively using spoken language and will demonstrate the listening skills needed to be an effective communicator. Every child in our school is instilled with the ability to orally express themselves in an effective manner. Our pupils have developed the knowledge and skills that will help them as they continue on to secondary school.

Mrs L Johnson
(English Lead)