



Mountford Manor

Curriculum Policy

**Oracy**

**“Reading and writing float on a sea of  
talk”**

James Britton

## Whole School Curriculum Intent:

At Mountford Manor Primary School, children are supported, guided and inspired through our excellent teaching practises, to achieve academic success through a [knowledge-engaged](#) approach to the curriculum, which centres around a key stimulus.

Developing the whole child is at the centre of everything we do and our intention is that the curriculum extends opportunity, raises aspiration and opens children's eyes to the world beyond their immediate environment.

Through our values based approach, the curriculum encourages children to become kind, considerate and accepting individuals who make positive contributions to their community and beyond.

At Mountford we aspire for children to **Make the Most** of their **Potential**.

To do this, we strive for children to;

- Be **Motivated Learners**
- Seek **Meaningful futures**
- Become **Proud citizens**

In order for us to ensure our pupils "Make the Most of their Potential" 5 instrumental **Golden Threads** underpin and weave through everything we do at the school. We believe these threads enable children to have the essential knowledge and skills that they need to be educated citizens.

1. **Embed values** and a sense of community
2. **Develop oracy** through immersing pupils in a language rich environment
3. **Cultivate a sense of value** in the love of reading
4. **Enable and facilitate opportunities** and **experiences** to accumulate advantage; inspiring ambition and aspiration.
5. **Encourage curiosity**; pupils want to pupils do more, to know more; and therefore, remember more.

How the **5 Golden Threads** are embedded in our History Curriculum

## Oracy Curriculum Intent

At Mountford Manor we believe Oracy development to be fundamental to the achievement of our pupils. The educational benefits of effective and purposeful talk at every stage of schooling and a greater focus on oral language development improves outcomes especially for pupils from the most disadvantaged areas. We believe oracy development falls into 2 equally important parts;

- 1) To develop the language skills of our pupils.
- 2) To enhance learning through talk, discussion and debate.

We feel the ability to communicate effectively is an essential ingredient to both success in school and beyond. By putting oracy development at the forefront of our school curriculum we will;

1. **Improve academic outcomes** - Engaging in high quality oracy practices during lessons deepens understanding and is linked with improved test scores and exam grades as well as greater knowledge retention, vocabulary acquisition and reasoning skills.
2. **Underpin literacy and vocabulary acquisition** - Oral language and literacy are described as 'inseparable friends' who take turns piggy-back on each other during the school years and beyond. The importance of spoken language.
3. **Support wellbeing and confidence** - Oracy plays a critical role in supporting young people's wellbeing and mental health by providing students with the skills and opportunities to express their

thoughts, feelings and emotions, ask for help, interact effectively and positively with peers and adults, and feel listened to and valued.

4. **Enable young people to have access to employment and thrive in life beyond school** - With improved oracy comes better academic outcomes and greater self-confidence, enabling young people to access and thrive in post-secondary pathways.
5. **Develop citizenship and agency** - Providing opportunities for students to express their ideas and critically engage with their peers in dialogue, deliberation and debate are essential if young people are prepared to leave school as active, engaged, and reflective citizens.

To ensure we are teaching oracy skills across the curriculum and providing our children with a range of oracy opportunities, and a variety of audiences, Oracy is threaded through everything we do. This ensures that teachers and leaders are equipped with the skills to develop oracy for teaching and learning, to plan for talk across the curriculum and to elevate speaking beyond the classroom. The aim is to build a culture of oracy within our school to support and develop our pupils' confidence, spoken language and written outcomes across and beyond the curriculum.

Our aim is to enable the children at our school to improve their levels of oracy so that all pupils are able to communicate effectively and confidently in front of any type of audience. These skills are being encouraged in every area of our curriculum as good communication skills can enhance every type of learning. The children are encouraged to explore ideas through talk; challenge each other's opinions and develop their own reasoned arguments, as well as talking in full sentences with a clear and confident voice.

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 alongside providing ample opportunities to talk, discuss and debate whilst learning.

#### **Our oracy curriculum will enable children to:**

- speak with confidence, clarity and fluency;
- recognise the value of listening;
- be confident in the value of their own opinions and to be able to express them to others;
- adapt their use of language for a range of different purposes and audiences, including using Standard English;
- sustain a logical argument and respond to others appropriately;
- concentrate, interpret and respond appropriately to a wide range of listening experiences;
- be open-minded, to value the contribution of others and to take account of their views;
- appreciate the diversity of languages, dialects and accents in the school and value the experience and contributions of children with a wide variety of linguistic backgrounds;
- share their learning in an engaging, informative way through formal presentations.

#### **Implementation**

Correct spoken language is fundamental to learning. From the first days in school, speaking and listening play a large part in a child'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.

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

- Drama activities;
- Explicit Vocabulary teaching (Using Word Aware STAR approach)\*
- Designated “No Pencil’ days
- Talking partners;
- Listening to stories;
- Reading lessons;
- Preparation for writing;
- Visiting speakers;
- Active Learning opportunities
- Giving and receiving instructions;
- Paired/collaborative work;
- Problem solving in maths;
- Presentation of learning;
- Debates.

It should also be recognised that there are opportunities for children to develop their oracy skills outside of the curriculum, including (but not limited to):

- Assemblies, including class assemblies;
- School council and other pupil voice activities;
- Conversation Stations
- Topic showcase events;
- Extra-curricular and year group productions;
- Participating in cross-MAT events.

### *Vocabulary Development\**

At Mountford Manor an integral part of Oracy development includes broadening vocabulary.

*“Language opens doors. It unlocks the world of reading and the imagination, the excitement of writing, the capacity to explore new subjects and releases our potential to learn and grow as an individual.” – Jane Harley*

At Mountford Manor we believe broadening children’s vocabulary (language) underpins progress, impacts on attainment, affects self-esteem and behaviour and plays a huge role in a child’s future life chances. Without enough language – a word gap – a child is seriously limited in their enjoyment of school and success beyond.

The term “word gap” is typically used to refer to children in Early Years’ settings or pupils entering primary school with a vocabulary far below age-related expectations. However we know that this issue affects a wider range of children, and not just those starting school. This word gap can be present throughout a child’s education and beyond.

At MMP we know that talk is a well-established solution for developing children’s vocabulary.

*“The daily lives of the “word rich” are characterised by lots of talk around the dinner table, alongside debate and discussion in the classroom. The opposite is of course true, and many children are disadvantaged by a lack of talk.” – Alex Quigley*

At MMP we use rich, structured talk as a solution to closing the vocabulary gap in our classroom. Explicitly teaching vocabulary enriches knowledge and understanding of the world, and it’s a useful proxy for a great deal of general knowledge in a range of subject domains.

During their time at MMP children are explicitly taught a carefully chosen set of Tier 2 Adventurous words in the classroom (See separate MMP Adventurous Words List) using the [WordAware STAR approach](#) . By

doing this, children grow their vocabulary exponentially by learning the related word families and having more tools to read independently with success

### Inclusion

Children with additional needs are encouraged to take a full and active part in spoken language activities at a level appropriate for their needs. Targets are usually set by the class teacher, following the advice of our SENDCo, which are then worked on individually or in small groups. Some of our children have input from a speech therapist, and we welcome the expertise they bring to the school.

Our EYFS teachers use the Wellcom toolkit, a speech & language intervention to develop our pupils' oracy skills from the start of their school journey.

As a school we have a large number of pupils who have English as an additional language. Their experiences and knowledge provide us with a rich resource on which to draw for the benefit of the whole school. Visual prompts and signs written in the child's first language may be used to develop vocabulary and encourage participation for early English speakers.

To further support the oracy development of the children across the school (YR – Y6); each year group will use structured language frames. These frames are based on 12 language functions linked to a specific subject. This enables children to talk like an expert and encourages talk, discussion and debate. These progressive frames can be found in the school's Subject Specific Language Frame document.

Our experienced TAs work with individuals or groups of children specifically in the areas of speaking, listening and collaboration. Sometimes this may be to address a SEND issue, at other times it may be to encourage social skills.

### Identifying Progress

To support teachers in identifying and planning for oracy development, the school have developed its own Oracy Progression Criteria (Appendix 1). This has been influenced by the [Voice 21 Oracy Framework](#) and incorporates the 4 strands of Oracy

- Physical
- Linguistic
- Cognitive
- Social & Emotional

The MMP Oracy Progression Criteria, enables teachers to identify areas to develop both as a class and in individuals and helps to identify and signpost children who may require additional specialist support.

### **Impact**

*The impact of this policy will be evidenced through the monitoring of attainment and progress of all children by class teachers. Oracy skills will be assessed using the MMP Oracy Progression Criteria. Each Key Phase has oracy objectives which build on the preceding years' study to ensure progression in this area as children move through the school.*

*The Oracy Lead, SLT, Head teacher and link Governor will be responsible for monitoring the impact of this policy and standards of spoken language across the school, through work scrutiny, planning scrutiny, learning walks and lesson observations and any other relevant monitoring activities. It is every class teacher's responsibility to ensure that this policy is adhered to.*

### Review

*To be reviewed September 2023 by Lee Edmonds (Principal at Mountford Manor).*

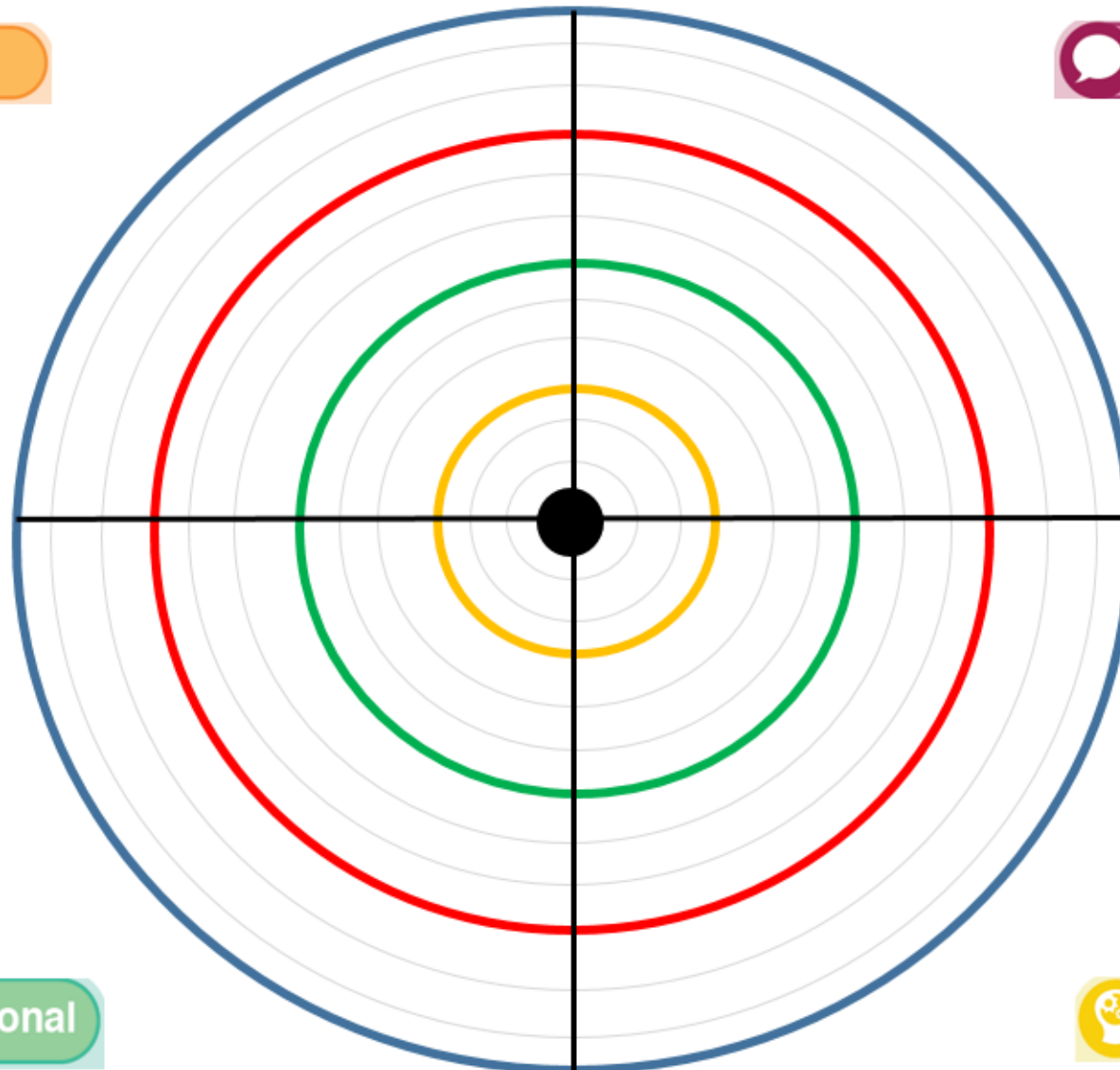
 **Physical**

 **Linguistic**

**Achieved** means 'consistently demonstrates this skill'.

**Working at** means 'demonstrates this skill some of the time'.

**Beginning to** means 'rarely or never demonstrates this skill yet'.



**Apprentice**  
**Developing**  
**Confident**  
**Expert**

 **Social & Emotional**

 **Cognitive**



	Apprentice	Developing	Confident	Expert
Physical	<ul style="list-style-type: none"> <li>I understand that I need to look at the person who is talking to me and think about what they are saying.</li> <li>I am starting to project my voice so that everyone can hear it.</li> <li>I am beginning to use gestures and body movements to convey the points I want to make.</li> <li>I can play cooperatively and pretend to be someone else who is talking.</li> </ul>	<ul style="list-style-type: none"> <li>I can use eye-contact.</li> <li>I can use non-verbal skills such as nodding and smiling where appropriate.</li> <li>I can take turns and show that I have listened by offering a response.</li> <li>I can present my thoughts individually or in a group.</li> <li>I can control my voice and movement when talking.</li> <li>I can use different tones of voice.</li> <li>I can use my body language to convey my emotions.</li> <li>My speech is clear and easy to understand.</li> </ul>	<ul style="list-style-type: none"> <li>I can vary my tone of voice based on the context (e.g. formal and informal)</li> <li>I know how to adapt my body language to the situation and what I am trying to say.</li> <li>I can interpret subtle, non-verbal communication and adjust my language accordingly (e.g. continuing a story if a listener is laughing)</li> <li>I have a range of subtle changes in tone and pitch.</li> <li>I have a range of subtle gestures in movement to suit different genres of talk.</li> </ul>	<ul style="list-style-type: none"> <li>I can manage and organise collaborative tasks with little adult supervision.</li> <li>I can control my voice and body with fluency and precision.</li> <li>I can teach or advise others on how to use their voice or body.</li> </ul>
Linguistic	<ul style="list-style-type: none"> <li>I understand that words can be put into groups (e.g. animals/food)</li> <li>I understand a range of words to describe time, shape, texture and size and can use these.</li> <li>I can name objects/characters from a spoken description.</li> <li>I can use words to clarify meaning (e.g. I don't want my spotty hat)</li> </ul>	<ul style="list-style-type: none"> <li>I am beginning to use more tier 2/topic related vocabulary.</li> <li>I can use sentences containing adjectives, verbs, prepositions and conjunctions.</li> <li>I can name a range of items when given a specific group.</li> <li>I can use more precise specialist vocabulary (e.g. carnivore)</li> <li>I can use newly learnt words in a specific and appropriate way.</li> </ul>	<ul style="list-style-type: none"> <li>I can use subject specific vocabulary (e.g. talking like a mathematician, a scientist, or an historian)</li> <li>I can construct language effectively to suit my purpose.</li> <li>I am beginning to select vocabulary choices to suit my audience.</li> <li>I deploy correct grammar and speak in full sentences.</li> </ul>	<ul style="list-style-type: none"> <li>I can match my vocabulary to my audience (e.g. good afternoon ladies and gentlemen)</li> <li>I am developing specialist, Tier 3 words (tessellate, onomatopoeia)</li> <li>I am using sophisticated words in everyday language</li> </ul>
Cognitive	<ul style="list-style-type: none"> <li>I can order my talk into a beginning, middle and end.</li> <li>I can use basic evidence to back up my point.</li> </ul>	<ul style="list-style-type: none"> <li>I can ask a range of questions.</li> <li>I can choose and organise the content of my speech to convey clear meaning.</li> <li>I can offer relevant comments/observations and ask questions about what has been said.</li> </ul>	<ul style="list-style-type: none"> <li>I can take on different roles in a discussion and can see both sides of an argument.</li> <li>I can summarise an argument and identify good and bad arguments.</li> <li>I can analyse arguments and use the evidence to agree or disagree.</li> </ul>	<ul style="list-style-type: none"> <li>I can ask relevant questions to extend my understanding and knowledge.</li> <li>I can consider the level of understanding of my audience and adapt my language where needed.</li> <li>I can use and select metaphor, humour, irony and other rhetorical devices to make my argument/presentation come alive.</li> <li>I can maintain attention and participate actively in conversations, staying on topic.</li> </ul>
Social and Emotional	<ul style="list-style-type: none"> <li>I can start and maintain simple conversations.</li> <li>I can join in with a group.</li> <li>I can speak in front of an audience.</li> <li>I can show that I am listening.</li> <li>I can give details that I know are important (E.g. He fell over that stone, no one pushed him)</li> </ul>	<ul style="list-style-type: none"> <li>I can take turns within a group discussion.</li> <li>I can listen to others and respond to their points.</li> <li>I can follow ground rules and make sense of these to others (E.g. we don't talk when someone else is talking)</li> <li>I am confident to speak in front of an audience.</li> </ul>	<ul style="list-style-type: none"> <li>I can tell a story that engages an audience.</li> <li>I can read my audience and change my language, tone and pitch appropriately.</li> <li>I can respond to the views of others.</li> <li>I can build on what others say or explain what I have heard.</li> <li>I can use my voice/words to develop the well-being of others.</li> </ul>	<ul style="list-style-type: none"> <li>I can take risks in the way I present to an audience in order to engage them by using humour/surprise etc.</li> <li>I can lead/chair a discussion in a range of contexts, making everyone feel involved.</li> </ul>