



ORACY POLICY

ST. LUKE & ST. PHILIP'S PRIMARY, A CHURCH OF ENGLAND ACADEMY



VISION STATEMENT

'The family of St Luke and St Philip's will ensure excellence is encouraged, minds are opened, diversity is embraced, respect is expected and talents are nurtured under the umbrella of God's love.'

ETHOS

Our school provides grounding in the Christian Faith for all its children with emphasis on collective worship as part of its daily life. Our Christian values of trust, truth, love, peace and thankfulness are built into the ethos and teaching of our school with the support of all Governors and staff for its Christian foundation. We also seek to encourage an understanding and respect for other world faiths.

CHRISTIAN SCHOOL VALUES



PURPOSE

This document outlines the purpose, values pertaining to and approach to the teaching of Oracy in our school. It should be considered in conjunction with the other component parts of the language and literacy curriculum, including the Primary National Curriculum.

AUDIENCE

This document is intended to give a clear outline of the School's approach towards the teaching of Oracy to all staff, governors and parents. Copies of this document are provided for all teaching staff and support staff and members of the School's Governing Body. The Multi Academy trust in cooperation with the Local Governing Body and Head Teacher determines and monitors the Academy's policy, establishes the appropriate staff and funding arrangements and maintains a monitoring oversight of the school's work.

A copy of this document is available for the use of parents.

AIMS AND OBJECTIVES

The National curriculum for English / Oracy reflects the importance of spoken language in pupils' development across the whole curriculum – cognitively, socially and linguistically. Spoken language underpins the development of reading and writing. The quality and variety of language that pupils hear and speak are vital for developing their vocabulary and grammar and their understanding for reading and writing. Teachers should therefore ensure the continual development of pupils' confidence and competence in spoken language and listening skills. Pupils should develop a capacity to explain their understanding of books and other reading, and to prepare their ideas before they write. Pupils should also be taught to understand and use the conventions for discussion and debate. All pupils should be enabled to participate in and gain knowledge, skills and understanding associated with the artistic practice of drama. Pupils should be able to adopt, create and sustain a range of roles, responding appropriately to others in role. They should have opportunities to improvise, devise and script drama for one another and a range of audiences, as well as to rehearse, refine, share and respond thoughtfully to drama and theatre performances. Statutory requirements which underpin all aspects of spoken language across the six years of primary education form part of the national curriculum.

At school we recognise that without effective communication, little achievement can be made. We know that we have a duty to ensure that spoken language is a priority and we recognise that this is part of the essential knowledge that is needed in society.

'Teachers should develop pupil's spoken language, reading, writing and vocabulary as integral aspects of the teaching of every subject. Oracy is both a subject in its own right and a medium for teaching; for pupils, understanding the language provides access to the whole curriculum. Fluency in the English language is an essential foundation for success in all subjects.' (National Curriculum)

St Luke & St Philip's is an inclusive school. We set high expectations and recognise the importance of accurate and regular assessment in order to support individuals at every part of their learning journey

and in whatever circumstances. We use one to one support, small groups and quality first teaching to help with this. We plan teaching opportunities to help those for whom English is an additional language and those with disabilities outlined in the SEND code of practice. We agree with the statement of the National Curriculum, that 'pupils, who do not learn to speak, read and write fluently and confidently are effectively disenfranchised.'

Our aim is to enable the pupils 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 pupils 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.

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.

CURRICULUM INTENT

We believe spoken language to be fundamental to the achievement of our pupils. To ensure we are teaching oracy skills across the curriculum and providing our pupils with a range of oracy opportunities, and a variety of audiences. The subject leader, has attended training from Voice 21 (a charity which aims to improve the teaching of oracy in schools) and has shared the training to ensure 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. This will

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.

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;
- talking partners;
- listening to stories;
- reading lessons;
- preparation for writing;
- visiting speakers;
- giving and receiving instructions;
- paired/collaborative work;
- problem solving in maths, science and cross curricular topics;
- presentation of learning;
- plan, do review sessions.

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;
- topic showcase events;
- extra-curricular and year group productions;
- participating in debating events
- performance poetry
- Visiting speakers

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 oracy framework. Each year group has oracy objectives which build on the preceding years' study to ensure progression in this area as children move through the school. The Progression in Oracy document is available on the school's website.

The English 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.

SPOKEN LANGUAGE:

Teaching and Learning – The National Framework We ensure all children are taught spoken language as outlined in the National Curriculum 2014. Spoken language – years 1 to 6 Spoken language 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

Notes and guidance (non-statutory)

These statements apply to all years. The content should be taught at a level appropriate to the age of the pupils. Pupils should build on the oral language skills that have been taught in preceding years. Pupils should be taught to develop their competence in spoken language and listening to enhance the effectiveness of their communication across a range of contexts and to a range of audiences. They should therefore have opportunities to work in groups of different sizes – in pairs, small groups, large groups and as a whole class. Pupils should understand how to take turns and when and how to participate constructively in conversations and debates.

Teachers should also pay attention to increasing pupils' vocabulary, ranging from describing their immediate world and feelings to developing a broader, deeper and richer vocabulary to discuss abstract concepts and a wider range of topics, and enhancing their knowledge about language as a whole.

Pupils should receive constructive feedback on their spoken language and listening, not only to improve their knowledge and skills but also to establish secure foundations for effective spoken language in their studies at primary school, helping them to achieve in secondary education and beyond.

Oracy

Teaching and learning

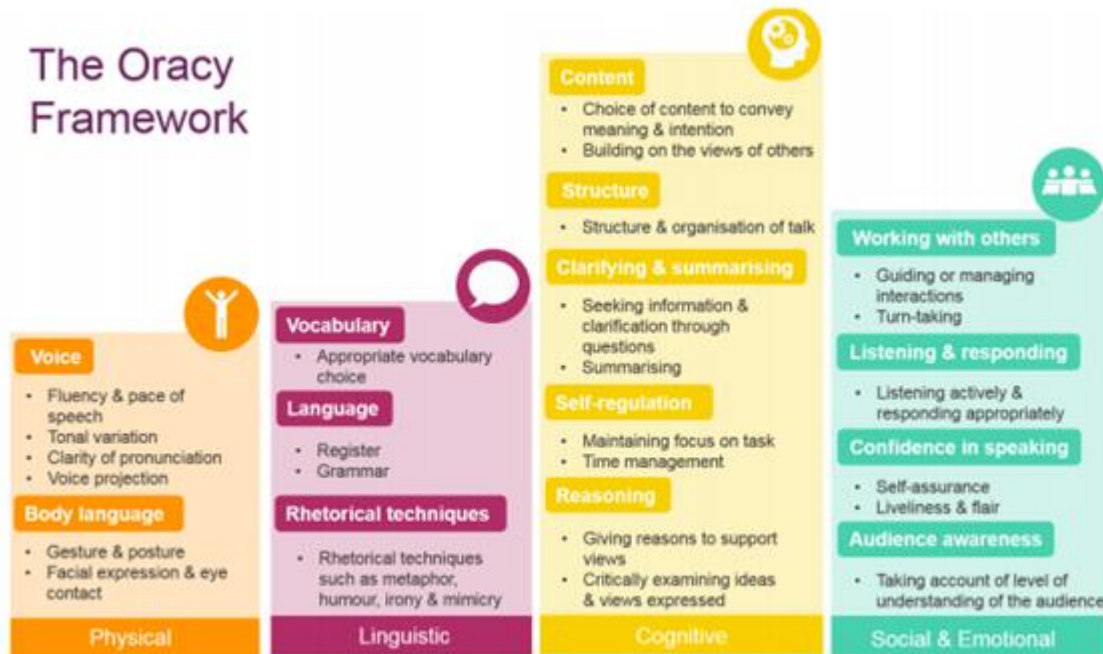
Pupils are taught oracy skills across all areas of the curriculum. During lessons, pupils are taught listening skills, vocabulary and discussion techniques. They have the opportunity to experience a range of talking styles – from exploratory talk to presentational talk. At St Luke and St Philip's Primary

School, we use the oracy framework that was developed by The University of Cambridge and Voice 21. This framework breaks oracy into four strands:

- Physical
- Cognitive
- Linguistic
- Social and Emotional

This framework allows both staff and pupils to understand what makes good spoken communication. The four strands enable successful discussion, inspiring speech and effective communication. The framework is used by staff to give feedback and assess progress.

Pupils use the framework to self-assess, peer-assess and talk about talk.



EYFS

The Early Years Foundation Stage profile sets out the early speaking and listening skills and knowledge as part of Communication and language/Physical Development/Personal, social and emotional development and Literacy, with an aim of all children meeting the relevant Early Learning Goals by the end of the year, in preparation for the National Curriculum.

Oracy in English

As a school we are committed to raising and maintaining high standards in Literacy. We support our pupils by providing them with the skills necessary to:

- Develop and build vocabulary
- Participate in collaborative conversations
- Articulate and justify their answers
- participate in discussions, presentations, performances, role play, improvisations and debates
- speak audibly and fluently with an increasing command of Standard English
- give well-structured descriptions, explanations and narratives for different purposes

Oracy is incorporated into English lessons in the following ways:

- drama and role play
- Higher order questions
- Group discussion

- Vocabulary activities
- Partner talk/Kagan strategies
- Presentation of work

Oracy in Maths

Oracy is incorporated in maths lessons to increase mathematical vocabulary, support children in proving or justifying their answer and to address misconceptions. Oracy has a particularly important role in Maths reasoning lessons, which have a focus on pupils verbally communicating their understanding of mathematics accurately. Pupils work collaboratively to solve a problem and justify their answers. Sentence stems are used to support discussion.

Oracy in Science

Children are given opportunities that will support them to:

- Ask questions linked to scientific enquiry
- Talk about what they found out and how they found it out
- Communicate their findings in a range of ways
- Use scientific vocabulary This is achieved through collaborative projects, group discussion, debate and oral presentations.

Toolkits

We use an oracy toolkit designed by Voice 21 to support pupils during lessons.

- Discussion Guidelines: These are a set of guidelines for partner and group discussion that help to maintain a safe, effective and respectful environment for talk.
- Discussion Sentence stems: These sentence stems support pupils of all ages and abilities to access partner or group discussion.
- Talking Roles: These discussion roles help to manage and support group discussions. They also help to develop speaking and listening skills.
- Talk Protocols: Talk Protocols allow pupils to self-govern talk.
- Talk Detectives: Talk Detectives allow students to step out of a discussion and recognise which oracy skills are being used and if discussion guidelines are being followed.
- Groupings: Groupings support talk for different purposes. Groupings are chosen to suit the purpose of a discussion and the number of pupils involved.

Presentational Oracy :Presentational skills are taught explicitly within lessons in preparation for assemblies and performances. Pupils are given opportunities throughout the year to speak in front of an audience. Presentational assemblies, performance poetry, school productions and speeches are some examples of the presentational experiences our pupils are offered. Pupils learn the skills required using the oracy framework, and are given verbal feedback from teachers and peers. They consider pitch, tone, pace, gesture, body language and projection when rehearsing and preparing.

Oracy across the curriculum: Oracy is incorporated across our broad and balanced curriculum to develop understanding and higher order thinking. Oracy supports pupils to make their thinking clear to themselves as well as others. Oracy is carefully planned into lessons. Questions are differentiated to ensure full participation and pupil discussions are scaffolded to ensure inclusive practice.

ASSESSMENT/RECORD KEEPING:

The assessment of Oracy

Formative assessment, often referred to as Assessment for Learning (AfL), is part of the everyday teaching and learning process.

Formative assessment takes place on a regular basis and takes a variety of forms, including:

- The marking of work
- The use of steps to success
- Peer and self assessment
- High quality questioning
- Observation
- Discussion

On entry to Reception, children's understanding of spoken language is assessed using Wellcomm and British Picture Vocabulary Scale (BPVS) language tests. These are used as an initial assessment, moving to once a week with the whole class and three times a week with pupils who are identified as needing additional intervention. This is repeated at the end of the Reception year with children who are working below age related expectations being given additional support. Children's knowledge of vocabulary is tracked using BPVS. This is carried out at the beginning of Reception and Year 1.

Please see Assessment Policy for further detail.

THE ROLE OF THE SUBJECT LEADER

RESPONSIBILITIES

- All relevant staff will ensure that the oracy curriculum is implemented in accordance with this policy;
- The Head teacher is responsible for ensuring that this policy is adhered to;

Cidari Multi Academy Trust and the governing committee will monitor the effectiveness of this policy and hold the Head teacher to account for its implementation.

The Oracy Subject Leader is also responsible for raising standards of teaching and learning in Oracy. They pick out strengths and identify areas for improvement. From this, oracy will be integrated into the School Development Plan. The Key issues will be implemented, monitored and the impact evaluated at regular points using some of the following monitoring strategies:

- Auditing staff, in order to plan CPD opportunities;
- Scrutinising pupil work;
- Moderation of pupil work;
- Monitoring planning;
- Lesson observations;
- Learning Walks;

- Discussion with pupils;
- Attending LA and relevant external courses;
- Keeping up to date with important Oracy developments;
- Purchasing new resources;
- Leading staff meetings.

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INCLUSION AND EQUALITY

Teachers set high expectations for all pupils. Appropriate assessments are used to plan challenging work for all groups, including:

- More able pupils
- Pupils with low prior attainment
- Pupils from disadvantaged backgrounds
- Pupils with SEN
- Pupils with English as an additional language (EAL)

Teachers plan lessons so that pupils with SEN and/or disabilities can study every National Curriculum subject, wherever possible, and ensure that there are no barriers to every pupil achieving.

Teachers also take account of the needs of pupils whose first language is not English. Lessons are planned so that teaching opportunities help pupils to develop their English, and support pupils to take part in all subjects. Class trips and visits linking to oracy are planned to ensure they are inclusive for all.

We believe all our children are entitled to benefit from equal access to work and equipment in oracy regardless of race, gender, intellectual and physical ability, in line with the nine protected characteristics. Classroom management will take into account such issues and oracy materials free from bias will be positively sought.

To ensure equality for all, teachers are committed to planning lessons that:

- Eliminate discrimination, harassment and victimisation;
- Promote equality of access and opportunity within our school and within our wider community;
- Promote positive attitudes to difference and good relationships between people with different backgrounds, genders, cultures, faiths, abilities and ethnic origins.

SPIRITUAL, MORAL, SOCIAL, CULTURAL DEVELOPMENT AND BRITISH VALUES

The school sets out to plan a provision for Spiritual, Moral, Social and Cultural development, but it is also expected that many unplanned opportunities will occur (especially for spiritual development) and

staff are encouraged to "seize the moment" when appropriate. Such moments may have a profound effect on individuals.

The promotion of the 'British Values' of

- Democracy
- The rule of law
- Individual liberty
- Mutual respect
- Tolerance of those of different faiths and beliefs

is central to our education as British Values have their origin in the Christian values of our nation.

LEGISLATION

This policy reflects the requirements for academies to provide a broad and balanced curriculum as per the [Academies Act 2010](#), and the [National Curriculum programmes of study](#) which we have chosen to follow.

It also reflects requirements for inclusion and equality as set out in the [Special Educational Needs and Disability Code of Practice 2014](#) and [Equality Act 2010](#), and refers to curriculum-related expectations of governing boards set out in the Department for Education's [Governance Handbook](#). In addition, this policy acknowledges the requirements for promoting the learning and development of children set out in the [Early Years Foundation Stage \(EYFS\) statutory framework](#).

RELATED POLICIES

- EYFS
- Equal Opportunities
- Inclusion
- Special Educational Needs and Disabilities
- SMSC and British Values
- Online safety
- Assessment, recording and reporting
- Marking and Feedback Policy
- Presentation
- Gifted and Talented Policy
- Curriculum and Planning Policy

Policy reviewed by : Mrs B Patel

Policy reviewed: 21.01.23

Agreed by Governors: _____

Next review date: 21.01.25