

Oracy Policy

The overarching aim for English in the national curriculum is to promote high standards of language and literacy by equipping pupils with a strong command of the spoken and written language.

For all children to be competent in the arts of speaking and listening, making formal presentations, demonstrating to others and participating in debate.

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.

The National Curriculum 2014

Aims -

The objectives stated below are taught at a level appropriate to the age of our pupils. Pupils build on the oral language skills that have been taught in preceding years and follow our Oracy Progression Map.

- 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
- develop a capacity to explain their understanding of books and other reading, and to prepare their ideas before they write.
- 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

At our school, we provide a rich and varied learning environment that allows all children to develop their skills and abilities to their full potential.

Children should:

- be encouraged to speak with confidence, clarity and fluency
- recognise the value of listening
- be encouraged to have the self-esteem to be confident in the value of their own opinions and to be able to express them to others
- be able to adapt the use of language for a range of different purposes and audiences, including using Standard English
- learn to converse, sustain a logical argument and respond to others appropriately
- be encouraged to concentrate, interpret and respond appropriately to a wide range of listening experiences
- be prepared to 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
- develop empathy through drama

Through our teaching, and curriculum planning we aim to:

- enable children to become confident, resourceful, enquiring and independent learners;
- foster children's self-esteem, and help them to build positive relationships with other people;
- develop children's self-respect, encourage them to understand the ideas, attitudes and values of others, and teach them to respect other people's feelings;
- show respect for a diverse range of cultures and, in so doing, to promote positive attitudes towards other people;
- enable children to understand their community, and help them feel valued as part of it;
- help children grow into reliable, independent and positive citizens.

Early Years Foundation Stage

In the foundation stage, we incorporate the Development Matters and the Early Learning Goals into our planning and teaching, which ensures that our pupils:

- Use language to imagine and recreate roles and experiences
- Develop active listening and response
- Interact with others in both indoor and outdoor play
- Use language to 'get things done'

We use the objectives from the National Curriculum English Programme of Study and the Early Years Foundation Stage Framework to plan for speaking and listening activities and opportunities. We believe that spoken language underpins the development of all English skills and learning across the curriculum

Assessment and Record Keeping

Assessment in FS is by observation and recorded in the FS profiles.

Resources

Our English planning 'The Power of Reading' which thoroughly embeds oracy.

Specialist resources available from Speech and Language Therapist

Story Sacks

Website subscriptions

Activities include:

Assemblies, Presentation of work, Enrichment events, Circle time

Show and tell, Story time, Reading lessons, Preparation for writing, Visiting speakers and authors

Giving and receiving instructions, Hot-seating, Conscience Alleys, Class novel.

February 2023