

Spoken Language and Oracy

Purposeful talk is the key to driving learning forward. Talk in the classroom, which has been planned, designed, modelled, scaffolded and structured enables all learners to develop the skills needed to talk effectively and with confidence.

We want every child at our School to find their voice. Oracy develops pupils' confidence, articulacy and capacity to learn. Providing a high quality oracy education empowers students, regardless of their background, to find their voice for success in school and in life. Our aim as a school, therefore, is to elevate speaking to the same status as reading and writing.

At the heart of good oracy is a classroom rich in talk, in which questions are planned, peer conversations are modelled and scaffolded and the teacher uses talk skilfully to develop thinking. Our curriculum aims to encourage children to have the opportunity to develop and learn spoken language as outlined in the National Curriculum by learning to:

- Speak with confidence, clarity and eloquence.
- Recognise the importance of listening and learn to be an active listener.
- Have a bank of vocabulary 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 confidently

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 alongside the expectations of Spoken Language listed in the national curriculum. The Oracy Framework 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

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 and are also included in the progression map for oracy.

Oracy is not taught as a discrete lesson. It is incorporated across our broad and balanced curriculum. Teachers have a strong understanding of what oracy is and how it supports children which in turn supports identifying opportunity for talk within the classroom

EYFS is the start of our pupils' oracy journey through school. Staff encourage oracy from an early age through talking stories, retelling stories, scaffolding conversations during continuous provision and circle time class discussions. Any barriers to oracy are spotted through regular screening and acted upon here and interventions to assist with speech are put in place. Communication in Early years is a prime learning area and enables children to meet other milestones at the end of the foundation stage.

