



Colerne Church of England
Primary School
Oracy Policy

Aims and Objectives

We believe spoken language to be fundamental to the achievement of the achievement of the children at Church of England Primary School. 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 and staff.

The aims of this Oracy Policy are to enable children to:

- 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 wide range of listening experience.
- 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 contribution of children with a wide variety of linguistic backgrounds.
- Develop empathy through drama, RE, PHSE and wider curriculum

Teaching and Learning

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 are confident to operate in a wide range of situations.

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

- Drama.
- Circle time.
- Talking partners.
- Listening to stories.
- Guided reading.
- Preparation for writing.
- Preparation for writing.
- Visiting speakers.
- Giving and receiving instructions.
- Paired/collaborative work.
- Problem solving in maths.
- Presentation of learning.
- Plan, do review sessions.
- Working walls to develop vocabulary.

It should also be recognised that there are opportunities for children to develop their oracy skills outside of the curriculum. At Church of England Primary School this is promoted through:

- Assemblies, including class assemblies.
- School council and other pupil activities.
- Topic events.
- Phased and year group productions.
- Participation in local events.
- Leadership activities, school council, SNAG groups, safeguarding rangers

The EYFS provide the building blocks to a child's spoken language development. Most of our pupils enter our Foundation Stage well below age related expectations for communication and language. It is crucial that staff at this stage provide a wide range of oracy opportunities for the pupils. Our Foundation Stage pupils are encouraged to, and increasingly expected to, speak in full sentences to adults in school and for a variety of purpose.

Those pupils found to be well below age related expectations for spoken communication in Reception or KS1 will be entered onto 'Talk Boost'. This is a ten-week small group intervention programme, led by a teaching assistant, designed to rapidly accelerate spoken language skills of 4–7-year-olds.

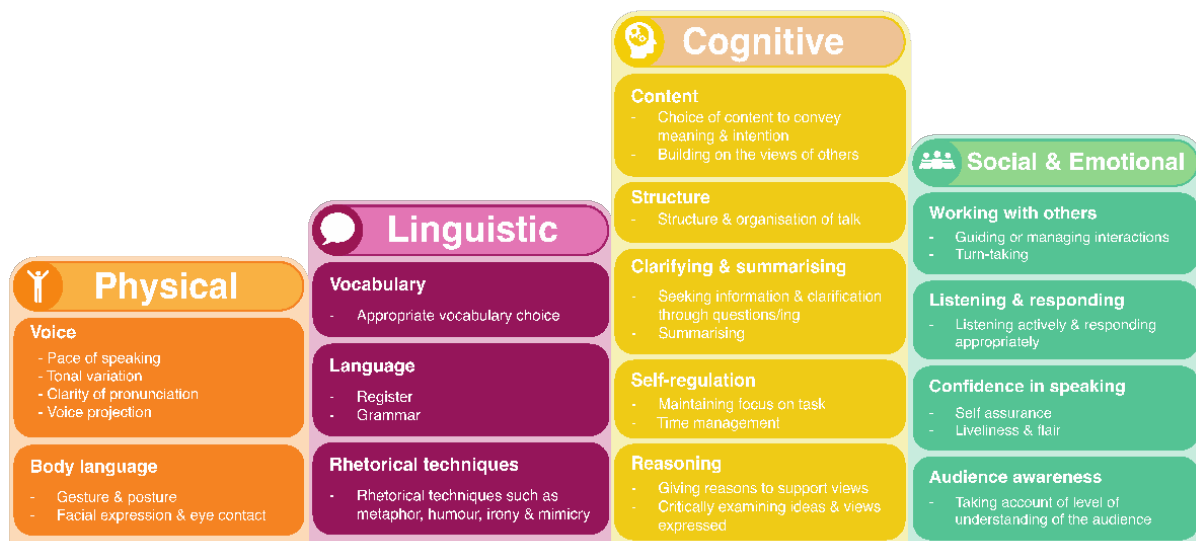
Throughout KS1 and KS2 there are opportunities to develop pupil's oracy embedded into the curriculum through for example, talk for writing, oral storytelling, poetry, talking partner work, discussion and debate, question and answer sessions, weekly guided reading/writing/mathematics and performing art lessons. Further to this, pupils are encouraged to contribute orally to class assemblies, school productions, book sharing events and enrichment events (such as educational visits, topic days etc).

We use the oracy framework developed by Voice 21, which breaks oracy into four strands:

- Physical
- Linguistic
- Cognitive
- Social and Emotional

The Oracy Framework

Use the oracy framework to understand the physical, linguistic, cognitive, and social and emotional skills that enable successful discussion, inspiring speech and effective communication.



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Learning Environment

Each classroom has working walls which contribute to promoting subject-specific vocabulary development.

Parental Involvement

Parental involvement is encouraged in all aspects of school life. Parents will be informed of any issues related to spoken language through parents' evenings or as and when necessary. Parents will be informed if their child is entered onto the Talk Boost intervention programme.

Assessment

Children in EYFS are continually observed and assessed against the Early Years Profile and Development Matters criteria in Communication and Language. Data is collected at the end of the year to help complete the Early Years Profile. This is submitted to the LA.

Teachers in KS1 & 2 assess children's abilities and progress in spoken language regularly through formative assessment. Teachers use half termly assessment against the Key Performance Indicators for the child's year group to decide whether a child is performing at an age expected standard or even achieving mastery levels with spoken language.

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. Some of our children have weekly input from a speech therapist, and we welcome the expertise they bring to the school. Targets are usually set which are then worked on individually or in small groups.

As a school we have a growing number of pupils who have English as an additional language. Their experience and knowledge provide us with 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.

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 an issue such as elective mutism, at other times it may be to encourage social skills.

Roles and Responsibilities

The Headteacher, SLT and link Governors will be responsible for monitoring the impact of this policy, and standards of spoken language across the school, through work scrutiny, planning scrutiny, drop in observations and lesson observations and any other relevant monitoring activities.

It is every class teacher's responsibility to ensure that this policy is adhered to.

Policy Review

Policy Issue	Date Policy Reviewed	Revisions Agreed	Date Revised Policy Agreed	Date of Next Review
1.0	January 2023	Policy issued and adopted by FGB.	January 2023	January 2026

Signed Chair of Governors

SignedHeadteacher

Date

Appendices

Appendix 1

Spoken Language – Year 1 to 6 Statutory requirements

Pupils should be taught to:

- Listen and respond appropriately to adults and their peers
- Always demonstrate good listening.
- Ask relevant questions to extend their understanding and knowledge
- Use relevant strategies to improve 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, imaging 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 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 with which they are able to communicate 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.

Notes and guidance (non-statutory)

Attention should also be paid 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 wider range of topics, and to enhancing their knowledge about language. 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.