St. Margaret's Anfield Church of England Primary School

Jesus said, "Love one another as I have loved you" (John 13:34). **Therefore, by faith and work, be the change you want to see.**

With God, all things are possible.

Oracy Policy

L. McAulay

Version	Date	Action	Review Date
Version 1	March 2024	Adopted by Governing Body	March 2025

Purpose of study

The national curriculum for English 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. They must be assisted in making their thinking clear to themselves as well as to others and teachers should ensure that pupils build secure foundations by using discussion to probe and remedy their misconceptions. Pupils should also be taught to understand and use the conventions for discussion and debate.

National Curriculum 2014

1.1 EYFS Statutory Educational Programme:

Communication and Language

The development of children's spoken language underpins all seven areas of learning and development. Children's back-and-forth interactions from an early age form the foundations for language and cognitive development. The number and quality of the conversations they have with adults and peers throughout the day in a language-rich environment is crucial. By commenting on what children are interested in or doing, and echoing back what they say with new vocabulary added, practitioners will build children's language effectively.

Reading frequently to children, and engaging them actively in stories, non-fiction, rhymes and poems, and then providing them with extensive opportunities to use and embed new words in a range of contexts, will give children the opportunity to thrive. Through conversation, storytelling and role play, where children share their ideas with support and modelling from their teacher, and sensitive questioning that invites them to elaborate, children become comfortable using a rich range of vocabulary and language structures.

1.2 The national curriculum for spoken language aims to ensure that all pupils (Y1-6):

- Listen and respond appropriately to adults and their peers.

- Ask relevant questions to extend their understanding and build vocabulary and knowledge.

- Articulate and justify answers, arguments and opinions.

- Give well-structured descriptions and explanations.

- 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 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.

2. Teaching and Learning

Having previously worked with the Voice 21 project, we have generated an Oracy Framework which focuses on the key objectives from the National Curriculum and as well as four key strands. Our framework shows the progression within each strand from Early Years to Key Stage Two and can be found in the Oracy folder on the staff drive.

Below is a summary of how the teaching of Oracy within each strand supports our children:

Physical
- We strive in supporting children to develop their voice, use of body language, pitch, movement and use of gestures as a tool for talk.

Linguistic
- Language and vocabulary play a key role in ensuring children have a bank of word choices for different purposes as well as ensuring that their talk is grammatically correct.

Cognitive
- We want children in SMA to show confidence when using their summarising, clarifying and reasoning skills.

Social and Emotional
- A good listener becomes a good speaker! We encourage children to listen and respond, showing awareness of their audience. Children work effectively with others and develop their confidence when speaking with flair.

In addition, we aim for children at SMA to:
- Use their voice and to become confident speakers.
- Articulate their thoughts, make precise language choices and extend their vocabulary.
- Feel pride and power when talking and to know that their voice is heard.
- Become presenters and debaters in a range of contexts.
- Develop the skills in becoming excellent listeners.
- Express own opinions as well as likes and dislikes.

2.2 Oracy Across Curriculum

Opportunities for talk are made apparent through all areas of the curriculum. This includes providing a chance for 'Exploratory' talk where children are speaking in an informal context as well as 'Presentational' talk where children are presenting to an audience. Some examples of how subjects that are taught in SMA provide an explicit Oracy opportunity are detailed below:

- Picture News as part of RE encourages debate, explanation, listening to and building on the views of others about topics that are current in our world today.
- The Maths Leads have emphasised a focus on Sentence Stems which encourage pupils to use explanation.

- Pupils have opportunities to take part in debating through subject areas/on a particular focus.
- There are many opportunities within our PSHE Jigsaw lessons for children to guide and manage interactions, turn take and actively listen.
- Use of odd one out and concept cartoons are used in different subject areas to develop discussion, questioning and organisation of talk.

Children also engage in discrete Oracy sessions which may provide a particular focus in relation to a topic or a target. Staff have received training on some discrete Oracy games, looking at how these can relate to different areas of Oracy. Staff are given a range of games throughout the year which are targeted at each age range, again, focusing on a particular Oracy strand.

2.3 Developing a whole school culture for Oracy
We have a whole school culture for Oracy with the aim of getting everybody talking in SMA!
Visual tools to support the teaching of Oracy are displayed in each classroom and across the school in order for children to recognise and respond to Oracy.

Our assemblies encourage lots of talk and showcasing, particularly our Celebration Assembly.

We encourage whole school Oracy opportunities such as poetry recitals as well classes across each key stage mixing for storytelling sessions.

3.Assessment

Assessment is informal and is carried out as part of an ongoing formative assessment approach. This mainly consists of carrying out observations during Oracy tasks and showcase opportunities.

Subject Leadership

- To liaise with and to support staff in the implementation of Oracy teaching.

- Provide opportunities to develop Oracy across the school and at home.

- To arrange staff training when necessary to update and strengthen knowledge.

- Liaise with the English subject leader to plan and implement Oracy opportunities.

- To review this policy document and revise as appropriate in accordance with school policies and National Curriculum requirements.

Policy Written by: L. McAulay

To be reviewed: Spring 2025