



Deal Parochial Church of England Primary School

Oracy Policy and Practice

Literacy / reading lead teacher: Ms Johnson

Reading Teacher: Mrs Bridgeland

Head Teacher: Ms Brown

Lead governor for literacy: Ms G Waters

Date policy was written: November 2021

Vision Statement

Our School is built on the teachings of the Bible and inspired by The Gospel Values of Faith, Hope and Love.

Our Christian ethos is upheld by respecting humanity fostered through our community that is welcoming, inclusive and forgiving.

Together we flourish through courageous learning, friendships and generosity.

TO BE THE BEST THAT I CAN BE – THE WAY GOD INTENDS

We believe spoken language to be fundamental to the achievement of our pupils.

Our aim is to enable the children 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 all types of learning. The children 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 aim to develop spoken language skills throughout the curriculum in school. We also strive to have good communication between our staff, pupils, parents and carers and the wider community.

Our oracy curriculum will encourage children to:

- speak with confidence, clarity and fluency
- develop listening skills
- 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
- ability to develop 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
- share their learning in an engaging, competent way through formal presentations.

Practice

Correct spoken language is vital to learning and teaching staff model this, sensitively correcting language if necessary. 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, which include:

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

Talk for writing

We use the Pie Corbett Talk for Writing and Storytelling techniques throughout the school as a model with which to teach writing. The importance of being able to speak their writing before writing it, is crucial in both fiction, non-fiction and poetry writing and involves techniques such as story maps, boxing up ideas into paragraphs as well as literacy games to develop vocabulary. All classes follow the structure of imitation, innovation and independent writing with all units of work to ensure progression.

There are opportunities for children to develop their oracy skills outside of the curriculum, including:

- assemblies, including class assemblies
- school council and other pupil voice activities
- topic showcase events
- extra-curricular and year group productions

Inclusion/ Interventions

Children with additional needs are encouraged to take a full and active part in spoken language activities at a level appropriate for their needs. Targets are usually set by the class teacher, following the advice of our SENDCo, which are then worked on individually or in small groups using Speech link or NELI (Nuffield Early Language Intervention. Some of our children have input from a speech therapist.

Impact

The impact of this policy will be evidenced through the monitoring of attainment and progress of all children by class teachers.

Policy created: November 2021

Review due: May 2022