



## Norman Street Primary School

### Oracy Policy

#### School Vision

'We believe in an Oracy rich community, where every member listens carefully, communicates meaningfully and values their own and others' contributions because we all have a voice. We believe Oracy is vital in helping us to achieve our goals, in preparing us for life beyond school and shaping our future.'

#### Aims and Objectives

We believe spoken language to be fundamental to the achievement of the children at Norman Street Primary School. An increasing percentage of 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.

#### 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 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.

### 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:

- role play and drama activities
- sharing own experiences and recounting events
- participating in discussions and debates
- expressing opinions
- creating, sharing and evaluating ideas
- listening to ideas and opinions given by others
- circle time
- talking partners/groups
- listening to stories
- retelling stories and poems
- guided reading
- preparation for writing
- visiting speakers
- taking part in school performances
- giving and receiving instructions
- paired/collaborative work
- problem solving in maths
- presentation of learning

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

- assemblies
- school council and other pupil voice activities
- topic events
- productions
- participation in local events
- opal play

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

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

### **Learning Environment**

Each classroom has a working wall which contributes to promoting subject-specific vocabulary development. Every class display oracy expectations and guidance.

### **Parental Involvement**

Parental involvement is encouraged in all aspects of school life. Parents are informed of any issues related to spoken language through parents evenings or as and when necessary.

### **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. Children across the school are monitored in their spoken language and SALT referrals are made where necessary.

### **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. 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. Visual prompts may be used to support 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 selective mutism, at other times it may be to encourage social skills or improve attention.

### **Roles and Responsibilities**

The Oracy leader, English Subject Leader, SLT, Head teacher 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.

## Appendix 1

### Spoken language – years 1 to 6

#### Statutory requirements

Pupils should be taught to:

- 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.

#### Notes and guidance (non-statutory)

These statements apply to all years. The content should be taught at a level appropriate to the age of the 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 develop a broader, deeper and richer vocabulary to discuss abstract concepts and a wider range of topics, and to enhancing their knowledge about language as a whole.

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.