



Oracy Policy

Spoken Language is a crucial component of the English National Curriculum which states:

“All the skills of language are essential to participating fully as a member of society; pupils, therefore, who do not learn to speak, read and write fluently and confidently are effectively disenfranchised”.

National Curriculum (2013)

At Grasslot Infant School we agree with this therefore oracy plays a prominent role in teaching and learning. The ability to listen actively, speak clearly and communicate articulately is seen as a fundamental part of the learning process. Critically, oracy underpins the development of reading and writing, and is key to progress in all subjects.

Aims

Oracy can be described as a combination of learning to talk and learning through talk. At Grasslot Infant School there is a shared understanding of how talk supports learning and children's social development. We believe that developing oracy provides our students with vital life skills.

We aim to encourage fluent speakers, who are confident to communicate, debate and present in a wide range of situations. Oracy is embedded throughout our broad and balanced curriculum, and is explicitly taught in dedicated oracy lessons. Lessons are talk-rich, and questions are carefully planned to ensure all children can fully participate. Pupils participate in a wide range of oracy activities which help them to develop confidence in spoken language (see Oracy Progression and Planning document).

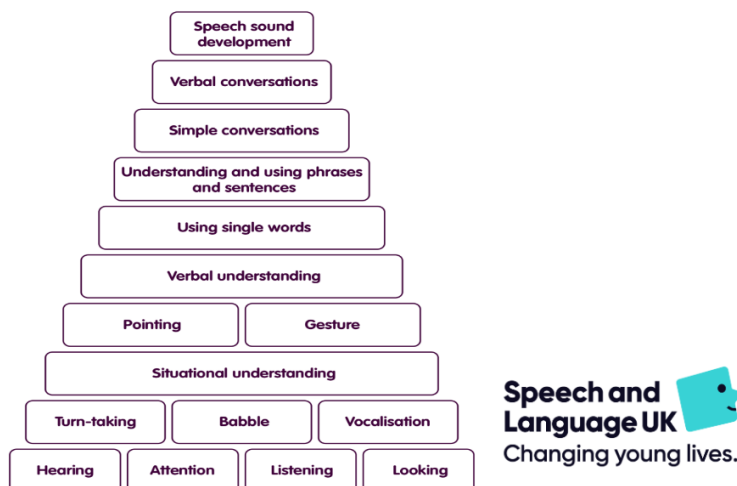
Teaching and Learning

Both the National Curriculum and the Early Years Foundation Stage Curriculum identify the importance of developing strong oracy skills, with research showing that this impacts on later life. The Bercow: Ten Years On report reinforces this by saying '**Communication is crucial to children's life chances**' (2018).

As children enter our school at the age of 2 years old, their oracy journey often begins with developing language acquisition. Therefore, our Foundation Stage curriculum is centred around a high-quality, language rich environment which promotes talk, vocabulary development and listening skills.

We use key principles from the Early Talk Boost programme to scaffold and develop early language skills. This includes the direct teaching of 'good looking' and 'good listening' as well as engaging in interactions within provision to enhance learning.

Building blocks of language



In Key Stage 1, we continue to work on the building blocks of language as listening skills and vocabulary continue to develop through explicit teaching and also discussion techniques are introduced. Pupils have the opportunity to experience a range of talking styles across the curriculum to provide meaningful contexts and purpose for speaking. Planned oracy experiences include: (this is not an exhaustive list)

- drama
- talking 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
- discussion activities

There are opportunities for children to develop their oracy skills outside of the curriculum, including (but not limited to):

- assemblies, including class assemblies
- school council and other pupil voice activities
- productions and performances

Across the school children are encouraged to use correct grammatical structures when speaking, whilst still respecting the regional accent.

Inclusion

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 input from a speech therapist, and we welcome the expertise they bring to the school.

Our experienced TAs and Learning Mentors work with individuals or groups of children specifically in the areas of speaking, listening and collaboration. Sometimes this may be to

address a SEND issue, at other times it may be to encourage social skills. These interventions include Early Talk Boost, Talk Boost KS1 and Time to Talk.

Parental Involvement

We know, and value, the importance of parents in their child's language development therefore we support our parents through a variety of strategies. These include:

- Story sacks
- Talking Teddies
- 'Ask me about...' (challenges set through Tapestry)
- Question and discussion ideas for texts

Where parents add posts to Tapestry, we celebrate these in school and encourage children to share with staff and peers.

Assessment

Continual ongoing assessments are carried out throughout our Early Years Foundation Stage using Development Matters and, at the end of Reception, the Early Learning Goals. Where it is deemed a child is 'Cause for Concern', staff will take appropriate steps to address this through intervention routes or referral to specialist support.

In Key Stage 1, staff will make professional judgements against the National Curriculum and our progression plan. Again, concerns around language and oracy development will be promptly addressed to ensure our children are able to make progress.

Due to the ephemeral nature of spoken language, it is not always possible to obtain 'evidence'. Where it is possible, this will be recorded on Tapestry and used to support teacher judgements.

Monitoring and Evaluation

It is the responsibility of the subject leader and Head Teacher to evaluate the working of this policy throughout the school.

Policy written: November 2022

To be reviewed: Annually