

Avondale Oracy Policy

Here at Avondale we believe spoken language to be fundamental to the achievement of the children. 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.

We believe that 'talk is essential to children's thinking and learning and to their productive engagement in classroom life especially in the early and primary years.' (Robin Alexander, University of Cambridge).

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.

Intent

At Avondale School, we thrive to empower all children to use their voice for success in school and in life. We aim to improve the verbal communication skills of all pupils and inspire them to be confident and expressive public speakers.

Implementation

Oracy is at the heart of our curriculum as we recognise the importance of spoken language in the development of the whole child. 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. The skills of speaking and listening are explicitly taught, and children are given a wide range of opportunities to practise these skills and develop confidence and competence. We follow the voice 21 framework to ensure our children are taught explicit oracy skills.

The children are given many opportunities to apply these skills throughout their school day by talking about their learning, developing ideas and understanding through discussions, asking questions, being able to listen carefully to others' views and giving them time to respond, sometimes challenging others' viewpoints, negotiating with others in group work and considering a range of viewpoints.

- We use discussion roles and a variety of talking protocols to aid discussion in lessons.

- Relevant vocabulary is explicitly taught throughout the curriculum, understanding a wide range of words and how to use them in context helps our children to articulate and explain what they think, giving them a voice. It also allows them to unlock meaning, allowing them to understand new information and ideas.
- Talk for Writing is often used throughout the school in order to embed key vocabulary and sentence structure.
- Spoken language is also developed through drama activities as children improvise, refine and rehearse scripts and learn to present these to an audience - for example - in their class assemblies or school productions. Rehearsing ideas through role play and spoken language enables children to explore different genres, identify with characters and develop vocabulary; teachers often use this approach as preparation to improve the quality of written work.
- We provide the children with weekly oracy assemblies to share and develop their oracy skills.
- We use our oracy skills with a variety of people to ensure we change our performance skills to match the audience.

Impact

Our children will

- be able to express themselves clearly, communicate with others effectively through spoken language and have the ability to structure their thoughts so that they make sense to others.
- understand and be able to use a wide range of vocabulary that can be used in different contexts.
- think carefully about the language they're using, and tailor it to their subject, purpose and audience.
- be able to listen to others and respond appropriately, be able to articulate their point of view, build on others' ideas and change their minds when appropriate.
- understand that we can all have different opinions and show empathy towards others.
- learn lines and perform in class assemblies and Key Stage plays.
- read expressively in whole class guided reading sessions, and know how to use their voice to express emotion.
- be able to recite poetry, songs and nursery rhymes by heart and with expression.

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.

The EYFS provide the building blocks to a child's spoken language development. The majority 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. Those pupils found to be below age related expectations for spoken communication will be entered into an intervention programme such as, Welcomm or Talk Boost.

Throughout KS1 and KS2 there are opportunities to develop pupils' oracy through both the curriculum and wider opportunities. Some of these include:

- the Talk for Writing curriculum we use for English lessons,
- poetry,
- talking partner work,
- discussion and debate,
- question and answer sessions,
- guided reading lessons
- assemblies including class assemblies,
- school council and other pupil voice groups
- topic and themed events
- school productions
- participation in local events and competitions e.g. debating

Inclusion

All children are encouraged to participate in spoken language activities at a level appropriate to their needs. We have a speech and language therapist in school who works regularly with identified children and we value their expertise. We also use visuals to support learning.

Oracy Lead

Our Oracy Lead in school is Mrs Duckett, who is supported by Oracy Champions, Mrs Nuttall and Mrs Pickup. All staff are responsible for curriculum areas and have developed Oracy opportunities within these subjects.