



# Oracy

## How is the Oracy curriculum adapted for Lammack children?

Oracy is a big part of school life for Lammack children as we are a majority EAL school and are aware that the children need the oracy opportunities to articulate their thinking and understanding in a confident way. We have harnessed our curriculum to work hand in hand with our core and foundation subjects and adapted it so the children can learn the various ideologies behind how to use their voice to get their point across but also in a respectful manner. As a school we have rolled out speaking and listening rules across year groups that are also year group specific. These rules have been created by the children to personalise their own oracy skills and the expectations of them.

## How this subject is taught

At Lammack, oracy is a powerful tool for learning; by teaching students to become effective speakers and listeners we empower them to better understand themselves, each other and the world around them. We use the Oracy Framework to understand the physical, linguistic, cognitive and social and emotional skills that enable successful discussion, inspiring speech and effective communication. Our aim for oracy is to develop good orators and make oracy central to curricular learning.

## The Oracy Benchmarks

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. We aim to development pupils' confidence and competence in spoken language and listening skills. At Lammack, we use the following benchmarks within our learning. These benchmarks are used throughout EYFS, Key Stage One and Key Stage Two:

- Set high expectations for oracy;
- Value every voice;
- Teach oracy explicitly;
- Harness oracy to elevate learning;
- Apprise progress in oracy.

## Group Talk

When planning a sequence of learning, we look at finding a balance between exploratory talk and presentational talk.

### Exploratory Talk

- When learners construct meaning they are manipulating what is already available to them from various sources, exploring its possibilities and seeing what can and cannot be done with it;
- Exploratory talk provides an important means of understanding but learners are less inclined to embark on it unless they feel at ease, free from the danger of being contradicted.



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### Presentational Talk

- Presentational talk offers more of a final draft;
- It is often heavily influenced by what the audience expects;
- This talk frequently occurs in responses to teacher questions when they are testing prior knowledge;
- Us as teachers should consider at what point in the learning this talk should occur as sometimes it can occur too soon.

In an oracy-focused sequence of learning, students typically engage in both **exploratory** and **presentational** talk, strengthening and sharing their understanding of key concepts through talk.