

Every Child Matters and Every Day Counts



Lammack Community Primary School

Oracy Policy

Adopted Date Spring 2021
Last reviewed Autumn 2021
Page 1 of 2

Review Date Autumn 2024
Curriculum

Aims (overall)

- Children in school speak and listen with intent.
- Children and staff promote articulacy throughout the school.
- Children understand the value of oral communication.
- Ensure children are confident and effective communicators.
- Ensure oracy is taught effectively in order to increase our quality of education.

Vision for oracy

Children articulate effectively and clearly with others. There is a whole school expectation of speaking and listening that is modelled by everyone. Children are given varied and plentiful oracy opportunities that consist of opportunities to embed oracy into the curriculum as well as the explicit teaching of oracy. The school have regular events and occasions to celebrate oracy within school. Children leave Lammack with high self-esteem and confidence in their speaking and listening ability. Children leave Lammack with the highest possible life chances. There is a whole school display. Staff continually evidence oracy in books, scrapbooks or input evidence into a folder on staff shared ready for whole school display.

What is oracy?

Oracy is the practise of speaking and listening. Oracy can be incorporated into lesson planning in numerous ways; public speaking, debate, dramatic role-play, collaborative problem solving, guiding or teaching another person, coaching, listening sensitively to another's experience, interviewing and so much more. There are repertoires of resources and ideas that can effectively contribute to a child's oral development. Daily opportunities for oracy can be found in all subjects, as is the case with literacy and numeracy.

Why is oracy important?

- Access all areas of the curriculum
- Prepares children for later professional and social emotional life.
- Grounded in creativity.
- Enjoyable and beneficial for children.
- Increase self-esteem and confidence.
- Increased ability to handle stress.
- Impact on teaching and learning
- Increase quality of education by allowing children to share ideas collaboratively.
- Increase engagement through practical activities involving speaking and listening.
- As oracy is a skill, children will be given opportunities to learn how to articulate properly.

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What can teachers do to embed oracy in their classrooms?

- Set high expectations of speaking and listening in class and amongst key stages. Know how you want children to speak and listen in class. Explain this clearly to the children and model this daily.
- Make oracy visible by having speaking and listening rules displayed in your classroom.
- Encourage and reward children for articulating correctly, listening intently, responding thoughtfully to another or assisting other children with their speaking or listening.

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. Teachers in KS1 & 2 assess children’s abilities and progress in spoken language regularly through formative assessment. Teachers use half termly assessment against the Key Performance Indicators for the child’s year group to decide whether a child is performing at an age expected standard or even achieving mastery levels with spoken language.”

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 weekly input from a speech therapist, and we welcome the expertise they bring to the school. 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. Their experiences and knowledge provide us with a rich resource on which to draw for the benefit of the whole school. Visual prompts and signs written in the child’s first language may be used to develop vocabulary and encourage participation. Our experienced TAs, LSAs 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 an issue such as elective mutism, at other times it may be to encourage social skills.

Staff expectations of oracy

Good oracy can only be expected from the children when it is being clearly modelled by staff in school. Make sure you encourage good speaking and listening throughout the school both in and outside of class.

Opportunities for CPD for teaching staff

There should be regular opportunities for CPD for all teaching staff.

Values

Teamwork, friendship, determination, respect, honesty and love