



Date	Minute number	Amendment	signed

Oracy Policy

The vision of the school

'Learning and Growing Together'

Is underpinned by our school's core values of Hope, Friendship, Forgiveness, Perseverance, Respect, and Honesty.

We nurture the tiny seeds (that are each individual child and our community) to grow into the mighty tree, as Jesus describes the Kingdom of Heaven (Parable of the Mustard Seed- Matthew 13)
Individuals flourish in a school which is a safe, respectful and welcoming Christian community.

Learning-

we develop our wisdom, knowledge and skills

Growing-

in our character development, hope, aspiration, resilience and social action

Together-

so our community can live well together, showing dignity and respect.

Oracy is at the heart of all learning at St Oswald's Primary School. Children will be taught both *to and through* talk to enable them to discuss, perform, debate and express themselves in a range of contexts, for a range of purposes.

It is our intent that children will learn to listen carefully to others, building on their views or showing empathy as appropriate. Opportunities to learn active listening skills will become increasingly advanced as children move through the school. This will be supported by a culture which celebrates a range of accents and dialects, including those who use non-standard varieties of English.

We recognise that oracy in the classroom should be seen, by both teachers and children, as a valuable activity. Oracy plays an important role in collaborative learning activities, starting from when the children enter Early Years. Our aim is to enable our children to improve their levels of oracy so that they can all communicate effectively and confidently in front of any type of audience. These skills are encouraged in every area of our curriculum as good communication skills can enhance every type of learning.

Many of our children 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.

Aims

- Oracy to be at the heart of all teaching and learning activities
- To create opportunities for children to speak with confidence to different audiences
- Encourage respectful and productive relationships
- To ensure that standards of oracy improve as children progress through the school
- To nurture children's pride in their voices, creating opportunities for them to reflect on and share their own linguistic repertoires
- To provide a range of interventions and support for children with identified language needs

Objectives

For children:

- To develop oracy skills to be able to communicate effectively in a range of contexts; understanding others, being understood and expressing themselves effectively.
- To develop oracy skills to be able to articulate views and express feelings constructively and appropriately.
- To be open-minded, to value the contribution of others and to take account of their views.
- To 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.
- To understand the progress they have made in their oracy skills.

For parents and carers:

- To actively support the drive to improve oracy, understanding the importance of oracy skills to success in and beyond the classroom.
- To support children by discussing different subjects and areas of interest at home.

For teachers:

- To provide a role model to consistently demonstrate high standards of oracy to all children.
- To challenge linguistic prejudice and encourage children to recognise the richness and diversity of communication and language in their classrooms and communities.
- To ensure that oracy is at the heart of all teaching and learning activities.
- To develop the oral skills of children.
- To create a culture of talk where every voice is valued.

For SENDCOs

- Identify intervention strategies, assess and monitor children with speech and language needs.
- Support children with additional needs to take a full and active part in spoken language activities at a level appropriate for their needs.
- Advise teachers when setting targets which are then worked on individually or in small groups.
- Provide specific intervention programmes for adults to work with individuals or groups of children specifically in the areas of speaking, listening and collaboration
- Liaise and jointly plan with subject teachers to meet the individual needs of children.

For the leadership team:

- To actively raise the profile of oracy as a leading feature of all curriculum areas, ensuring that the oracy needs of every student are met through the curriculum.
- To ensure that the impact of an oracy education is monitored, making it part of your regular evaluation schedule.
- To ensure that each subject area has a broad range of oracy skills embedded within the schemes of work, and that the quality of oracy teaching and learning is of an excellent

standard.

- To be responsible for identifying where staff development and support is required, offering appropriate professional development opportunities.
- To ensure that oracy standards, targets, provision and monitoring is embedded within School Development Plans.

For governors

- To support the implementation and development of the school in its commitment to improve standards of Oracy for all children.

Review

The policy will be reviewed when changes occur in the approach and implementation to Oracy across the school.