



Swindon Academy
The best in everyone™
Part of United Learning

How We Teach Oracy at Swindon Academy

SPEAKING AND LISTENING

Updated September 2019

How We Teach Oracy at Swindon Academy

1. Rationale
2. Teaching and Learning
3. Classroom Environment
4. Assessment and Feedback
5. Inclusion
6. Parental Involvement

Rationale

At Swindon Academy, oracy is at the heart of excellent teaching and learning, equipping children with the skills to become articulate, respectful and confident.

Oracy Definition

At Swindon Academy, we define oracy as the set of talking and listening skills that people should develop in the same way we would expect people to develop reading and writing skills; the teachable set of competencies to do with spoken language.

With reference to the work of Professor Neil Mercer, Cambridge University

Purpose of Policy

At Swindon Academy we believe that speaking and listening skills are fundamental for success in both learning and life. Research shows that oracy skills are one of the strongest indicators for success later in life, impacting on academic achievement, employability, confidence and esteem. At Swindon Academy we believe that all children should be given the opportunity to develop these skills as a fundamental element of our curriculum.

Aims

The aims of spoken language and listening are to enable children to:

- Speak with confidence, clarity and fluency.
- Recognise the value of listening and listening with appropriate body language and thought.
- Be encouraged to have the self-esteem to be confident in the value of their own opinions and be able to express them to others.
- Adapt the use of language for a range of purposes and audiences, including using Standard English.
- Learn to converse, sustain a logical argument and respond to others appropriately.
- Be open-minded, value the contribution of others and to take account of their views.

Teaching and Learning

Using the Voice 21 Oracy Framework, children are given opportunities to progress in all four strands: physical, linguistic, cognitive and social and emotional. Oracy is fully embedded as a fundamental part of teaching and learning across the wider curriculum. All pupils are expected to speak in full sentences and are asked to repeat if needed to improve to ensure correct sentence structure and vocabulary is used at all times. Oracy outcomes are explicitly planned for and children have the opportunity to access a range of oracy activities, including (but not limited to): talk assemblies, discussions, debates and presentations. Further experiences are listed below:

- Talk partners
- Story time
- Guided reading and Daily Supportive Reading
- Preparation for writing
- Talk for Writing
- Paired/collaborative work
- Problem solving in maths
- Group science experiments
- Presentation of learning

- Magpie walls to develop vocabulary
- Drama
- Circle time

Positive learning behaviours in oracy are recognised, valued and celebrated through celebration assemblies and the orator of the term award.

Teaching and Learning in the Early Years Foundation Stage

The EYFS provide the building blocks to a child's spoken language development. Most of our pupils enter our Foundation Stage well below age-related expectations for communication and language. Therefore, staff working at this stage provide a wide range of oracy opportunities for pupils. Planned opportunities for speaking are embedded in all areas of the curriculum. Adults provide key words and sentence stems that the children must begin to use in order to develop their speaking.

Classroom Environment

The classroom environment is vital in children's literacy learning. All teachers will follow the Swindon Academy Presentation Policy; however, classrooms will demonstrate the following expectations specifically in relation to oracy:

- Talk Rules will be on display in each classroom.
- Talk Roles will be used in debates and discussions
- Specific sentences stems will be used across the curriculum and/or in relation to the Talk Roles.

In addition, each classroom will have a Literacy display board which contains Magpie Words and high-quality examples of vocabulary which scaffold children's learning. In Key Stage 1, high frequency words must be displayed on the walls to support children's learning. Reading displays boards will also contain sentence stems.

Assessment and Feedback

In Key Stages 1 and 2, progress is tracked by assessing a cross-section of children from each year group against the four strands of the Voice 21 oracy framework. In the EYFS, oracy is tracked for each child via the Development Matters Framework. Assessment of oracy is being developed this year.

Inclusion

We believe that all children should be given the opportunity to develop their oracy skills. Children with special educational needs are supported to take part fully in oracy activities at a level appropriate to them. Similarly, children who have been identified as being the most able are given opportunities to extend their learning.

Parental Involvement

Parents are kept informed through being invited into school for information workshops and via Progress Review Day (PRD) appointments. Families are encouraged to build their own oracy skills with their children via topics for discussion in the Swindon Academy newsletter.