

Vision Statement:

*In our inclusive and happy schools, we make sure **everyone** feels welcomed, valued and valuable.*

Our safe and inspiring learning environment helps us work towards achieving our best, in all that we do, so that we can become independent and resilient members of our wider community.

*Our shared **Christian** values give us a foundation of challenge and support, helping to make a positive change in the world, as we strive to create a community of respect and aspiration, preparing everyone for their future.*

Core Values:

Respect – Equality, Tolerance, Understanding

Politeness – Thoughtfulness, Appreciation

Friendship – Caring, Sharing, Love

Honesty – Trust, Fairness, Peace

Responsibility - Quality & Excellence, Cooperation

Resilience – Determination, Patience, Hope

Intent

Our aim in oracy is to develop children’s speaking and listening skills, to make sure that they develop a rich and varied vocabulary, learn to listen attentively and speak clearly and confidently. We intend for oracy to be part of the school’s pedagogy, not a discrete lesson, but a thread running through daily school life. We know language development is an area of key importance for our children, which has an impact on all wider subjects. We believe oracy to be an imperative; fundamental to achieve success.

By the time children leave school, they will be able to:

- express issues and ideas clearly,
- speak clearly, using formal language, varying expression, tone and volume,
- listen carefully, to understanding a speakers’ conclusion or opinion
- respond to others with questions and comments
- contribute purposefully to group discussion
- show agreement or disagreement, giving reasons in a respectful manner
- use a wide and interesting vocabulary, appropriate to the topic being discussed, or the audience that is listening.

Children will be able to effectively communicate their understanding, enabling them to work **cooperatively** with their peers and will become **independent** learners and take

responsibility for their learning. They will develop **resilience** when dealing with challenging concepts, which can be applied to other aspects of life.

Implementation

Within English, the national curriculum states that: ‘the curriculum reflects the importance of spoken language in pupils’ development across the whole curriculum – cognitively, socially and linguistically. Spoken language underpins the development of reading and writing.’

Working with Oracy@Cambridge we have created a framework for oracy, incorporating all year groups, where all children will be exposed to talk-rich environments; additionally, we have produced a progression map of oracy skills.

Oracy is threaded through all planning and teachers take oracy opportunities in every lesson, by using discussion, groupings, performance and other strategies. Oracy is developed through many of the foundation subjects, including Religious Education, geography and history.

Children are immersed in a talk-rich environment. Within each classroom our ‘Talk is Work’ displays give *year group* specific discussion guidelines, such as: listen with curiosity; share your own thoughts; look at the person talking to you; be confident to agree or disagree; challenge by asking questions, and so on. Children are guided to use all of these to reflect upon their own and their peers’ oracy skills.

Using both an assessment tracking grid and progression map, teachers assess on Target Tracker children’s oracy skills over the year. Teachers are aware of children’s next step and of any gaps they have in their knowledge. The Faculty will then use this tracking data to monitor progress and plan actions.

Impact

Children will be able to express issues and ideas, speak clearly, listen carefully, contribute to discussion, respond to questions and comments and use a wide and interesting vocabulary. When children explore learning through the varied oracy strategies, and are exposed to new vocabulary, they retain this knowledge. This leads to children using higher level language with a deeper understanding when presenting or writing.