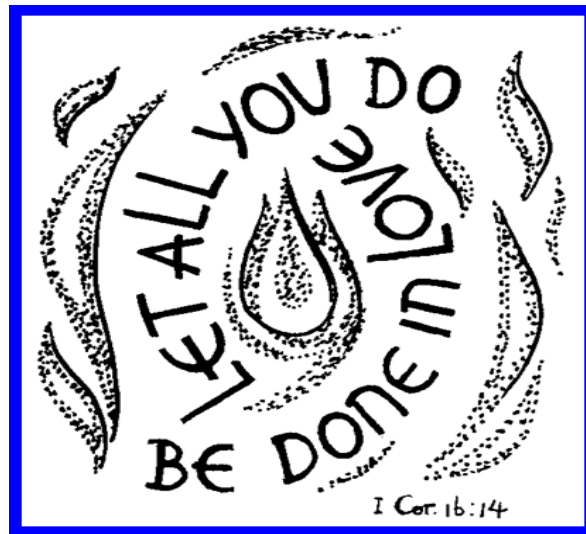


St Edward's Catholic Primary School



Approach to Oracy



What our Learners Need.

Spoken language skills are one of the strongest predictors of a child's future life chances but too many children are not given the opportunity to develop these crucial skills.

Many of our children do not arrive at school with the elaborate language code needed to give them the start in school that they will eventually need to succeed.

In serving them, and in meeting their needs, we need to ensure that their language moves from restricted to elaborated as they progress through our schools.

Language development WILL NOT stop at the end of Reception but will evolve in the curriculum as learners progress through each phase of our schools. Our intention is that Oracy is an integrated part of our schools' curriculum and is evident across all subject disciplines.

Why is Oracy important?

Oracy is concerned with learning **to** and learning **through** talk. It is about listening to receive and understand language and for talking with expression to articulate thinking and ideas:

- Supports learners' sense of wellness as it develops expressive language.
- Boost critical thinking skills.
- Emphasises reasoning which leads to better decision making.
- Support all disciplines across the curriculum because it emphasises the acquisition and expression of meaning.
- Enables learners to be included as it teaches the social and emotional conventions of language and encourages effective collaboration.

What principles guide our Practice

We recognise that the teacher's role in prompting talk is vital and that talk is a route to shaping thinking. (*Professor Robin Alexander*)

We expect our teachers to develop their instructional capacity to teach Oracy.

Oracy represents the set of talking, and listening, skills that children should develop, in the same way that we would expect them to develop reading and writing skills. (*Professor Neil Mercer*)

We acknowledge that there are teachable competencies to do with spoken language and our schools' curriculum will address this and be explicit about the development of Oracy across the curriculum.

How will we meet learners needs?

We will teach our children to engage in **exploratory talk**.

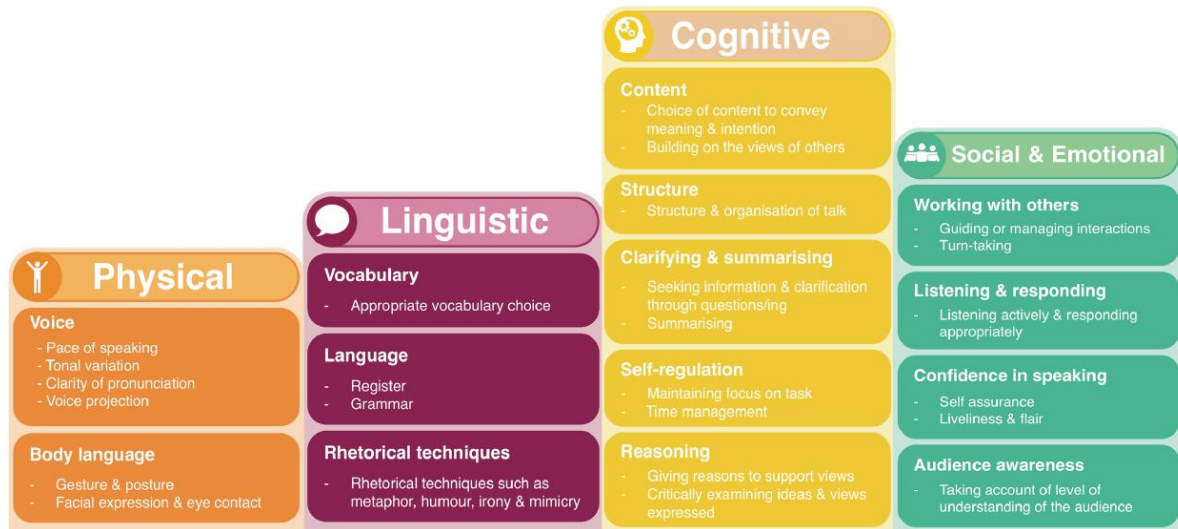
We will teach our children to engage in **presentational talk**.

We will **assess** children in their capacity to talk and to listen and give them **feedback** to help them express themselves confidently across many context.

We will link the development of Oracy to the development of thinking skills and explicitly teach the language of thinking.

We will also teach the **pragmatics of language** so that learners acquire the social skills, and social conventions to become effective communicators across a range of contexts.

At St Edward's we follow the Trust Approach to Oracy examining the following oracy strands:



Linguistic-

Vocabulary development.

Learners are explicitly taught vocabulary and practise speaking new words daily.

Exploratory Talk

Every week, learners explore ideas in pairs, groups and as a whole class.

Physical

Presentational Talk

Learners are taught to present their ideas to others and to evaluate the quality of this.

Talk across disciplines

Pragmatics and the strands of Oracy are explicitly taught across all curriculum subjects.

Talk like a...

Social

Learner Behaviour

- Respect other's idea
- Invite others to contribute to discussion
- Listen actively
- Be prepared to change your mind
- Practise using new word to express

Teacher facilitator

Plan where talk will be in the lesson

- Allow a series of responses from learners
- Question for justification.
- Elicit a range of responses to questioning
- Plan presentations as an outcome to lessons
- Teach stem sentences

Emotional

Learning Environment

- Create a supportive emotional context
- Ensure clarity of Instruction and expectation for talk
- Be deliberate about how language is used
- Integrate talk into all aspects of learning
- Have clear Strategies to teach talk

Assessment

- Have an on-entry baseline for talk and build from this
- Listen to exploratory talk in lessons and make notes
- Assess presentations
- Use Socratic talk for reflection and evaluation
- Gauge learners response when listening
- Record on Insight

See Appendix 1

Oracy in Practice

Appendix 1



ORACY IN PRACTICE

