

St. James' Church of England Primary School

**'Building One Faith, One
Family,
Our Future'**

Oracy Policy

Written by L.Malik & L.Bryan - Spring 2025

Approved by Governors – Spring 2025

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Foundation, Vision and Intent

St James' Lower Darwen

Church of England Primary School



"Building One Faith, One Family, Our Future."

"We offer a holistic curriculum that champions our community and is aspirational."

PERSONAL DEVELOPMENT

through

ENRICHMENT

THE NATIONAL CURRICULUM

SKATS

FORGIVENESS

COMPASSION

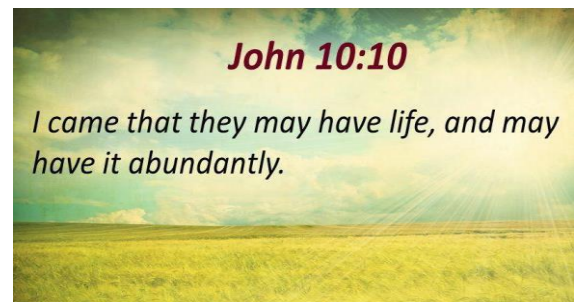
LOVE

TRUTH

JUSTICE

Jeremiah 29:11

John 10:10



We want our children to know that **God has a plan for them** that means **they live their best life possible**.

Each **policy** and procedure within school, alongside the ongoing **curriculum** delivery, our **SKATS** programme, **enrichment** and the

spiritual development offered to our families through Worship, RE and our links with Church, work towards making this happen.

Oracy and St. James' Christian Vision

Oracy allows the children at our school the opportunity to be heard and valued. In order to live life in abundance, children must be confident in their ability to communicate in a variety of contexts. Through oracy, we empower children to flourish during their time at St. James' and beyond. Being able to communicate effectively will equip them with the tools required to succeed in whichever path they choose.

Aims and Objectives

Oracy is the ability to articulate ideas, develop understanding and engage with others through spoken language.

"If you can't think it, you can't say it. If you can't say it, you can't write it."

This quote is the rationale behind our approach at St. James'; oracy is the foundation on which further learning occurs.

We believe spoken language to be fundamental to the achievement of the children at St. James' Lower Darwen. Many of our pupils start early school life without the oracy skills relevant for their age. We strive to develop spoken language skills through the taught curriculum, wider opportunities, playtimes and lunchtimes, extra-curricular activities and the Christian vision of the school.

Respectful and productive relationships between all who form part of the school community are crucial aspects of this vision. As a staff, we therefore foster good communication amongst ourselves and with our pupils, their parents and carers, and with the wider community. We place a high priority on supporting the development of good speaking and listening skills amongst our pupils at all times.

The aims of this Oracy Policy are to enable children to:

- be encouraged to speak with confidence, clarity and fluency;
- recognise the value of listening;
- be encouraged to have the self-esteem to be confident in the value of their own opinions and to be able to express them to others;
- be able to adapt the use of language for a range of different purposes and audiences, including using Standard English;
- learn to converse, sustain a logical argument and respond to others appropriately;
- be encouraged to concentrate, interpret and respond appropriately to a wide range of listening experiences;
- be prepared to be open-minded, to value the contribution of others and to take account of their views;
- 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;
- develop empathy through drama.

Our overall aim is that when our children leave St. James', they are equipped with the communication skills that will allow them to flourish in the wider world.

Teaching and Learning

Spoken language is fundamental to learning. From the first days in school, speaking and listening play a large part in a child's progress in all curriculum areas and teachers plan to develop these skills in a wide variety of ways. We aim to develop and encourage fluent speakers, who are confident to operate in a wide range of situations.

Pupils should have a range of planned oracy experiences (this is not an exhaustive list), which include:

- drama;
- circle time;
- talking partners;
- listening to stories;
- guided reading;
- preparation for writing;
- speaking to visitors;
- giving and receiving instructions;
- paired/collaborative work (Kagan);
- problem solving in maths;
- presentation of learning;
- pre-teach vocabulary lessons.

It should also be recognised that there are opportunities for children to develop their oracy skills outside of the curriculum. At St. James', this is promoted through:

- collective worship;
- class assemblies;
- pupil voice groups;
- learning celebration events;
- phase and year group productions.

The EYFS provide the building blocks to a child's spoken language development. The majority of our pupils enter our Foundation Stage below age related expectations for communication and language. It is crucial that staff at this stage provide a wide range of oracy opportunities for pupils. Our Foundation Stage pupils are encouraged to, and increasingly expected to, speak in full sentences to adults in school.

Throughout KS1 and KS2 there are opportunities to develop pupils' oracy embedded into the curriculum through for example: story-mapping, oral story-telling, poetry, Kagan structures, discussion and debate, question and answer sessions, weekly guided reading/writing/mathematics and the use of drama across the curriculum. Further to this, pupils are encouraged to contribute orally to collective worship, school productions and through wider opportunities.

Learning Environment

Each class has a set of talk rules that are guided by the Key Learning in Spoken Language (KLIPs) for each year group, to ensure progression as they move through school.

In the classroom, subject-specific vocabulary is displayed and referred to during lessons and independent tasks to support and encourage children to understand and use high levels of spoken language.

The use of Standard English and full sentences is encouraged throughout the school day. Sentence stems are displayed in each classroom to encourage a high level of spoken communication during lunchtimes. Dine & Dialogue is used in each classroom to encourage children to develop oracy skills in a range of contexts during lunchtimes.

Outside of the classroom, sentence stems are used at the kitchen hatch to support and encourage children to communicate effectively when speaking to adults beyond their classrooms.

To celebrate and raise awareness of oracy, there is a whole-school oracy display which highlights achievements, expectations and each year group's talk rules.

Parental Involvement

Parental involvement is encouraged in all aspects of school life. Parents are informed of any issues related to spoken language through parents evenings or as and when necessary.

Each week a 'talk token' is sent home as homework. This is designed to enable children to talk about their learning in school that week. It includes maths, English and another subject as well as a 'Just for Fun' question.

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. At the start of the year, a baseline recording is taken of all children which supports teachers in forming comparative judgements. At the end of each half term, each class has an 'oracy outcome' that they are assessed against after being taught generic oracy skills and subject specific oracy skills relating to a different subject each half term.

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 input from specialised outside agencies, and we welcome the expertise they bring to the school. Targets are usually set which are then worked on individually or in small groups.

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.

As a school, we are also learning weekly Makaton signs so that we are able to communicate effectively with everyone.

Roles and Responsibilities

The English Subject Leader(s), SLT, Head teacher and link Governors will be responsible for monitoring the impact of this policy, and standards of spoken language across the school, through work scrutiny, planning scrutiny, drop in observations and lesson observations and any other relevant monitoring activities.

It is every class teacher's responsibility to ensure that this policy is adhered to.