



THURSBY PRIMARY SCHOOL

Intent, Implementation and Impact Statement

Oracy

Intent:

What follows is what we want our oracy curriculum to achieve for all children by the time they leave our school, because we passionately believe that our children deserve the best. Our curriculum and classrooms are designed to be rich in talk, from effective questioning to constructive peer discussions and teachers use talk skilfully to develop and encourage critical thinking. There is clear understanding in school of how talk aids teaching, analysis and higher order metacognition. The ability to speak eloquently, articulate ideas and thoughts, collaborate with peers and have the confidence to express your views are all vital life skills that support success in learning and life in general. By embedding oracy in all aspects of the school's culture and weaving it through the curriculum with our verbal feedback policy, children are able to respond to high expectations and explicit teaching and modelling of spelling and listening. Classroom buzz with the sounds of purposeful talk, from confident speeches in KS2 to children learning how to turn take in EYFS. We recognise how vital spoken language skills are for children and we want to equip them with the tools they need to be heard, not just in school, but in their future career and life. Our oracy curriculum will enable children to:

- Speak with confidence, clarity and eloquence;
- Recognise the importance of listening in conjunction with speaking;
- Be confident in the value of their own opinions and to be able to express and justify them to others;
- Adapt their use of language for a range of different purposes and audiences,
- Sustain a logical argument, question, reason and respond to others appropriately;

Implementation:

Oracy is incorporated across our broad and balanced curriculum to develop understanding and higher order thinking. At Thursby Primary School oracy is embedded within the curriculum and children are given many opportunities to use their speaking and listening skills and develop their oracy skill set. Our school curriculum is rich in oracy opportunities:

- At Thursby oracy is at the heart of feedback and assessment for learning, enabling children to discuss their work and any misconceptions. Teachers challenge children through probing questions about their learning.
- Maths- During maths lessons, children have numerous opportunities to discuss his/her learning, knowledge and reasoning. Children are able to enquire about their learning through maths talk and during the Steps to Mastery element of the lesson.
- Writing- In English lessons, we use the Talk4Writing approach to develop vocabulary and oral sentence structure. Children rehearse and internalise high quality model texts which improves their linguistic skills and develops their confidence when speaking.
- Phonics – In daily phonic sessions (Little Wandle), pupils develop their pronunciation of sounds, widen their vocabulary and learn how to speak confidently. They also learn how to work with others, taking turns and listening to other people.

- Whole Class Reading - In daily whole class reading lessons children experience book talk in which have to explain and provide evidence for their answers based on a text. They are able to present their answer to the class as their audience. Texts are discussed during reading lessons (vocabulary and comprehension) which are taught explicitly.
- We use knowledge organisers in foundation subjects (including Science) from Year 1 to Year 6 which include talking points for children as well as subject specific vocabulary for the unit.
- In each foundation subject lesson, pupils use sentence stems which provide pupils with key subject specific vocabulary. These are referred to during class discussions, when answering questions and act as a word bank to support pupils in their written tasks.
- ICT- Across the school, children are given opportunities in ICT to present what they have learnt in computing. For example, presenting Google slides to coding robots. Also sharing their knowledge with peers on how to complete a task.
- PE- Children actively engage with peer feedback and are encouraged to evaluate each lesson. Sports Ambassadors lead and guide children in sports events and a focus active group weekly.
- Science- Scientific literacy is being developed through immersive experiences and children are encouraged to question their own predictions and results of experiments. The national curriculum for science reflects the importance of spoken language in pupils' development across the whole curriculum – cognitively, socially and linguistically. Through lessons children learn scientific vocabulary and the ability to articulate scientific concepts clearly and precisely. The working scientifically objectives enable children to develop Oracy skills.
- RE – At Thursby we follow the Discovery RE Scheme, which is centred on asking (and answering) questions. These questions are based around the children answering questions about ourselves and our own faith and the faith of others.
- Pupil voice- At Thursby we have a School Council where members, along with teaching staff regularly attend meetings to listen, respect and act upon the views of the children. Children also have opportunities to discuss their learning with curriculum coordinator leads through pupil voice sessions.
- EYFS is the start of our pupils' oracy journey through school. Staff encourage oracy from an early age through talking stories, retelling stories, scaffolding conversations during free flow time and circle time class discussions. Any barriers to oracy are spotted and acted upon here and interventions to assist with speech are put in place. Communication in Early Years is a prime learning area and enables children to meet other milestones at the end of the Foundation Stage.

Impact:

The impact oracy has on our children is clear to see. Our children are confident speakers and they embrace opportunities to speak whether it be in the classroom, in assembly, in conversation with their peers or in front of parents. The proof of the oracy learning that has taken place is heard in the voices of the children that we teach. It will be heard when listening to them recite a poem, watching them turn take in a group discussion, felt through the profound questions they ask and the attentiveness with which they listen. Summatively, assessing oracy is a challenge that has been recognised nationally. At Thursby we do not track the assessment of oracy however when assessing other subjects we record the progress that pupils are making in terms of richer knowledge, greater retention of subject-specific vocabulary and being able to independently speak more eloquently and

confidently at the end of each academic year. This will record whether the children are working towards the age-related expectation, at the age-related expectation or exceeding the age-related expectation. These judgements will be quality assured by subject leaders using first-hand evidence of how pupils are doing, drawing together evidence from formative methods like: pupil interviews, observations of tasks, reading tasks, work scrutinies and discussions with pupils about what they have absorbed and retained from the content they have studied. Short stake quizzing will also be used and quizzes based on knowledge organisers. These judgements will inform the curriculum and whether children are ready for the next stage of their education.

Inclusive Learning for SEND in Oracy

At Thursby School we maintain equal opportunities in line with the Equality Act 2010, the SEND Code of Practice 2015 and our school SEND policy. All children, regardless of ability, SEND, Disadvantaged, race, religion, gender, EAL (non-exhaustive list) are offered equal opportunities to access, develop and be supported in MFL learning

At Thursby Primary School, we believe that every child is entitled to receive a high-quality, broad and balanced education regardless of their needs or disabilities. All of our children can expect to receive an education that enables them to achieve the best possible outcomes and become confident and able to communicate their own views and understanding in their own preferred styles. Some ways in which we provide for such a curriculum are:

- Stem sentences – provide the language to the children so they can give opinions.
- Dual coded word mats/resources/displays to support access
- Use of stories to support understanding, linking to real life experiences
- Key words displayed
- Use of shorter/less complex sentences in resources given
- Writing frames where possible
- Providing flashcards (dual coded)
- ICT resources to support accessibility/alternative ways for children to record their ideas and opinions
- Use of simple instructions – small steps
- Careful and appropriate modelling to support understanding
- Visual aids and dual coding
- Videos of examples and practice
- Choosing appropriate resources and manipulatives for each individual child's need
- Provide additional ways to record information
- Ensure any sensory difficulties are considered at the point of planning
- Pre-teach key information so they feel prepared for the lesson and can be an 'expert'
- Carefully consider seating/buddy system, ensure those who need additional adult support have access to this particularly at the start
- Provide clear, specific instructions and outline expectations

Every teacher at Thursby Primary School is a teacher of SEND. Our provision is led by the SENDCo and is enhanced by the collaboration of teachers, senior leaders, learning support staff, external agencies/professionals, parents and most importantly of all – the child. Therefore, provision may vary from classroom to classroom to ensure the specific needs of all children are met in accordance to their own individuality.

