



## Oracy Curriculum Overview

### Intent

Oracy is the ability for students to articulate ideas and develop understanding and engagement with others through spoken language. It permits students to become effective speakers and listeners, whilst developing their subject knowledge and understanding through carefully planned, designed, modelled and scaffolded talking opportunities. At Chilton Primary School, we know the value of a carefully planned and effectively implemented oracy curriculum; improving academic outcomes, through developing skills to think critically, reason together and have the vocabulary to express one's knowledge and understanding. Equally as important, we recognise the impact of an effective oracy curriculum can have on children's confidence and emotional well-being; empowering them with the belief that their voice has a value and developing the ability to articulate thoughts that others will listen and respond to. Furthermore, at Chilton Primary school we truly value the role oracy has to play in social mobility, equipping our children with skills they need to thrive in life beyond school.

We aim to build a culture of talk across Chilton Primary School. Oracy will not be planned for through all subjects within our curriculum, but will also be visible through daily life within the classroom and around the school. Through rigorous teacher training, we aim to ensure all teachers have a sound understanding of how children can be taught to talk, through talk; recognising what effective talk looks like and how to teach children the skills they need to become effective speakers. Our teachers will understand how to plan varied, exciting and effective oracy opportunities within all areas of the curriculum, as well as using dialogic talk effectively in the classroom.

### Implementation

At Chilton Primary School, the development of effective communication and language begins as soon as the children start with us and plays a central role in our EYFS curriculum. Within the first 6 weeks on starting, all pupils will be screened using the language link screener. Those with the most severe delays will receive 1 to 1 intervention and those with a moderate delay will take part in small group language skills work. These sessions are run by our Speech and Language HLTA.

All Reception children take part in daily 'Time for Talk' sessions. These sessions give teachers the opportunity to actively teach the language skills needed and give children daily opportunities to put these skills into practise, predominantly through discussion and story-telling.

From Reception to Year 6, we use the Oracy Skills Framework and the Chilton Primary Schools Oracy progression map to ensure our pupils develop the oracy skills needed to become effective speakers and listeners.

Across the school, we have Oracy non-negotiables that happen on a daily basis in every classroom, in order to ensure a culture of talk is embedded:

- Each class establishes their own talk guidelines to be used during class discussions throughout the year
- Talk detectives are used to improve pupils understanding of what makes good talk
- Talk partners are used effectively throughout the school day
- Vocabulary is systemically taught and revised using the 8 step Chilton method
- Simple oracy games used minimum of 3x week as settling activity before/after lunch or at end of day
- Teachers model excellent oracy skills and high level vocabulary
- Pupils are expected to speak in full sentences
- Six Oracy strategies, developed by children and teachers are used as part of our daily routines to develop oracy skills: My turn, your turn; Say it again, better; Think out loud; Track the Speaker; Tell me more; Stem sentences.
- Drama and performance poetry play an integral part in our guided reading cycle.

In addition to this, we have embedded Oracy throughout our curriculum ensuring pupils have the opportunities they need to learn to talk, through talk. Carefully planned opportunities are built in to ensure pupils have a variety of taught talk opportunities allowing for a build-up of skills in line with the school's progression map. These types of speaking skills children will be taught include:

- Exploratory talk
- Discussion
- Story-telling
- Persuasion
- Negotiation
- Performance
- Presenting
- Debating

Children will be given real opportunities to apply the skills from the Oracy Framework they have been taught. These include:

- Presentations
- Debates
- Podcasts
- Drama
- Film-making
- Class discussion
- Performance poetry
- TED Talks
- Role-play
- School assemblies

### Impact

In implementing the Oracy Curriculum effectively, we aim to ensure that all pupils at Chilton:

Speak fluently, with confidence and clarity in front of an audience including talking in full sentences

Explore ideas through talk

Deliberately select gestures that support the delivery of ideas e.g. gesturing towards someone if referencing their idea

Recognise the value of listening to what others say

Use conjunctions to organise and sequence their ideas

Adapt how they speak in different situations according to the audience, including using Standard English

Value their own opinions and be able to express them to others

Begin to reflect on their oracy skills and identify areas of strength and areas to improve

Ask questions to find out more about a subject

Respond appropriately to what others say, challenge each other's opinions and develop their own reasoned arguments

Are open-minded, value the contribution of others and take account of their views

Appreciate the diversity of languages, dialects and accents in the school

Consider the impact of their words on others when giving feedback

Share their learning in an engaging, informative way through formal presentations