

Booker Avenue Infant School: Oracy Vision

Intent

Oracy is a priority in our school. We know language development is an area of key importance to our children. We use this as our driving force to improve children's spoken language and vocabulary which has a positive impact on all wider subjects. At Booker Avenue Infant School we believe that Oracy is the fundamental key to achieve success. We strive to develop their spoken language skills through our Literacy based curriculum, 'Word Rich' classrooms and the ethos of our staff. At Booker Avenue we hold high expectations of spoken language and children's listening skills this is upheld by the whole school community. Oracy is embedded in all year groups and all children are exposed to talk rich environments. We aim to give children their own voice as we believe this is vital for their future success. We strive for all children to be confident to express their own opinion and ideas in a respectful and supportive environment. We see Oracy as part of the school's pedagogy, not a standalone lesson or subject and we expect it to be threaded through the daily school life. By the time children leave the Infant School, our hope is that they can speak clearly to a variety of audience, to articulate and express their thoughts and ideas and conduct and participate in respectful discussions.

Implementation

In the Early Years Communication and Language is our priority, it is at the heart of our 'Literacy led' Curriculum. We engage in high quality interactions with our children to model and scaffold conversation. Communication and Language is reflected across all areas of the Statutory Framework and staff strive to create plentiful opportunities for children to develop spoken Language. The Early Years environment is word rich and engaging that allows the children to partake in back and forth conversations with their peers during extended periods of play.

The national curriculum for English 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. As a school we value Oracy as an integral part of how we provide an effective education. Oracy is part of our School Development Plan. The Headteacher and Literacy Lead have committed time and resources for whole school professional development both internally and externally.

We maximise opportunities for Oracy and this is visible and celebrated throughout school life; assemblies, poetry and rhyme, peer performance, show and tell, school ambassadors and playtime buddies. Oracy is taught explicitly, children are aware of the expectations and are taught how to engage in a range of different types of talk

varying the context and audience. Opportunities for Oracy are regular, purposeful, appropriately pitched and thoughtfully planned to ensure that all children are prepared to meet expectations. Teachers scaffold Oracy based tasks where appropriate and spend time teaching children how to challenge ideas respectfully as well as providing children with sentence stems, prompt questions, visuals or key vocabulary to support them to do this. Teachers understand the individual needs of all our children and use a range of strategies to ensure every child is able to benefit from Oracy teaching. Possible barriers are identified early and specialist support and guidance are drawn upon when appropriate. (Senco, Speech and Language Therapy, Nuffield Early Language Intervention, Lego Therapy, Ginger Bear.)

Oracy is used to deepen and enhance children's knowledge and understanding across subjects. Children are introduced to subject specific vocabulary that is carefully planned for by subject leads and children rapidly use this new vocabulary in their talk. There is a consistent use of talking partners/ talking tables throughout the school and children are taught to take turns, ask questions, be respectful and listen to each other. We encourage all our children to 'have a voice' and this is promoted throughout school life; high quality interactions, pupil planning, pupil voice, school council. All children engage in dialogue which encourages them to articulate, justify and expand their ideas.

As a school we have used the Oracy benchmarks to identify clear goals for our Oracy provision. We engage in staff dialogue to evaluate the impact and set targets for further developing our current practise. (Reflected in School Development Plan.) We have appointed an Oracy governor to drive forward our ambitions for Oracy.

Impact

Oracy is woven throughout our school both through direct teaching and through the interactions in the daily lives of our children. Staff have a clear understanding of the Oracy vision and use this to maximise opportunities to 'talk'. Children are confident to speak aloud through discussion, debating, performing and social interactions. They are well equipped to talk for a range of purposes whilst understanding the role of the listener. We are a 'Word rich' School and as such our children use a wide and varied vocabulary. Through our carefully planned and sequenced Oracy framework we aim to see a positive impact on all other areas of the Curriculum.