

## **Oracy Statement**

### **Introduction**

We know oracy to be fundamental to the achievement of the children at Ashfield Junior School. The National Curriculum for English KS1&2 says: *Spoken language underpins the development of reading and writing.* We develop children's oracy skills through the core and wider curriculum, during playtimes and lunchtimes, extra-curricular activities and the whole ethos of the school.

Respectful and productive relationships between all who form part of the school community are crucial aspects of this ethos. 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.

The aims of oracy are to enable children to:

- speak with confidence, clarity and fluency;
- recognise the value of listening;
- have the self-esteem, to be confident in the value of their own opinions and to be able to express them to others;
- 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;
- concentrate, interpret and respond appropriately to a wide range of listening experiences;
- be open-minded, to value the contribution of others and to take account of their views;
- appreciate the diversity of languages, dialects and accents and value the experience and contributions of children with a wider variety of linguistic backgrounds.

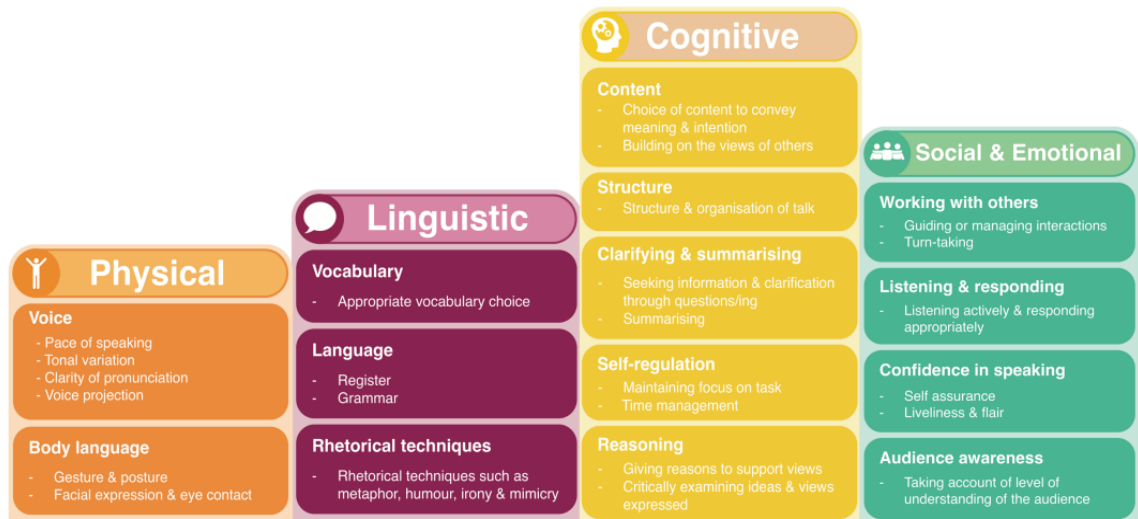
### **Responsibilities**

At Ashfield Junior School, class teachers and teaching assistants are responsible for overseeing the teaching, learning, assessment, monitoring and day-to-day support for pupils in all aspects of learning.

The oracy role of the English Lead is to:

- ensure that the teaching of oracy is part of a broad and rich curriculum that engages children in a range of activities and experiences to develop their speaking and listening skills;
- encourage diverse opportunities for oracy and allow children to consider the use of their voice in many situations;
- ensure that lessons allow children to practise skills from each of the four oracy strands as set out below.

# The Oracy Skills Framework and Glossary



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## Teaching and Learning in KS2

Oracy takes place in all areas of the curriculum through a mixture of exploratory and presentational tasks. Lessons encourage discussion through questioning which encourages debate and reasoning. The wider curriculum exploratory activities lead up to presentational tasks. The learning environment should reflect the progress being made, supported by elements such as sentence stems. Most lessons begin with a Learning Question and a discussion about it. Staff regularly refer to it. Vocabulary is displayed for various topics of learning and is often referred to and used by the children.