

**Clifton with Rawcliffe Primary School**  
**Speaking and Listening / Oracy Policy**



Date of policy: April 2015

Date of review: April 2017

Person Responsible: C Harver

**Description of school / background information in provision of Speaking and Listening / Oracy**

Clifton with Rawcliffe Primary School is an above average size school. Nearly all pupils are from a White British background. The proportion of pupils entitled to free school meals is well below the national average. The number of pupils with learning difficulties and/or disabilities is well below the national average and the proportion of pupils with a statement of special educational need is half the national average.

**Roles and responsibilities**

*Governors*

The Governing Body (Policies Committee) has been involved in the development of the school's Oracy Policy. It will continue to review and evaluate it regularly. The link Governor for this subject area will liaise with the subject leader on a regular basis.

*Identified member of staff*

An identified member of staff takes overall responsibility for this policy and its implementation and for liaison with the governing body, parents, other staff members, Local Authority (LA) and relevant outside agencies.

*Parents and Guardians*

Parents and guardians are encouraged to support the provision of oracy within the school programme and have access to this policy. The school plays its part in ensuring that parents are kept up to date with the oracy activities that go on in information via the school newsletter and letters sent home with pupils.

*Pupils*

Pupils have an entitlement to oracy taught in a creative way.

*Staff*

All staff, both teaching and non-teaching, should be aware of the policy and how it relates to them. Any staff involved in oracy activities should have opportunities for relevant training.

Senior Leadership Team (SLT) and the English Subject Leader will also ensure regular in-school training through lesson support and whole school School Improvement Sessions.

#### *Adults Other Than Teachers (AOTT)*

The school actively seeks to include AOTTs to assist and supplement the oracy provision, both in the curriculum and after-school. These are overseen and timetabled by the Phase Leaders to ensure quality and suitability. DBS information is collected, where appropriate, and stored in the school office.

#### **Aims and objectives of the policy**

Oracy is fundamental to every child's literary development, particularly in writing. At CWR we ensure that from entering the school in Foundation Stage through to Key Stage 2 the children are given every opportunity to develop these fundamental skills.

The Statutory Requirements state that all children should:

- acquire a wide vocabulary, an understanding of grammar and knowledge of linguistic conventions for reading, writing and spoken language;
- write clearly, accurately and coherently, adapting their language and style in and for a range of contexts, purposes and audiences;
- use discussion in order to learn; they should be able to elaborate and explain clearly their understanding and ideas;
- be competent in the arts of speaking and listening, making formal presentations, demonstrating to others and participating in debate.

#### **Teaching programme and strategies**

Throughout the school, speaking and listening forms an integral part of the daily literacy lesson, as well as in other areas of the curriculum. A rich variety of opportunities are provided for children to use speaking and listening skills in a variety of forms for many purposes.

Sympathetic and varied teaching approaches and specific learning objectives provide stimulating, enjoyable, satisfying and appropriately challenging learning experiences for all pupils. Through the selection of suitably differentiated and well-developed tasks, it is intended that pupils, irrespective of their ability, will enjoy success and be motivated to further develop their individual potential in oracy.

The teaching of Oracy offers opportunities to support the social development of children. Groupings allow children to work together and give them the chance to discuss their ideas and feeling about their own work and the work of others. The children learn to respect and work with each other and with adults, thus developing a better understanding of themselves.

From Foundation Stage it is our objective that children build an aptitude for learning and that they become independent students. The key skills of oracy will ensure they master their own learning and achieve in all areas of the curriculum.

The work covered at Key Stage 1 & 2 is built on the National Curriculum Programme of Study. Teachers often incorporate it into the study of a theme, thus ensuring that the topic has relevance and purpose.

Oracy has considerable potential to contribute to much wider areas of learning. It is considered important that oracy is integrated into different subject areas for the development of skills.

### **Curriculum Planning**

This is organised in three stages:

#### *Long term planning*

This is based on the National Curriculum for Spoken Language, which details what is to be taught over the key stages and provides the topic basis for planning oracy activities over a yearly cycle. It is monitored regularly and evaluated annually.

#### *Medium term planning*

This takes the long term plan and organises the teaching of Oracy into termly or half-termly sections. The planning is more detailed and the objectives are more specific in nature. This planning is developed by the class teachers, who respond to the needs of their pupils. It also ensures that a balanced distribution of work is undertaken across each term.

#### *Short term planning*

Short term planning details the activities that take place weekly. Lessons are planned in detail and specific class objectives are set, in accordance with the needs of the pupils. Individual learning goals might also be set for pupils in some lessons.

Teachers collaborate on the planning of Oracy to ensure parity in provision and to share expertise.

### **Health and Safety**

In their planning of activities, teachers will anticipate likely safety issues. They will also explain the reasons for safety measures and discuss any implications with the children. Children are always encouraged to consider safety for themselves, others, the environment and the resources they use, when undertaking oracy activities.

### **Monitoring and assessment**

The Spoken Language curriculum is monitored on a regular basis by the Subject Leader, who examines pupils' work, monitors classroom practice and planning and ensures parity of entitlement for all pupils across the school.

S/he identifies the training needs of the staff and plans the training programmes. S/he also attends training for English Subject Leaders run by the local authority and other providers.

We assess children's work in Oracy using objectives from the National Curriculum.

More important to the school, however, are the formative assessments, which are continuous and on-going, and identify the needs of the individual pupils. These form part of the oracy activities and are used to determine the pupil's future developmental areas.

The monitoring of the standards of children's work and of the quality of teaching of Oracy is the responsibility of the SLT and the English Subject Leader. The work of the subject leader also involves supporting colleagues in the teaching of Oracy, being informed about current developments in the subject, and providing a strategic lead and direction for the subject in the school.

### **Additional educational needs**

All classes consist of pupils of varying abilities and with varying needs, and our classroom practice ensures that, when possible, these needs can be met within the class organisation.

However, when a child has very specific additional needs, support is provided firstly by the school's internal organisational structure, which gives personal assistance and additional practice and is administered by support assistants within the school during the lessons. Details of this can be found in the SEND Policy.

**Implementation of the policy**

A copy of this policy is available for any member of staff, Governing Body, parents and relevant outside agencies.

Date of Implementation September 2017

**Monitoring and evaluating the policy**

This policy will be reviewed every two years by the Head Teacher, Governing Body Policies Committee, Subject Leaders and relevant staff members.

Next review date: September 2019