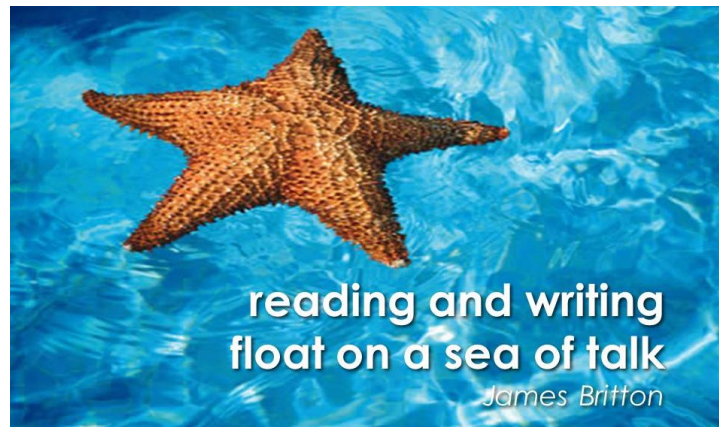




Oracy Statement

At Summerseat, oracy and spoken language are a core component of our English curriculum. In a much-used quote by James Britton, in our school:



Britton, J. (1983). Writing and the story of the world. In B. M. Kroll & C. G. Wells (Eds.), Explorations in the development of writing: Theory, research, and practice (pp. 3–30). New York, NY: Wiley.

In our school, oracy underpins the whole curriculum.

In April 2021, The Oracy All-Party Parliamentary Group published their report *Speak for Change*. The report highlights the importance of oral language within the classroom.

“Oracy is a core component of an effective education that enables a child to flourish in learning and in life.”

Speak for Change Report April 2021

What Is The Importance Of Oracy?

The *Speak for Change* reports defines oracy as ‘*our ability to communicate effectively using spoken language. It is the ability to speak eloquently, articulate ideas and thoughts, influence through talking, listen to others and have the confidence to express your views.*’ In other words, it is an essential life skill which we need to support all pupils to develop.

The report states that oracy matters because it:

- Improves educational outcomes
- Underpins literacy and vocabulary acquisition
- Supports well-being and confidence
- Enables young people to have access to employment and thrive in life beyond school

- Develops citizenship and agency

The report says that oracy is particularly important for pupils from low income and disadvantaged backgrounds.

There is a wide body of research which shows that lower levels of Oracy directly impact children's life chances.

The Communication Trust's 2017 report, Talking About a Generation found that children who struggle with language or have poor vocabulary at age five are:

- Six times less likely to reach the expected standard in English at age 11 than children who had good language skills at five.
- Ten times less likely to achieve the expected level in Maths.
- More than twice as likely to be unemployed at age 34 as children with good vocabulary.
- Twice as likely to have mental health difficulties, even after taking account of a range of other factors that might have played a part.

There is also evidence through the Education Endowment Foundation (EEF) that highlights the potential benefits of oral language interventions. It is listed as a strategy that has a very high impact for low cost based on extensive evidence.

In November 2021, the Education Endowment Foundation published a report featuring seven recommendations for improving literacy in Key Stage Two. At number one was, 'Improve pupils' language capabilities,' with a focus on purposeful speaking and listening activities.

Sections are colour coded for ease of reference	1	2	3	4	5	6	7
	<p>Develop pupils' language capabilities</p> <ul style="list-style-type: none"> Purposeful speaking and listening activities support pupils' language development. Purposeful activities include: <ul style="list-style-type: none"> collaborative learning activities where pupils can share their thought processes; reading books aloud and discussing them, including use of structured questioning; and pupils articulating their ideas verbally before writing. Promote high quality dialogue in the classroom, between the teacher and the pupils and between pupils, to support pupils to develop their thinking and use of language. Extend pupils' vocabulary by explicitly teaching new words, providing repeated exposure to new words, and providing opportunities for pupils to use new words. 	<p>Support pupils to develop fluent reading capabilities</p> <ul style="list-style-type: none"> Fluent reading supports comprehension because pupils' cognitive resources can be redirected from focusing on word recognition to comprehending the text. Develop pupils' fluency through: <ul style="list-style-type: none"> guided oral reading instruction—teachers model fluent reading, then pupils read the same text aloud with appropriate feedback; and repeated reading—pupils re-read a short and meaningful passage a set number of times or until they reach a suitable level of fluency. Prioritise understanding pupils' current capabilities and teaching accordingly. Most pupils benefit from an emphasis on reading fluency in Key Stage 2 but some may continue to need support with foundational reading capabilities such as decoding. 	<p>Teach reading comprehension strategies through modelling and supported practice</p> <ul style="list-style-type: none"> Teach specific strategies that pupils can apply to monitor and overcome barriers to comprehension. These include: <ul style="list-style-type: none"> prediction (based on text content and context); questioning; <ul style="list-style-type: none"> clarifying; summarising; and activating prior knowledge. Model and scaffold these strategies; then support pupils to increasingly use reading comprehension strategies independently, with less and less prompting from the teacher. Texts should be carefully selected to support the teaching of these strategies. 	<p>Teach writing composition strategies through modelling and supported practice</p> <ul style="list-style-type: none"> Writing can be thought of as a process made up of five components: <ul style="list-style-type: none"> planning; drafting; revising; editing; and publishing. Effective writers use a number of strategies to support each component of the writing process. For example, planning can be improved through the strategy of goal-setting. Describe and model how, when, and why pupils should use each strategy, support pupils to practise with feedback, then gradually reduce support as pupils increasingly use the strategies independently. Give pupils a reason to write—and someone to write for—can support effective writing and provide opportunities to teach pupils how to adapt their writing for different audiences and purposes. 	<p>Develop pupils' transcription and sentence construction skills through extensive practice</p> <ul style="list-style-type: none"> Fluent writing supports composition because pupils' cognitive resources are freed from focusing on handwriting, spelling, and sentence construction and can be redirected towards writing composition. Extensive practice, supported by effective feedback, is required to develop fluent transcription skills. Monitor pupils' handwriting to ensure accurate letter formation habits, providing effective feedback to promote efficient and fluent handwriting. Consider the types of spelling error pupils are making to identify appropriate strategies for improving pupils' spelling. Explicitly teach spellings and provide pupils with extensive opportunities to practise them. Pupils should also practise sentence combining and other sentence construction techniques. 	<p>Target teaching and support by accurately assessing pupil needs</p> <ul style="list-style-type: none"> Use high quality assessment and diagnosis to target and adapt teaching to pupils' needs. Rapid provision of support is important, but it is critical to ensure it is the right support. Integrate formative assessment into classroom teaching strategies to help ensure that teaching is appropriately targeted and that pupil needs are identified. Diagnostic assessment can be used to inform professional judgement about the best next steps; it also makes teaching more efficient by ensuring that effort is not wasted on rehearsing skills or content that a pupil already knows well. A range of diagnostic assessments are available and staff should be trained to use and interpret these effectively. 	<p>Use high quality structured interventions to help pupils who are struggling with their literacy</p> <ul style="list-style-type: none"> Schools should focus first on developing core classroom teaching strategies that improve the literacy capabilities of the whole class. With this in place, the need for additional support should decrease. Nevertheless, it is likely that a small number of pupils will require additional support. There is a strong and consistent body of evidence demonstrating the benefit of structured interventions for pupils who are struggling with their literacy. The first step should be to accurately diagnose capabilities and difficulties in order to match pupils to appropriate, evidence-informed interventions that target specific areas of difficulty.

The impact of oracy is clear and at Summerseat, we aim to prepare children for life and give oracy the attention it deserves.

What do we need to teach?

Spoken language – years 1 to 6

Spoken language

Statutory requirements

Pupils should be taught to:

- listen and respond appropriately to adults and their peers
- ask relevant questions to extend their understanding and knowledge
- use relevant strategies to build their vocabulary
- articulate and justify answers, arguments and opinions
- give well-structured descriptions, explanations and narratives for different purposes, including for expressing feelings
- maintain attention and participate actively in collaborative conversations, staying on topic and initiating and responding to comments
- use spoken language to develop understanding through speculating, hypothesising, imagining and exploring ideas
- speak audibly and fluently with an increasing command of Standard English
- participate in discussions, presentations, performances, role play, improvisations and debates
- gain, maintain and monitor the interest of the listener(s)
- consider and evaluate different viewpoints, attending to and building on the contributions of others
- select and use appropriate registers for effective communication.

In statutory terms, the Spoken Language elements of the National Curriculum (2014) outline expectations for the teaching of Oracy.

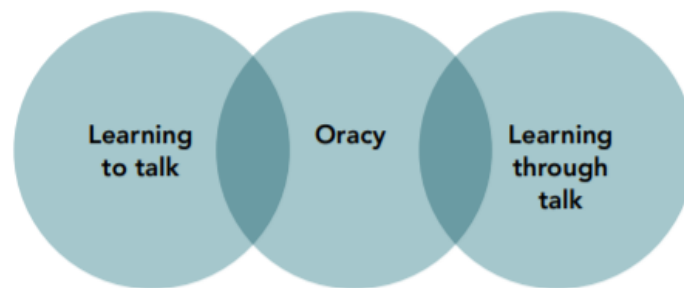
The National Curriculum, Department for Education, 2014.

At Summerseat, our English, 'Steps in Learning' have spoken language skills from the National Curriculum broken down by year group in the correct place, at the top of the year group progression maps.

Aside from the statutory objectives of the National Curriculum, it is important to also teach children other aspects of Oracy. Children need to be taught:

- The 'rules' of social interaction – taking turns; identifying who is holding the conversation and how to judge when this can change; how pairs of language work, e.g. Q and A, greeting and response; how to fix what we say or what we don't understand.
- Non-verbal cues – voice; volume; intonation; eye contact; pitch; pauses; pronunciation; posture; personal space.
- How to listen.
- How to speak.

This is outlined in our, 'Learn to Learn Skills' in our 'Year Group Steps in Learning' through being collaborative and in part through becoming confident. Staff teach these aspects explicitly through the English curriculum and also provide opportunities for practise of these skills explicitly and implicitly across the curriculum.



Staff are aware of the Oracy framework through Voice 21 and use this to support their teaching in this area.

As the quote from Brittan says at the start, talk positively impacts on reading and writing and is essential to effective development in these areas.

Literacy and Vocabulary Acquisition

One of the areas in which oracy matters is in the development of literacy skills. Listening skills can be developed through reading aloud to pupils. This also introduces them to literary language, explains how stories work, exposes them to a range of genres, and enables them to hear a rich and varied vocabulary.

An element of the School Inspection Framework, linked to early reading and phonics, is that *'stories, poems, rhymes and non-fiction are chosen to develop pupils' vocabulary, language comprehension and love of reading'* (Ofsted Inspection Handbook). **Reading aloud to pupils should be high on every classroom teacher's agenda.**

The Importance of Oracy for Writing

Oracy is also important for writing. The National Curriculum writing objectives specify that pupils should compose and rehearse sentences orally before committing them to paper. If pupils cannot construct sentences that use grammatical elements they have been working on, for example, conjunctions, fronted adverbials, dialogue, how will they be able to use these in their writing?

In addition, exploring a subject in depth through drama, the retelling of stories, vocabulary games and other speaking and listening activities often leads to writing with greater depth and focuses than would have been achieved without this preparatory work.

A Focus on Oracy Supports the Acquisition of Vocabulary

Many research studies point to the fact that children from disadvantaged families enter school with much lower language levels than pupils from more affluent households exposed to higher levels of language. A limited vocabulary has been shown to impact educational attainment. In contrast, a wide vocabulary impacts positively on reading comprehension and the ability to make inferences. It enables pupils to make sense of what they are reading.

Access To A Wide Vocabulary Impacts Writing

In writing, access to a wide vocabulary means that the writer can choose the word or phrase which most adequately expresses what they want to say. For example, describing a coat as faded, shabby or worn rather than just old, thus painting a more accurate and evocative picture. They will draw on their knowledge of language to include literary features such as similes and metaphors. Therefore, it is important to ensure that all pupils have access to a broad and rich vocabulary within our educational settings.

At Summerseat, all our pupils are given the best possible opportunities to develop their oracy skills. It is high in our agenda through:

- Early assessment and identification of speech, language and communication needs through WellComm and NELI assessment and intervention on entry
- Helicopter Stories
- Plan, do, review sessions
- Adult modelling of language
- Daily storytime sessions timetabled across school
- Identification of key subject specific vocabulary to be taught explicitly (listed on unit plans / knowledge organisers)

- Focus on: drama, planning, oral rehearsal in English lessons, drawing upon talk for writing approaches
- Collaborative approaches encouraged across the curriculum and supported through 'Effective collaboration' statements
- Commitment to ELKLAN Communication Friendly School Programme (2 year development project)
- Time made within the English curriculum for oracy in all units (See writing unit structure)
- Staff CPD to ensure they are committed to a focus on oracy
- Picture news / Newsround