

Oracy curriculum statement

Oracy underpins our federation ethos and curriculum offer, permeating all subjects and phases, beginning in the early years, impacting positively on pupils' academic learning and personal development.

Pupils become confident, independent, and resilient learners who engage actively in dialogue across all subjects, learn to listen effectively and think critically.

Oracy enriches our inclusive, accessible and ambitious curriculum, embodying our federation values of community, compassion, and courage, while supporting all pupils, including those with SEND, in developing effective communication skills, transforming their learning and life chances.

Speaking, listening and communication: learn to - learn through - learn about



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guided by love.**



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Implementation

Core Skills Development:

Teamwork: Through collaborative projects and group discussions, students develop the ability to work effectively in teams, enhancing their communication and interpersonal skills.

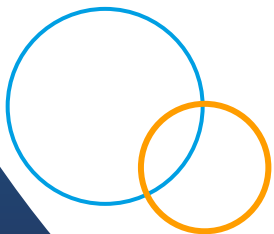
Effective Participators: Our curriculum fosters active engagement, encouraging students to contribute meaningfully to discussions and take ownership of their learning experiences.

Independent Enquirers: Students are nurtured to ask questions and seek answers independently. By promoting inquiry-based learning, we empower them to explore their interests and express their findings confidently.

Creative Thinkers: We encourage students to think outside the box and develop innovative ideas. Oracy plays a crucial role in sharing and refining these ideas through collaboration and dialogue.

Self-Managers: Our curriculum instils a sense of responsibility. Students learn to manage their time, set goals, and reflect on their progress, allowing them to articulate their learning journey.

Reflective Learners: We promote a culture of reflection, where students regularly assess their communication practices and take constructive feedback to improve their Oracy skills.



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Inclusive
Ambitious
Accessible for all



Whole Federation Oracy Overview

Year Group	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Reception	Turn taking	Opportunity for different roles	Speak about something they are interested in	Share a story (real or fairy tale)	Speak at length about something they are interested in	Speak about a visit to somewhere
Year 1	Begin to apply subject specific vocabulary in everyday talk	Speak in front of a large audience like an assembly	Role of the instigator	Using questions to clarify understanding	A small group discussion without an adult	Listen to a peer for a sustained time period
Year 2	Use gestures appropriate for audience	Different role plays scenarios speaking in different contexts	Role of the builder	Hot seating	Sift information and focus on the important points	Participate in show and tell
Year 3	Give well-structured descriptions and explanations	Use specialist vocabulary to hypothesise, imagine and explore	Role of the summariser	Present to an audience of older or younger students	Take on an expert role	Become a storyteller for an audience including a speaking and listening role
Year 4	Use talk for a purpose	Perform poetry by heart	Role of the clarifier	Speak in front of an audience of adults	Speak audibly and fluently with an increasing command of Standard English	Speak with an adult for a specific purpose
Year 5	Use voice projection when presenting and appropriate register	Use justification in answers, arguments and opinions	Role of the prober and challenger	Introduce a school event/assembly as part of pupil leadership	Collaboratively solve a problem by listening and making relevant points	Performance poetry by heart with theme
Year 6	Use sentence stem structures for arguments and debate as well as the Listening wheel	Speak about a given topic -analyse, evaluate, compare, contrast and draw conclusions	Understand all of the Oracy roles and challenge peers to use these roles in debate	Have a debate competition / mock trial taking on board a role	Present an idea using persuasion and/or evaluate and respond to questions from the wider school community	Give a speech to an audience of peers or adults, using the appropriate formal tone

All year groups: team workers, reflective learners, creative thinkers, effective participators, independent enquirers, self-managers.

Community Courage Compassion



Curriculum Impact Statement

The implementation of our curriculum profoundly influences the development of Oracy skills among pupils, encompassing cognitive, linguistic, physical, and social-emotional dimensions. Through a range of interactive activities, including debates, group discussions and presentations, pupils demonstrate significant growth in their ability to articulate thoughts clearly and effectively, fostering a deeper understanding of diverse perspectives. They develop self-management skills in order to reflect on how they learn to talk, how they learn about talk and how they learn through their talk. Children know more and remember more as a result of Oracy based retrieval activities such as: quizzes, timely assessments, five fantastic facts, visual thinking routines, spaced repetition and effective language modelling and vocabulary teaching. Assessing impact is essential therefore we engage in continuous evaluation of pupil progress through focus on these key areas:

Cognitive Skills:

Pupils develop enhanced critical thinking and problem-solving abilities by engaging in collaborative tasks that require them to analyse information, evaluate arguments, and synthesise ideas. This cognitive engagement promotes higher-order thinking, enabling learners to navigate complex concepts and develop informed viewpoints.

Linguistic Skills:

The curriculum encourages pupils to refine their vocabulary and language structures through expressive, creative activities. Through guided practice in diverse contexts, pupils increase their ability to use language adaptively and appropriately, facilitating more nuanced communication with peers and adults alike.

Physical Skills:

Engagement in Oracy activities reinforces physical attributes such as voice projection, body language, and non-verbal cues. Pupils learn to use their physical presence effectively during presentations and discussions, fostering confidence and enhancing the overall quality of their engagement.

Social and Emotional Skills:

Emphasising teamwork and effective participation, the curriculum cultivates essential social skills, such as active listening, empathy, and respect for differing opinions. Students develop emotional resilience as they practice articulating feelings and managing challenges in dialogue. This approach helps them build positive relationships and fosters a supportive learning environment.



By fostering these skills within a framework of community, compassion, and courage, we are not only preparing students for academic success but also equipping them to be thoughtful, engaged citizens who contribute meaningfully to society. Our curriculum is designed to inspire learners to find their voices, respect the voices of others, and embrace the power of dialogue as a tool for change.

