



The Intent, implementation and Impact of our Curriculum – The Arts

English

Oracy

Intent

Oracy is important for children's cognitive development and learning at school and plays a crucial part for their preparation for participation in the wider world. At Christ Church, we believe spoken Language and an expanded vocabulary are fundamental to the achievement of all children. We strive to develop spoken language skills and we therefore have it as a constant thread: through the taught curriculum; at playtimes and lunchtimes; within home-school link knowledge organisers and as part of the whole ethos of the school. The aim of this curriculum is to promote the highest standards of spoken language and literacy by equipping children with a strong command of the spoken word. Through CPD with staff on 'Closing the word Gap' and our links with 'Voice 21', an oracy program that develops children language and expressive skills, we want to improve life chances for our students.

We aim for children to be able to:

- Be encouraged to speak with confidence, clarity and fluency
- Recognise the value of listening
- Be encouraged to have self-esteem, to be confident in the value of their own opinions and to be able to express these
- Listen to, value and respond to the contribution of others
- Be able to adapt their use of language for a range of different purpose and audiences, including using standard English.
- Be exposed to high-level vocabulary – developing knowledge and use.

Implementation

At Christ Church, we aim to develop and encourage fluent speakers by providing a range of oracy experiences. This is a key priority in EYFS due to our low baseline entry levels; we understand the need to ensure that talk is promoted in those very early days of school. All of our pupils are encouraged to take a full and active part in spoken language activities, at a level appropriate for their needs. We ensure the children have access to all areas of our vocabulary-enriched curriculum. Where individual needs, gaps in understanding or intervention needs for pupils are identified, these are addressed through the main curriculum sessions or as an individual intervention, to meet the needs of the pupil.

Many children have input from speech and language therapists and we welcome the expertise they bring to the school. Adding to this, we prioritise oracy skills, communication and language through extra provision in Key Stage One. These experiences are then built upon throughout Key Stage Two. These oracy experiences include:



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- Subject specific word banks and knowledge organisers for each subject displaying age-appropriate vocabulary choices.
- Talk partners in all curriculum areas (mixed ability)
- Paired and collaborative work, including discussions and debates
- Drama and role-play activities
- Word banks – these start collaboratively in KS1 leading to independent booklets in KS2 that children take ownership of. This is to improve word choices, spelling and independent understanding of words.
- Listening to and discussing stories as a whole class.
- Presentations of learning
- Singing (we are a Singing School) – this supports in our pronunciation, projection of our voices, use of expression and improving confidence.
- Debate/ talking opportunities and CPD for staff – with resources and skills laid out in the Voice 21 program.

It should also be recognised that there are opportunities for children to develop their oracy skills outside the curriculum. These activities include:

- Assemblies
- School councils, Eco council and Play leaders.
- Pupil voice discussions in all subject areas
- School productions
- Participation in local and DRET wide events.

Impact

All children will have experienced and been given the tools to develop and enhance their speaking and listening skills in all curriculum areas. Children will have gained cognitively and have the ability to retain subject-specific knowledge. They will also have a high level of social skills and enhanced self-esteem, with the ability to put forward and discuss their own opinions and those of others. This will support the transition to secondary school and adult life. Formative assessment will be an on-going approach to support and extend oracy skills when appropriate.

Through Voice 21, we will use the oracy framework to understand the physical, linguistic, cognitive, and social and emotional skills that enable successful discussion, inspiring speech and effective communication. In turn, we hope to see children become aware of tone, projection, body language, appropriate vocabulary choices, grammar, content, structure, self-regulating, summarising, working with others, listening, audience awareness and become more confident.

Our ambition is to provide our pupils with opportunities to enrich their experiences of reading and speaking aloud. Children's vocabulary choices when debating, expressing opinions and performing will become sophisticated, clear and appropriate. Christ Church will endeavour to develop children's oracy skills and vocabulary choices with a view enhance academic achievement and improve behaviour.