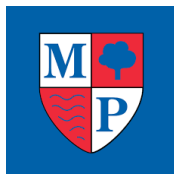


## Mersey Park Oracy Policy



Oracy is an integral part of all learning at Mersey Park Primary School. Right from the start, our children will be taught both *to* and *through* talk to enable them to discuss, perform, debate, recite and express themselves in a range of contexts, for a range of purposes and audiences, thus equipping them with a vital skill for life. As a Voice 21 school, we believe that having a culture of oracy is essential for personal development and to give our children the very best chance to achieve their potential in life.

As a school, we realise that the early teaching of oracy is vital and in the Early Years the development of children's spoken language underpins all areas of learning and development. High quality interactions form the foundations for language and cognitive development. Our children are exposed to a language rich environment right from the start at Mersey Park. Vocabulary is developed continually through back-and-forth interactions, conversations, storytelling and role play. Children are explicitly taught to listen carefully to others and give proof of active listening, building on their own views or showing empathy and support for others as appropriate. The importance of listening will be taught from F1 and throughout the school and will become increasingly advanced. Children will be taught to respect each other's ideas and will be able to show they have listened by responding appropriately through a growing range of talk tactics. They will learn to challenge respectfully and ask further questions to probe or clarify. Children will take part in regular P4C sessions to support and develop their oracy skills.

We recognise that oracy in the classroom should always be seen (by both teachers and children) as a valuable, worthwhile activity and that everyone has a voice and a right to be heard. Our aim is to enable children to improve their levels of oracy so that they can communicate effectively and confidently in front of any type of audience. These key oracy skills are taught and developed in every area of our curriculum as we believe that excellent communication will enhance and elevate every aspect of learning.

Many of our children start school life without the oracy skills relevant for their age. We strive to develop spoken language skills through the taught curriculum, the hidden curriculum, playtimes and lunchtimes, extra-curricular activities and the whole ethos of the school. All staff are trained in the value of oracy. Children's oracy is assessed throughout the year and across the curriculum,

allowing teachers to explicitly teach oracy skills and help all children to progress and keep up with their peers.

## **School Aims**

- To value the voice of every child.
- To have high expectations for oracy for every child from the start of their time in school.
- To establish clear guidelines for effective listening.
- For oracy to be taught and valued in all areas of the curriculum.
- To explicitly teach oracy skills.
- To give children explicit feedback to improve their oracy and listening skills.
- To create opportunities for students to speak with confidence to different audiences.
- To encourage respectful and productive dialogues between both adults and children.
- To ensure that oracy is carefully assessed, and this assessment is used to inform further teaching.
- To nurture children's pride in their voices.
- To provide a range of effective interventions and support for students with identified language needs.

## **School Objectives**

### **For teachers and adults in school:**

- To provide a role model who consistently demonstrates high standards of oracy to all children.
- To provide language rich environments.
- To encourage children to be respectful and to recognise the richness and diversity of communication and language in their classrooms and communities.
- To ensure that oracy is at the heart of all teaching and learning activities and is used to elevate learning.
- To develop the oral skills of children through explicit teaching, specific feedback and assessment.
- To create a culture of talk where every voice is valued.
- To identify when intervention strategies are needed and to support children with additional language needs.

#### **For children:**

- To develop appropriate oracy skills to allow them to communicate effectively in a range of contexts; understanding others, being understood and expressing themselves effectively.
- To be good listeners and give proof of listening.
- To develop strong oracy skills which will allow them to articulate views and express feelings constructively and appropriately.
- To be open-minded and respectful and to value the contribution of others and to take account of their views.
- To appreciate the diversity of languages, dialects and accents in the school and value the experience and contributions of children with a wide variety of linguistic backgrounds.
- To reflect and act upon feedback from teachers.

#### **For parents and carers:**

- To actively support and understand the importance of oracy and understand that good quality oracy will lead to success both in and beyond the classroom.
- To support their children by discussing different subjects and areas of interest at home – including talking homework.

#### **For the leadership team:**

- To actively raise the profile of oracy as a leading feature of all curriculum areas, ensuring that the oracy needs of every student are met throughout the curriculum.
- To ensure that the impact of an oracy education is monitored.
- To ensure that oracy is progressive throughout the school.
- To be responsible for identifying where staff development and support is required, offering appropriate professional development opportunities.
- To ensure that oracy forms part of the School Development Plans.

#### **For governors**

- To support the implementation and development of our drive to improve standards of oracy for all children.