



Oracy at Hopton CEVC Primary School

Intent

Our vision, ***“With God all things are possible” (Matthew 19 v 26), we raise aspirations and encourage perseverance to reach goals in life and learning,*** is fully embedded within the curriculum. We aim for every child to flourish and be the very best that they can be. For every child to

- express themselves using their voice and body language (physical)
- have available the vocabulary, language and rhetorical techniques to engage the listener (linguistic)
- be skilful in their talk: structured, an ability to clarify, summarise and reason (cognitive)
- communicate effectively and with confidence: work with others, listen and respond, speaking with an awareness of their audience (social and emotional)

Oracy underpins everything we do at Hopton, we know that it does not happen by chance, but needs planning and teaching.

“Oracy is a powerful tool for learning; by teaching students to become more effective speakers and listeners we empower them to better understand themselves, each other and the world around them. It is also a route to social mobility, empowering all students, not just some, to find their voice to succeed in school and life.” Voice 21.





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Implementation

Talk and table partners are regular used in lessons, with planned opportunities for talk, stem questions and answers to support talk and listening skills are directly taught. The learning environment encourages children to speak freely, without fear of embarrassment over a 'wrong' answer.

Planned opportunities are provided for children to build on others' ideas, undertake different roles within a discussion and avoid a 'hands up only' model of classroom interaction. Opportunities for confident and expressive talk are provided for all children, with an expectation that every child will speak in front of an audience at least every term.

Regular CPD for all staff promotes the essential nature of good oracy, staff model meaningful talk, using the 4 main skill areas identified by Voice21. Talk is encouraged around school: ambassadors welcome visitors into the classroom, contributors in Collective Worship are taught to address the whole school, talk at lunchtime is encouraged with mixed age seating.





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Impact

Teachers monitor oracy skills within the classroom and provide additional opportunities to practice / revisit skills as needed (formative assessment).

Teacher judgement regarding oracy skills for each child is undertaken twice yearly, using the Oracy Framework (Voice21) and reported to parents.

