

MELLING APPROACH TO ORACY

"WORDS change WORLDS."

Pam Allyn

Literacy expert and author

The national curriculum for English reflects the importance of spoken language in pupils' development across the whole curriculum – cognitively, socially and linguistically. Spoken language underpins the development of reading and writing. The quality and variety of language that pupils hear and speak are vital for developing their vocabulary and grammar and their understanding for reading and writing. Teachers should therefore ensure the continual development of pupils' confidence and competence in spoken language and listening skills. Pupils should develop a capacity to explain their understanding of books and other reading, and to prepare their ideas before they write. They must be assisted in making their thinking clear to themselves as well as to others and teachers should ensure that pupils build secure foundations by using discussion to probe and remedy their English misconceptions. Pupils should also be taught to understand and use the conventions for discussion and debate. All pupils should be enabled to participate in and gain knowledge, skills and understanding associated with the artistic practice of drama. Pupils should be able to adopt, create and sustain a range of roles, responding appropriately to others in role. They should have opportunities to improvise, devise and script drama for one another and a range of audiences, as well as to rehearse, refine, share and respond thoughtfully to drama and theatre performances. National Curriculum 2014

INTENTION - Aims and Principles

- Promote an environment where talk is rich and where oracy skills are highly valued
- Promote an atmosphere of active listening, where adults and children listen effectively with open minds
- Build and promote an atmosphere where every day there are opportunities for children to develop their speaking and listening skills and where opportunities arise for children to deepen their thinking in readiness for speaking and listening activities
- Develop oracy through a wide range of lessons, not just during Literacy activities
- Provide opportunities for student led learning on a regular basis
- Make learning as collaborative as possible
- Encourage reflection and self-reflection at all ages throughout the school
- Offer first hand experiences and opportunities for listening to others and speaking to wider audiences
- Use a wide range of interesting resources and experiences to provide opportunities for the development of oracy skills, eg. using powerful images to spark discussion and debate
- Provide opportunities for children to relate their own learning in oracy to the wider world and to famous people both from the past and present
- Provide exciting opportunities for drama across the curriculum
- Provide lots of opportunities for children to develop and practise their public speaking skills in a receptive, positive environment

Implementation

At Melling Primary, opportunities to develop children's oracy skills will be maximised in all lessons and activities and oracy will form an integral part of the daily routine. There will be opportunities during lessons and during class or whole school projects to develop the physical, linguistic, cognitive and social and emotional skills of oracy and children will be expected to demonstrate these skills regularly and throughout the school day. Children will be aware of their own oracy skills and will constantly strive to improve these skills and their confidence in speaking and listening activities. In order to develop particular oracy skills, there will be occasions when oracy will form the main focus of the activity, for example, in presentations or school assemblies. Children whose oracy skills are exceptional will become oracy champions, modelling excellence and leading the others by example.

Pupils will have the opportunity to participate in a range of planned oracy experiences, including for example:

- drama
- talk partners
- listening to stories
- oral story telling – as promoted by Pie Corbett core stories
- talk homework
- reading aloud – class novel
- guided reading
- preparation for writing
- listening to and asking questions of visiting speakers
- giving and receiving instructions
- paired/small group work
- problem solving
- presentation of learning
- whole school specific oracy focus eg ‘Friendship Week presentations
- children contributing to: assemblies; class assemblies; class plays; school council etc.

Links with learning a language:

Children in EYFS and KS1 will be introduced to every day Spanish words/phrases and will be encouraged to use accurate pronunciation and intonation.

In KS2 all children will be taught Spanish and the main priority is to enable children have a wide variety of experiences to develop the language orally.

The Learning Environment:

Each class has an oracy wall, providing reminders about ‘good’ speaking and listening. Word of the day has been introduced to extend children’s vocabulary – this is displayed in the classroom.

Inclusion

At Melling Primary, the development of oracy skills is intended to be an integral part of a broad, balanced and inclusive curriculum which provides all children with challenging and relevant learning opportunities. Through a variety of lessons and in a variety of subjects, there will be many opportunities to develop all children's oracy skills and to help all children to grow into confident, articulate speakers.

Through oracy focused lessons, children will be encouraged to share their own and listen to the opinions of others. An attitude of open-mindedness will be promoted where

children will take account of the views, language, dialect, accent and linguistic background of others.

Enhancement

Each term there will be planned opportunities for whole school sharing of oracy presentations.

Visiting speakers; class trips; focus weeks; School Council; pupil learning forum opportunities will provide an opportunity for children to develop their oracy skills.

It is hoped to provide after school clubs such as drama; debating club and story telling.

Home Learning

Children are encouraged to be pro-active and take responsibility for their own oracy skills by applying the skills they are learning in a variety of situations, including in the home environment. For this reason, the school will communicate regularly with parents about the school's oracy activities, encouraging parents to come into school to watch their children make presentations/take part in assemblies etc. wherever possible.

Champions

Children whose oracy skills are exceptional will become oracy champions, modelling excellence and leading the others by example. The skills demonstrated by these champions will be held in high regard by all staff, making these skills an essential part of everyday life at Melling.

Impact - Assessment in Oracy

Each term there will be a specific focus for oracy, for which there will be a baseline and end of term assessment (guidance for assessment grids will be based on The English Speaking Board Stages of development).

Children will be assessed according to the following criteria:

- 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

They will be assessed through the following activities:

- Presentation/Presentation by Heart
- Free Talk
- Poetry
- Reading Aloud

Children will be encouraged to use the assessment criteria to self and peer assess and then to identify their own targets for improvement.

Monitoring and Moderation

The monitoring and evaluating of practice enables the progress of children to be seen within the class and whole-school contexts of school and staff development.

Monitoring of teaching and learning takes place through observations and pupil interviews to ensure consistency and good rates of progression. Whole school events such as assemblies, school plays, oracy presentation afternoons, will also provide a way of evaluating impact. Findings will then inform planning of activities to enhance the teaching and learning of oracy skills in as wide a context as possible.