

At Hamstel Infant School and Nursery we believe Oracy is a powerful tool for learning by teaching all children to become effective speakers and listeners that will empower them to better understand themselves, each other and the world around them.

INTENT—We aim...

- To teach children the skills needed to **talk effectively**.
- For all children to be able to **articulate ideas, develop understanding and engage with others** through spoken language.
- To teach oracy **throughout our curriculum** to **elevate learning**.
- For all children to **learn through talk and to talk** to deepen their subject knowledge and understanding of **all curriculum subjects**.
- For all children to **remember, understand and use** tier 2 and tier 3 **subject specific vocabulary** across all curriculum subjects.
- To set high expectations for oracy and **value every voice**.
- To promote **social equity, foster wellbeing** and increase confidence of all children.

IMPLEMENTATION—How do we achieve our aims?


At Hamstel Infant School and Nursery we use the Oracy Benchmarks to outline what constitutes high quality oracy education. They provide a robust and realistic framework for our teachers and the whole school. Oracy is incorporated in our Hamstel Headlines that drive our commitment to high quality teaching and learning.

The Oracy Framework

The Oracy Framework devised by **Voice 21** and **Cambridge University** outlines the skills needed to be an **effective speaker and listener**. The Oracy Framework has been used to develop **long term planning** that ensures **systematic teaching** of the four strands of the Oracy Framework. There is clear **progression** across all four strands to support all children to make progress.

The four strands:

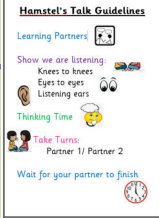
- * Physical
- * Linguistic
- * Cognitive
- * Social and emotional



Ambitious Vision for oracy

All teachers establish and model **ambitious and challenging expectations** for talk, ensuring that all children understand the expectations for talk in the classroom. Opportunities for oracy are **regular, purposeful, appropriately pitched** and thoughtfully planned to ensure all children are prepared to meet expectations. Talk is included in the all lessons. **Talk guidelines** have been developed as a whole school and are regularly shared with our children to set the **expectations for talk** in every classroom.


Scaffolding is provided to enable all children to meet high expectations. **Stem sentences** are planned for and used in every lesson to raise the quality of talk and provide a scaffold. Children are expected to talk using full sentences, one word answers are rarely accepted. **Three tick answers** are used as an approach to encourage children to develop their answers.



Building a culture of oracy


All children **participate** in and benefit from oracy in the classroom. All teachers listen meaningfully, encouraging children to develop their ideas further. In doing so, a culture in which every child feels valued and their **talk is valued** is created. All children receive **recognition** for their oracy which encourages them to participate. Children are taught **how to listen** to each other with courtesy and respect so that they feel **confident** to contribute. **Oracy specific praise** is used to enable all children to understand what they have done well in and how they could improve. Oracy is nurtured by every-day interactions and is visible, **showcased and celebrated** through school life. Routine aspects of school life have an oracy focus, enabling all students to practice their oracy in contexts outside the classroom. **Wow moments** form part of our behaviour policy and can be given to children for **accomplishments in oracy**.

Assemblies have an oracy focus by encouraging **discussions and talk**, children are invited to talk about why they have been rewarded with a WOW moment during weekly celebration assemblies. Year group **performances** provide a platform for oracy. Children share their learning with their grown up at our weekly open door. Every interaction with children is viewed as an opportunity to develop their oracy.



Vocabulary Development

Deliberate tier 2 and tier 3 vocabulary is **explicitly planned** for in all curriculum subjects. **Progression grids** are used to show the progression and sequence of vocabulary. Medium term plans develop the **sequence** of deliberate vocabulary into lessons for each unit of work. Cognitive overload is avoided by ensuring only a few words are referenced in each lesson. **Connected grids** give age appropriate definitions of the deliberate vocabulary for each unit of work. Previously taught words are highlighted on each connected grid.





Oracy through the curriculum

At Hamstel we consider how oracy can **deepen and enhance** children's **knowledge and understanding** in all subjects. As a result, children are engaged in talk both with their teacher and their peers, which encourages them to **articulate, justify and explain** their ideas and have opportunities to **share, develop and consolidate** their understanding through talk. Oracy is taught throughout the curriculum by oracy specific success criteria being part of every lesson.

Through ongoing CPD, all staff have a good understanding of what constitutes good oracy in different contexts.

All teachers are adept at upskilling their children to become better speakers and listeners by building their competence over time. The use of **My Turn Your Turn** is used effectively to **model key vocabulary** within each lesson. **Clear and accurate articulation** of words are modelled by the teacher and repeated by the children.

Remodeling of children's answers and talk throughout the day is used to support the correct grammatical formation. Whole school questioning and feedback strategies such think, pair, share, say it again better and three tick answers promote oracy through the curriculum and deepen understanding through talk.

Appraises progress in oracy

All teachers have a detailed knowledge of oracy skills. This is used to evaluate children's progress in oracy and is used to inform future teaching. **Success criteria** are created for children to reflect on and receive meaningful feedback on their oracy, from both the teacher and their peers. Children's **metacognitive understanding** of oracy is developed through regular feedback and clear success criteria for the children to reflect upon. Information about progress in oracy is **shared with parents**. Monitoring of oracy across the curriculum forms part of every subject leaders responsibility to identify and amplify strong oracy practice, making changes where needed to continually improve outcomes. **Universally Speaking** is used by teachers to support their knowledge and understanding of how to support children to develop skills in line with their age, as well as identifying children who need support.

Assessment

The **oracy progression grid** allows teachers to assess children against the four strands of the oracy framework. **Ongoing formative assessment** identifies strengths and areas of development, allowing teacher's to adapt the teaching of oracy. Explicit **oracy success criteria** help our children understand the learning outcomes and are referenced throughout lessons. Previous vocabulary in all subjects is regularly reviewed. **Retrieval strategies** ensure subject specific **vocabulary is retained in long-term memory**. In EYFS the assessment checkpoints are used to inform termly judgements in speaking and listening, attention and understanding, using observations as a key method within this process.



Talk through Stories

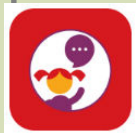
'Talk through Stories' planning is followed and taught in Reception to **extend and deepen children's vocabulary** so that they can understand the books they will soon be able to read for themselves. It is important to plan specifically and systematically to develop vocabulary. In **Story week**, we help children to get to know the story well: the plot, characters and their actions and motives. In **Vocabulary week**, we focus on eight words from the story. These are words that children are unlikely to hear in everyday conversations but are likely to come across in stories. Children's understanding of each word is then developed in the context of their everyday lives.

Talk Through Stories
Let's get children talking!

Interventions

WellComm

WellComm screening is used at the beginning of **Nursery** to identify children who are experiencing **barriers** to speech and language development so we can **support them early** in their education journey. The '**Big Book of Ideas**' has **targeted activities** that are used as interventions with the identified children.



NELI

The Nuffield Early Language Intervention (NELI) programme provides a way of identifying early language difficulties and is proven to **improve children's language** skills and behaviour in school. The NELI programme is run in the Reception year and involves a trained teaching assistant providing **short small-group** and **individual sessions** to small groups of children.



Speech and Language

At Hamstel Infant School and Nursery we are privileged to have a trained **Speech and Language team**, who are able to deliver our interventions. Our Speech and Language therapy assistant delivers **specialist support** for those children with a **Speech and Language Care plan** (SALT) as well as any other children identified by the school needing individual support. **Articulation, expressive and receptive language** support is delivered on a 1:1 basis following targets set by the child's speech and language therapist. **Semantic links, colourful semantics and blanks level** are all strategies used.

IMPACT—How will we know we have achieved our aims?

All children have the skills needed to **talk effectively**.

All children are able to **articulate ideas, develop understanding and engage with others** through spoken language.

Oracy is taught **throughout our curriculum** to **elevate learning** for all.

All children **learn through talk and to talk** which deepens their subject knowledge and understanding of **all curriculum subjects**.

All **children remember, understand** and use tier 2 and tier 3 **subject specific vocabulary** across all curriculum subjects.

Every voice is valued through a **strong culture of oracy** and high expectations.

All children's confidence is increased by promoting **social equity and fostering wellbeing**.