

ASPIRE ~ FLOURISH ~ ACHIEVE

Statement of intent for Oracy

Our vision is: Learning Together, Growing Together

It's not important who does the planting, or who does the watering. What's important is that God makes the seed grow. The one who plants and the one who waters work together with the same purpose. And both will be rewarded for their own hard work." 1 Corinthians 3:7-8

At Hawkchurch C of E Primary School, we endeavour to inspire all children to be independent, resilient and motivated in their learning, taking pride in all they do. We teach all children to be reflective practitioners who are able to handle difficulty and change with a growth mindset as they gain knowledge of the wider world in our small, rural community.

Intention

In order to improve the diversity of our pupil's vocabulary choices in written and spoken word, we plan opportunities for speaking and listening tasks from foundation to year 6.

Each year every pupils performs in a school play, which helps deliver confidence, articulation and intonation when speaking to an audience. Children are given the opportunity and encouraged to take part in our Open the Book Assemblies, present their work in assemblies.

From Year 1 pupils have a reading diary with vocabulary section in order to gather their own personal word list of vocabulary they can use to improve the quality of writing in all curriculum areas.

Implementation

At Hawkchurch we aim to share our vision of high aspirations for all pupils through our high expectations across the wider curriculum, by seeing these high expectations, our pupils are aware of the standards we expect in all lessons and learning opportunities.

We endeavour to ensure we provide our pupils with a 'language rich environment; we do this with encouragement to read both fiction and non – fiction texts either available in

School, at home or online. We promote experiences through opportunities such as community volunteers reading with and sharing their books. Within our classrooms, we explore ambitious vocabulary across the wider curriculum to ensure we acquire an understanding of tricky language. These words are collated, displayed, and referred to at any stage.

Through the Plymouth Oracy project as a school we focus on the component parts of Oracy; Linguistic, physical, cognitive and social and emotional skills sets.

We start with getting pupils talking, through games, encouraging engagement building on participation and then developing the quality of the talk looking at motivation and building a safe environment to talk. Finally, helping pupils to develop that quality of purposeful scaffolded talk with explicit teaching, this then deepened and embedded as the talk develops.

Impact

Children are challenged to be inquisitive about language and therefore build enthusiasm for new words and their meaning. This then feed into the spoken and written language.

‘Spending more class time on meaningful dialogue that encourages pupils to reason, discuss, speculate, argue and explain, rather than simply give the expected answers , can boost primary pupils’ **maths, science and English results.**’
(EEF 2017)