



‘Don't just hear, listen. Don't just talk, act.’ (Roy. T. Bennett)

INTENT

At Woodhall, we want our children to have a voice! Oracy is the cornerstone of ideas and helps children develop their opinions, express their needs, understand their peers and learn effectively.

South Oxhey is an area of significant socio-economic deprivation. Many of our children have a high level of need and limited experiences. Our children are energetic and enthusiastic and it is our job to pique their curiosity and use their interests to channel that energy into their learning. Our wider curriculum is closely tailored to meet the specific needs of our school community as we want to envelope in a language-rich environment. Therefore, speaking and listening plays a significant role at Woodhall, both in the curriculum and in the wider enrichment activities offered to our children.

Before a child can read or write, they must be able to speak and listen. At Woodhall, opportunities to build these skills are interwoven across the curriculum and explicitly taught in Phonics, Reading and Writing lessons. Therefore, this statement is not exhaustive and should be read in conjunction with the wider English statements and subject ladders.

By the time our children leave Woodhall, we aim that:

- **Every child feels they have a voice that is valuable**
- **Every child has the necessary skills, understanding and confidence to share their thoughts and feelings.**
- **Every child has an opportunity to read aloud and perform for a variety of audiences.**
- **Every child has an opportunity to work in pairs, small groups, large groups and as a whole class.**
- **Pupils should understand how to take turns and when and how to participate constructively in conversations and debates.**

IMPLEMENTATION

The Speaking and Listening statements on our Oracy Ladder apply to all years. The content is taught at a level appropriate to the age of the pupils and then pupils build on the oral language skills that have been taught in preceding years.

As educators, we are mindful of what we are saying and how we are speaking as we are constantly modelling for our children from when they join us in EYFS to when they leave us in Year 6. To develop oracy, speaking and listening routines and expectations have become second nature to both the children and the adults in the classroom through explicit teaching and regular practise.

Teachers ensure oracy is an explicit part planning; including the kinds of questions asked, how we ask them and how we expect the children to respond.

Pupils are taught to develop their competence in spoken language and listening to enhance the effectiveness with which they communicate across a range of contexts and to a range of audiences. They are provided with opportunities to work in groups of different sizes – in pairs, small groups, large groups and as a whole class. Pupils are taught how to take turns and when and how to participate constructively in conversations and debates.

Attention is given to increasing pupils' vocabulary, ranging from describing their immediate world and feelings to developing a broader, deeper and richer vocabulary to discuss abstract concepts and a wider range of topics, and to enhancing their knowledge about language as a whole.

Pupils receive constructive feedback on their spoken language and listening, not only to improve their knowledge and skills but also to establish secure foundations for effective spoken language in their studies at primary school, supporting their achievement in secondary education and beyond.

To boost children's oracy, we take a multi-step approach.

Across the school, in every subject:

- Every child has had the opportunity to speak and listen in every lesson.
- We use mixed-ability talking partners in every year group to collaborate, orally rehearse, explain, question, revise and help with their peers.
- We use drama and role-play as a learning tool from EYFS to Year 6.
- Children give and receive instructions frequently.
- There are regular opportunities for paired and group work.
- KS1 and KS2 children have the opportunity to debate and make speeches.
- Children are taught how to constructively and appropriately praise and give meaningful suggestions to each other's work.
- Regular reflect and review sessions allow children look back over and discuss their work.
- Children have opportunities to build a language-rich vocabulary by using or creating glossaries for each new topic across the curriculum.
- Children are given explicit teaching in social skills, game-play and turn taking.

In English sessions, we have opportunities for speaking and listening such as:

- Daily, small-group, synthetic phonics sessions in EYFS, KS1 and for SEND outliers using speaking and listening strategies including 'My turn, your turn'
- Guided reading sessions where every child reads aloud and shares ideas.
- 1:1 reading sessions where expression, intonation and volume are modelled and explored.
- Children listen and respond to class readers.
- Engagement sessions, shared writing and peer marking as part of the Writing Journey.
- Developing personal glossaries and key vocabulary in all subjects.

As a Whole School:

- We develop leadership through Woodhall School Parliament and classroom jobs, encouraging children to build confidence and self-esteem.
- We invite visiting speakers to inspire and engage with the children about a variety of topics.
- Children host assemblies for parents and Year 6 present regularly celebration assemblies.
- The Woodhall School Parliament asks their class questions, collect feedback and share their ideas with members of staff.
- Pupil voice activities allow children to express their feelings about a variety of topics from safeguarding to geography to a wide range of audiences (including governors, visiting adults etc.)
- Whole school productions give children a chance to perform on a large-scale to a wide range of audiences.
- Displays around school and in classrooms focus on building children's vocabulary.

SEND

Children with speech and language difficulties are identified quickly and provided early help. Where appropriate, this is followed by referrals to external agencies who can provide bespoke support and training for staff.

Through our ROWAN (Reach Out Wellbeing and Nurture) support provision, our nurture-trained specialist teaching assistant works directly with children where social, emotional and mental health issues may be a barrier to speech development and provide specific speech and language therapy objectives.

We also run small language groups for specific children to help them developing key speaking and listening skills. This might be through programmes such as 'Language Adventurers' and 'Language Explorers' or working on a common target such as past tense or speaking in full sentences.

IMPACT

We are constantly striving to develop our children's oracy. Speaking and listening development is a dedicated focus point of monitoring in every single subject and is reviewed in lesson observations, informal drop-ins, pupil voice discussions and observed around school.

Teachers formatively assess children's speaking and listening throughout each day and addressing targets through modelling, repetition, rhymes, songs and targeted intervention when needed. As a small school, all adults take responsibility for our children's oracy. All adults engage with a variety of pupils around the school during the school day. This gives opportunities for impromptu modelling and feedback building children's understanding and confidence and helping to move their learning on.

Children's oracy is summatively assessed as part of their learning in every single subject and reported to parents in consultations and as part of their child's end-of-year report.

Where a speaking and listening target has been identified as part of a child's individual education plan, this is monitored through the IEP cycle where successes are identified and new targets planned out.

SPOKEN LANGUAGE TO BE TAUGHT THROUGHOUT YEARS 1 TO 6	OBJECTIVES
	Pupils should be taught to:
	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.