



Oracy Curriculum Implementation at St John's Catholic Primary School, Trowbridge.

Teachers can plan activities for speaking and listening in lessons to enhance the children's learning or as an introduction to some new or previous learning. During a term, classes discuss at the beginning or the end of a unit of work when children are at their most curious or their most knowledgeable. The Knowledge Organisers used in school for areas of learning include a debate topic for teachers to use in their plans for the term.

Teachers save a poster image of debates their class takes part in, for evidence gathering throughout the year. The poster images provide information of the learning objective and planning can be referenced to give more detail.

Teachers develop children's language by providing specific sentence stems, giving them a specific role (e.g. The Chair in a debate), giving them an outcome and asking them to express themselves to explain an aspect of their learning. Teaching staff give opportunities for Oracy through teaching the school curriculum in an engaging way and being aware of different learning styles.

All children are given opportunities to develop confidence in expressing themselves or an aspect of their learning. They are using a skill that is arguably the most accessible of all, that of speaking and listening. Those children with physical and learning disabilities may be challenged but all of them are striving to develop their communication skills every single day. Other resources used are such as audio or visual recording, which is easily accessible through the school's iPads, which gives children more preparation time and protects them from public scrutiny.

The four strands of oracy are Physical, Linguistic, Cognitive and Social and Emotional, which provide a broad set of skills for children to develop and to choose when learning and achieving outcomes.