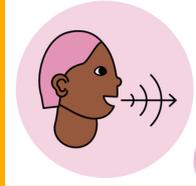


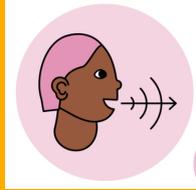
Kender Primary School Oracy Policy

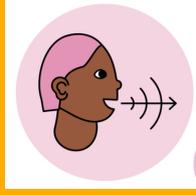
At Kender Primary School we believe oracy - using spoken language to communicate ideas, questions and opinions - is the key to unlocking every child's potential. Our vision is to cultivate a school culture where purposeful talk happens every day, in every classroom and where all children grow in confidence, fluency and the ability to express themselves with clarity and conviction. We are committed to ensuring that oracy is at the heart of everything we do, so children leave our school as confident communicators, ready to speak up, listen actively and engage meaningfully with others.

Our aims

- To embed purposeful, structured talk across all subjects to support learning and personal development.
- To build children's confidence, enabling them to speak articulately, listen attentively, and take part in conversations with others
- To create a culture of active listening, where every child's voice is valued and respected
- To ensure all children, regardless of background or ability have the opportunities, tools and support to develop strong oracy skills.

	Planned Talk	Physical 	Linguistic 	Cognitive 	Social and Emotional 
Nursery/ Reception	Speak for an extended period at weekly show and tell	To speak audibly so that they can be heard and understood. To use gestures to support meaning in play	To use talk in play to practice new vocabulary. To use explaining words like 'because' and 'so'	To make relevant contributions and ask questions	To look at someone who is speaking to them. To take turns to speak when in a group
Year 1	To speak in front of a small number of unknown adults in a group	To speak clearly and confidently in a range of contexts. To use appropriate tone in different contexts eg speaking calmly when resolving an issue	To use specific vocabulary to the topic being taught To take opportunities to try our new language To use words to organise and sequence ideas	To give reasons for opinions To disagree politely To ask a question if they haven't understood	To listen to others and be open to changing their ideas based on what they have heard

	Planned Talk	Physical	Linguistic	Cognitive	Social and Emotional
					
Year 2	To speak to unfamiliar adults and ask questions with real purpose	To use gestures to support the delivery of ideas eg gesturing towards someone if referencing their idea	To adapt how they speak according to the audience. To use sentence stems to signal when they are building or challenging ideas	To ask questions to find out more. To build on other's ideas in discussions To make connections between what others have said and their own ideas/ experience	To develop an awareness of the audience and consider what might interest them. To invite others to join the conversations. Confident delivery of pre-prepared material.
Year 3	Take on the role of an expert to present learning	To deliberately vary tone to convey meaning. To consider position and posture when presenting	To use specialist vocabulary. To make precise language choices eg delicious instead of nice	To offer opinions that aren't their own. To be able to summarise a discussion. To reach a shared agreement in a discussion	To adapt the content of their speech for a specific audience. To speak with confidence in front of a known audience. To consider the impact of words when giving feedback
Year 4	To speak with confidence about Voices from the past - to be recorded	To consider movement when addressing an audience. To use pauses for effect in presentational talk.	To carefully consider the words and phrasing they use to express their ideas.	To be able to give supporting evidence to suggestions. To ask probing questions To reflect on their oracy skills and identify strengths and areas to improve	To use more natural prompts for turn talking. To be able to empathise with an audience. To consider the impact of their words when giving feedback

	Planned Talk	Physical	Linguistic	Cognitive	Social and Emotional
					
Year 5	To speak to an outside audience with purpose to persuade	To project voice to a large audience. To use increasingly more natural gestures in presentational talk	To use an increasingly sophisticated type of sentence stems with fluency and accuracy	To identify when a discussion is going off topic and bring it back on track	To listen for extended periods of time
Year 6	Lead a meeting Act as a tour guide for visitors to the school	To speak fluently in front of an audience. Consciously adapt tone, pace and volume of voice within a single situation	To vary sentence structures and length of effect when speaking To be comfortable using ideas and expressions	To construct a detailed argument. To spontaneously respond to increasingly complex questions, citing evidence where appropriate	To use humour effectively. To be able to read a room and act accordingly eg if everyone is disengaged, move the topic on.