Ellison Primary Academy
Oracy Policy

At Ellison Primary Academy, we are committed to ensuring that children can speak, read and write confidently and fluently to enable them to communicate effectively across the curriculum and beyond.

Intent

At Ellison Primary Academy, we fully recognise the importance of spoken language in pupils' and development across the whole curriculum. We are committed to ensuring children have the capacity to explain their ideas, take part in discussions, debates, performances and speak with confidence. These skills help children to engage in the wider world socially and develop a broader set of knowledge and skills. We are committed to giving children a wide range of opportunities to develop these skills across the curriculum.

Implementation

English lessons

Oracy underpins much of our curriculum. Reading sessions have a balance between reading together, modelled thinking, discussion and recording/composing written answers. When reading together a range of strategies are used to encourage confidence in spoken language: teacher modelled reading, paired reading, choral reading and individual reading. In English lessons, the first week of any writing cycle involved immersion in a text, story or poem. This involves lots of discussion, drama, rehearsal room techniques and mini-performances. Some strategies which we use regularly include: whoosh (shared story telling in a circle), conscience alley, mini drama pieces in groups, freeze frame, word carpet, adding actions to words, teacher in role, hot seating choral reading and performances. Throughout the writing cycle, children are encouraged to verbalise what they want to write, share ideas, peer assess each other writing and give feedback to each other.

Philosophy for Children (P4C)

P4C is an important element of our curriculum. All children receive an hour of P4C each week. This is built on progressively with younger children having this delivered in smaller sessions, KS1 using two half hour slots and KS2 delivering one hour long session.

In our P4C sessions children are given the opportunity to explore a wide range of concepts linked to a variety of stimuli. They will then formulate philosophical questions around those key concepts. Children are encouraged to use 'The 4cs' – caring thinking, creative thinking, collaborative thinking and critical thinking to debate, justify, reason and review within the enquiry.

Throughout these sessions the teacher acts as a facilitator, and supports the children in their thinking, reasoning and questioning, as well as the way that they speak and listen to each other in the dialogue. Beyond this, the dialogue is completely student led and provides an opportunity for them to develop their oracy and reasoning skills, as well as their understanding of the world as they see it. Additional session focus on building key skills or stretching concepts further.

Along each point, the emphasis on child led questions, ideas and responses. Resources are used such as sentence stems are used to support children in their responses where required.

Across the wider curriculum

Although P4C has a slot on the timetable for each class, we encourage P4C skills and strategies to be used across the curriculum. We use drama techniques, discussions, debates, team or individual presentations, where appropriate, in other subjects as we believe that this increases understanding and participation. In maths, our curriculum has a strong focus on building fluency, arithmetic and problem solving. During reasoning and problem solving in particular, we encourage children to verbalise their thinking with teachers and other students supporting to clarify ideas and address misconceptions. Therefore, you will find children engaging in high quality discussion and enquires in other lessons.

Teaching strategies

Across the curriculum, we have carefully made some decisions about strategies that we use which promote oracy. First of all, teachers encourage a no hands up rule where this is appropriate. Instead, the expectation is that children are given thinking time, share ideas with a partner or small group so that everyone is able to share their ideas and take part in the discussion. We actively encourage ideas to bounce around the room (when appropriate) with children building on each other ideas and challenging each other as required. To maximise this, teachers spend time generating open, debatable questions for children to discuss. This ensure that children are developing their reasoning skills, building on ideas, asking their own questions and regularly playing an active role in discussions.

Promoting Oracy

We have various events across the school calendar which are aimed and promoting and developing oracy.

Public Speaking	Each year we run a public speaking competition where every children is invited to present to their class on a wide range of topics. A winner from each class is chosen and then presents in an assembly in front parents, children, teacher and outside panel
Promenade performance	Each year we invite parents into school to watch children perform a Shakespeare play. Each year group devises their own script using their own ideas and Shakespeare's originally words. Children perform this over and over as parents move around. This is a chance for children to perform to a smaller audience where the keep revisiting the same lines.
Year group assemblies and performances	These run regularly throughout the year covering key celebrations (Christmas, Easter, Harvest, end of the year) as well as additional assemblies about topics relevant to our community (British Values, E-safety, residential trips, curriculum units etc.). Children perform in front of the school and parents.
New Vic Theatre performance	Every year, either through our MAT or RSC cluster, or sometimes both, a year group is given the opportunity to perform on the stage of a real theatre. Children help to write, rehearse and perform the play (usually Shakespearean) to the school and other schools before on the main stage in front of an audience.
RSC opportunities	Working with the RSC gives our children opportunities to further develop oracy. Example opportunities include: - Rehearsing and performing in a play on the stage in Stratford-upon-Avon - Preparing and performing in plays with other schools - Taking part in work experience with the New Vic Theatre - Shakespeare Ambassadors receiving leadership training from the RSC
School council	Children are elected. School council meets regularly, sharing ideas that they have gathered from their own class, discussion next steps and ideas, working on policies and ways of supporting the school.
RUGs	Children from across the MAT get together to share ideas, discuss new initiatives and prepare things to be presented at their own schools.
ECOheads, Science ambassadors and Shakespeare ambassadors	Children are given the opportunity to meet, discuss ideas and present ideas to their classes or whole school. They are involved in school initiatives where they also present ideas to parents.

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Impact

During P4C sessions, learning is evaluated against 4C assessment guidance which is a progressive assessment of skills. Oracy skills are also assessed as part of our English curriculum (following Rising Stars Progression documents).

The measure of our curriculum is that children should be able to actively take part in discussions and debate. They should be able to discuss what they have read, what they will write, their mathematical ideas and topics related to the wider curriculum and many other aspects of world in which they live. We want children to leave Ellison as confident speakers who listen to other