



The Orchards Primary Academy

Where learning has no limits and personal growth is endless...

Our Intent for Developing Oracy and Language

At The Orchards Primary Academy, our intent is to foster and enhance oracy (the ability to express oneself fluently and grammatically in speech) and language development in children from early years to the end of their primary school journey. By focusing on high-level interactions, we aim to equip students with strong communication skills that will benefit them academically, socially, and emotionally. Our goal is to create an environment where children feel confident to express their ideas, engage in meaningful discussions, and listen actively to others. This is through a range of forms: expressing opinions, paraphrasing, having respectful and meaningful debates and discussions about topics; their learning; their ideas.

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Implementation Plan

1. Create a Language-Rich Environment

Objective: To immerse children in a language-rich environment that stimulates communication.

- Enhance classrooms with word walls, labels, and visual aids that promote vocabulary.
- Provide a variety of books, storytelling props, and audio resources.
- Ensure regular exposure to complex and varied language through read-aloud sessions and interactive storytelling.
- Ensure children with SEND and who have English as an Additional Language have a fully inclusive classroom environments using talking tins, communicated print etc.

2. Structured Oracy Activities

Objective: To implement structured activities that explicitly teach oracy skills.

Actions:

- Introduce daily "talk time" sessions where children discuss topics of interest in pairs or small groups.
- Use role-play and drama activities to encourage expressive language use.
- Conduct regular class discussions and debates on age-appropriate topics to practice formal speaking and listening skills.
- Introduce curiosity cube in Get Set Classrooms to promote language development, inference skills and discussion.
- To train adults in the art of the 'uplevel, probe and paraphrase' technique.

3. Teacher Modelling and Scaffolding

Objective: To provide high-quality models of spoken language and scaffold student interactions.

Actions:

- Teachers to model clear, articulate speech and rich vocabulary.
- Use questioning techniques that promote higher-order thinking, such as open-ended questions and prompts that require elaboration.
- Use higher-order verb-ing to shape tasks to promote stronger use of tier 2 and 3 vocabulary in written and spoken language.
 - Scaffold conversations by rephrasing student responses, introducing new vocabulary, and guiding children to expand on their ideas.
- Use vocabulary communicated print, and contextualised language when it's new, for a SEND or EAL learner.

4. Peer Interaction and Collaboration

Objective: To encourage peer interaction and collaborative learning to develop oracy skills.

Actions:

- Design activities that require teamwork, such as group projects and cooperative games.
- Implement "talk partners" or "discussion buddies" to encourage regular peer dialogue.
- Foster a classroom culture of respect and active listening, where every child feels their voice is valued.
- Ensure pupils in disadvantage and those who are new to English, have more and wider opportunities to articulate, practise and refine spoken language.
- Show and tell to be built in once a week as a basis for discussion and building confidence in speaking.

5. Assessment and Feedback

Objective: To monitor progress and provide constructive feedback to pupils.

Actions:

- Implement formative assessments such as informal observations, recordings of student speech, and peer evaluations.
- Provide regular feedback on students' speaking and listening skills, highlighting strengths and areas for improvement.
- Use observations and interactions to tailor future oracy activities to meet the needs of individual students.

6. Parent Involvement

Objective: To engage parents in supporting their child's oracy and language development.

Actions:

- Organise workshops and provide resources for parents on how to support language development at home.
- Encourage parents to read with their children daily and discuss stories to build comprehension and vocabulary.
- Share regular updates on children's progress in oracy and suggest specific activities parents can do at home.
- Share links for and organise training for parents.

High-Level Interaction Strategies

Socratic Seminars	Philosophy for Children (P4C)	Debating and Persuasive Speaking
<p>Description: A form of dialogue where students ask and answer questions to stimulate critical thinking and illuminate ideas.</p> <p>Implementation:</p> <ul style="list-style-type: none"> - Select texts or topics that provoke thought and require interpretation. - Teach students how to ask deep, meaningful questions. - Facilitate seminars where students lead the discussion with minimal teacher intervention. 	<p>Description: An educational approach that encourages children to think and reason together.</p> <p>Implementation:</p> <ul style="list-style-type: none"> - Introduce philosophical questions related to everyday life or literature. - Guide children in structured discussions that promote critical thinking and articulate reasoning. - Encourage children to build on each other's ideas and respectfully challenge different viewpoints. 	<p>Description: Activities that involve presenting arguments and persuading others.</p> <p>Implementation:</p> <ul style="list-style-type: none"> - Teach the basics of constructing an argument, including stating a position, providing evidence, and rebuttal. - Organise class debates on relevant topics, allowing students to prepare and present their views. - Provide feedback on persuasive techniques and clarity of expression.