



Sheep Dip Lane
PRIMARY SCHOOL

Oracy Policy

Autumn 2016

Policy ratified on:	Sept 2016		
Date for review:			
Signed Chair of Governors	PP D Wright		
Signed Head Teacher	F Parish		

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Sheep Dip Lane
PRIMARY SCHOOL

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Growing
Gifts 

Sheep Dip Lane Primary School: Oracy Policy

Reviewed: September 2016

Sheep Dip Lane Primary School

Speaking and Listening/Drama Policy October 2003

Reviewed September 2016

Rationale

We believe that the study of speaking and listening as part of our English curriculum should have relevance to every child because it is a tool that will enable our pupils to express themselves creatively and imaginatively and to communicate with others effectively in an ever changing World.

“The value of English in the curriculum? What can I say? Without English, nothing. And without good English, nothing very well.”

Anne Fine (Author).

Introduction:

The national curriculum for English reflects the importance of spoken language in pupils' development across the whole curriculum – cognitively, socially and linguistically. Spoken language underpins the development of reading and writing. The quality and variety of language that pupils hear and speak are vital for developing their vocabulary and grammar and their understanding for reading and writing. Teachers should therefore ensure the continual development of pupils' confidence and competence in spoken language and listening skills. Pupils should develop a capacity to explain their understanding of books and other reading, and to prepare their ideas before they write. They must be assisted in making their thinking clear to themselves as well as to others and teachers should ensure that pupils build secure foundations by using discussion to probe and remedy their misconceptions. Pupils should also be taught to understand and use the conventions for discussion and debate.

All pupils should be enabled to participate in and gain knowledge, skills and understanding associated with the artistic practice of drama. Pupils should be able to adopt, create and sustain a range of roles, responding appropriately to others in role. They should have opportunities to improvise, devise and script drama for one another and a range of audiences, as well as to rehearse, refine, share and respond thoughtfully to drama and theatre performances.

All 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.

The Importance of Speaking and Listening:

1. Children's ability to speak and listen is fundamental to their language development, learning in school and to social development.
2. As with reading and writing, direct teaching of the skills involved is important.
3. These skills can be reinforced in other contexts and practised throughout our broad and balanced curriculum.
4. Richness and variety of talk is important for all our children and, while many have good opportunities to develop their speaking and listening at home, other acquire much of the knowledge and skills at school.
5. It is vital that the importance of speaking and listening is clear to children and that they recognise its significance as the foundation of their language development.
6. Children need to recognise that speaking in role, public speaking and more informal discussions are all important parts of the curriculum.

(From "Teaching Speaking and Listening KS1&2" QCA 1999)

Aims

As a school we are committed to raising standards in Literacy. We ensure that all children are taught speaking and listening as outlined in the National Curriculum 2014. Our aim is to support our pupils by providing them with the skills necessary to:

- Speak clearly, fluently and coherently, adapting their talk for a variety of audiences and purposes.
- Listen to the spoken word attentively, for understanding and pleasure, and to be able to recall the main points and comment in an appropriate manner.
- Have an interest in words and their meanings and develop a growing vocabulary.

Objectives

To achieve our aims for our pupils in speaking and listening we must:

- In the foundation stage provide opportunities to develop speaking and listening according to the Foundation Stage curriculum.

- Model speech, appropriate use of language and develop children's vocabulary through activities, role-play, focused small group time and circle time.
- Have additional specific activities per week 15-20mins for example: when children share pet diaries. (As they take a toy pet home for a week and talk about how they have looked after them).
- In Year 1 to 6 through the English lessons provide children with opportunities to talk and listen in whole class, group and individual settings.
- Use established, well planned role areas linked to a range of curriculum areas that are structured to develop speaking, listening, recording, reporting and evaluating skills with the children.
- Speaking skills are developed through:
 1. Class and group discussions on texts, topic based issues or resources and personal experiences in circle times.
 2. Opportunities to discuss, define and explain the meaning of words to extend vocabulary.
 3. Modelling talk and providing visual, auditory and kinaesthetic approaches to our teaching.
 4. Paired talk and going for 5 strategies that encourage talk, sharing and feedback.
- Listening skills are developed through:
 1. Listening to explanations about a variety of genres and phonological and grammatical rules.
 2. Listening to others in shared and guided reading and writing sessions.
 3. Listening to instructions appropriate to their ability level.
 4. Social interaction across other curriculum areas.
 5. Classes share news, bring in an object, collate weather reports, share interview findings...
- Drama skills are developed through:
 1. Role-play areas and prop boxes that are developed with the children for them to explore imagined situations.
 2. Drama activities linked to literacy, R.E and topic work.
 3. After school activities/clubs.
 4. Celebrations of work, presentations, assemblies and productions to a variety of audiences.

Entitlement

All children will be taught Speaking and listening as outlined in the Programmes of Study. They will have the opportunity to work individually, as part of a small grouping or a within a whole class situation. Time used is to be flexible to integrate into daily literacy lessons and topic activities. Speaking and listening should be integrated into all curriculum areas as well as taught through the strategies discussed.

Differentiation

Speaking and listening drama tasks and activities will challenge the more able child as well as enabling the less able child achieve and feel the sense of success.

Able and Talented

The curriculum and the organisation of the school allows each pupil to learn at their own pace that is appropriate to them. Opportunities are offered to enable the most able pupils to develop their abilities fully. These include;

- Individual challenges that are suggested by the teacher in individual lessons or situations where the teacher encourages the pupil to stretch themselves by the use of open dialogue or questioning.
- The challenge can be set with individual roles and situations that the pupils will have to create, sustain, adapt and evaluate for themselves.
- Teachers will challenge higher attaining pupils in lessons through the use of questioning, getting children to self evaluate their skills or to model and support other children.

Assessment, recording and reporting

ASSESSMENT

Summative assessment in speaking and listening will be carried out by:

Entry/baseline assessment.

Teacher assessed levels of attainment for SATs at the end of KS1&2.

Teacher class grids to record children's ability against a progression of skills chart.

Resources

The responsibility for maintaining an adequate supply of resources rests with the English co-ordinators and phase leaders. The effective management of these resources, whilst ultimately the responsibility of the subject leader, is also the responsibility of each classroom teacher who uses them. All equipment will be stored centrally and will match the role area planning.

The location of resources is as follows:-

- Textbooks – Library
- Prop boxes in relevant classes.
- ICT programs –ICT suite
- Speaking & listening planning role boxes – Foundation Stage Store

Citizenship/Inclusion

Equality of opportunity is a fundamental right that must be given to all children regardless of race, culture, gender or special educational needs. All children will have the same opportunity to follow the Speaking and Listening curriculum, with each child learning at the pace and level that is appropriate to them. Through work carried out in oracy, children will have the opportunity to:

- Extend and develop their social skills.
- Work collaboratively as part of a team.
- Experience moral and cultural issues
- Discover the importance of oracy in developing themselves to become effective communicators in the 21st century.
- Empathise with aspects/characters from stories.

Date to be reviewed: September 2017