



Oracy Strategy

Children enter their learning journey at vastly different points, depending upon their experiences prior to entering our nursery or school.

This could be due to a number of different factors.

The school is focussed on making a difference and ensuring that all pupils have the opportunity to develop as engaged and successful learners whatever their starting point.

Speaking and listening is therefore a key priority in our curriculum offer and our teaching and learning experiences. Talk and the development of vocabulary is given a central place in our curriculum and underpins all that we do, from the very beginning of a child's time at Lee Brigg Infant and Nursery School.

Our aims are to ensure that:

- *Pupils are confident to talk in a wide range of situations.*
- *Pupils are taught Standard English and how to employ it appropriately.*
- *Pupils are introduced to a wide and unlimited range of new vocabulary across all subject and are expected to use this in the appropriate contexts*

Key skills that we ensure children are developing include:

- *Articulation (the formation of clear and distinct sounds in speech)*
- *Building vocabulary*
- *Comprehension*
- *Understanding and use of a range of registers (formal/informal)*
- *Confident speaking when presenting to an audience*

Underpinning all of the above is a commitment from all staff to model, at all times, effective and correct use of Standard English, so that pupils are able to effectively communicate, with a wide range of audiences, in a wide variety of contexts.

As a school, we look to recent research and publications which support our ethos and suggest further developments to enhance our speech, vocabulary and language provision.

Early Years Foundation Stage

This is a major period of development for young children in talk, with children picking up words at a significant rate. By the age of three, children may typically know up to 1,000 words. In our nursery and reception classes, we contribute to the growth in, and understanding of this vocabulary development.

In the Early Years Foundation stage at Lee Brigg Infant and Nursery School, you will see teachers and practitioners who:

- *Start and sustain conversations with children, expanding on their words and short sentences. Children are encouraged to build on their sentences by being asked simple questions.*
- *Develop articulation by modelling mouth movements, (which build up mouth muscles so that new words can be said clearly).*
- *Remodel words and phrases to children. For example, a child may say, "bus is reen." To which the adult might reply, "The bus is green isn't it."*

- *Talk about what children are doing while they are doing it. For example, “I can see that you are using the pan to cook some food, I wonder what food you might choose?”*
- *Repeat new words in different contexts. For example, “Let’s put your coat on to keep you warm.” “Will this hat keep you warm too?”*
- *Describe what they see, not just name objects. For example, when playing with a car, “Let’s play with the red car, look how it’s wheels are whizzing.” or “This is a small green leaf, it feels really smooth.”*
- *Introduce and reinforce new vocabulary through a range of opportunities and situations.*

*As well as speech and vocabulary development, in the Early Years, developing **understanding** also forms part of our Oracy Strategy.*

Ways in which our Early Years staff develop understanding include:

- *Giving simple instructions, for example, “Pick up the ball and throw it to me.” “Please pass me the red pen which is underneath the table.”*
- *After reading stories, going back through the book again and asking the children to help retell it, using the pictures, prompts and REACT questions.*
- *Encouraging talk / conversation with peers by being a facilitator for the conversation.*

Planned Activities in Nursery

These include:

- *Daily focus activities and group times*
- *Promotion of talk, vocabulary and conversation within the areas of provision (adult modelling)*
- *Daily story time and phonics*
- *Circle time*
- *Reading area*
- *Daily singing and rhymes*
- *Weekly ‘Helicopter Stories’*
- *‘Show and Tell’*
- *The use of carefully chosen books, stories and songs to introduce and embed key and new vocabulary.*
- *Launch pad for Literacy activities*

Planned Activities in Reception

Much of what has been described above will also be relevant for children as they move into reception, as we recognise that not all children develop at the same rate. However, there is a clear progression for those that are age related as they move through the Early Years. For instance the use of focussed role play and an emphasis on linking to talk to writing supports the progression of skills in the reception class.

Other planned opportunities also include:

- *Guided reading groups – where children’s understanding of words is developed further and questioning of the story is deeper.*
- *Structured circle times*
- *Weekly ‘Helicopter Stories’*
- *Discussion of emails sent from home*

- *Performing / Speaking in class assemblies / school performances*
- *Presenting work to the class*
- *Daily story times*
- *Daily modelling of writing*
- *Daily phonics*
- *Structured group, whole class activities and talking times*
- *Specific areas of provision which are developed to provide opportunities for performance / speaking. For example a stage in both the indoor and outdoor environment.*
- *Visiting speakers*
- *School council/pupil voice*
- *Talk partners*
- *Problem solving (maths)*

Key Stage One

The focus in Key Stage One needs to be on continuity and progression of the skills already developed. Pupils are now ready for and may have already begun in reception, experiences and learning activities such as:

- *Taking part in group and class discussions, giving opinions, listening to others.*
- *Working in Talk Partners to discuss ideas and answer questions.*
- *Answer questions with relevant comments*
- *Guided reading, to further deepen comprehension skills and vocabulary*
- *Developing subject specific vocabulary and be encouraged to use this*
- *Making clear links between articulating their ideas and writing (this could be during shared writing, independent writing, Talk for Writing etc.). Children are encouraged to ‘Think it, Say it, Write it, Read it.’*
- *Read aloud stories, including their own work – with developing clarity and control*
- *Acting out stories / performances for an audience (every child is given a speaking part in all performances)*
- *Use talk to explain, reason, discuss.*
- *Structured circle times, where further information / justification is expected*
- *Presenting work and commenting on the work of others*
- *Daily story times, using carefully selected books in order to introduce new vocabulary.*

The strategies and activities described above are not exclusive to one year group or Key Stage. Instead they are used across school to meet the needs of all learners, whether that be an older child who needs support or a younger child who needs further challenge.

All children in school have the opportunity to attend our after school clubs. At least one club each half term promotes language development and children are often encouraged to join these if staff feel it would be beneficial.

Early Intervention

- *We always aim to identify speech and language difficulties as early as possible, usually in nursery if that is when a child has entered our school.*
- *If we are struggling to understand a child at the age of 3 and improvements have not been made after they have settled into school, we will work with parents and may suggest speech therapy or specific interventions within school. We use the 'Wellcom Programme' to identify specific difficulties as well as to show the progress being made.*
- *We liaise with outside agencies, including speech therapists and carry out the individualised work that children have been given to practise specific sounds in school.*
- *Across school where children will benefit from intervention groups these take priority. Very small groups ensure that children can be closely monitored and are more likely to make good progress.*
- *If children are identified as having issues with confidence around speaking, they are sensitively supported and when ready are given jobs or roles which encourage them to deliver messages to adults in school.*