



English Subject Intent Statement

Curious

Caring

Creative

Courageous

Having fun, learning together.

Curious, caring, creative and courageous.

Intent

At Archibald First School, we believe that high-quality oracy is fundamental to children's learning, confidence and future success. We recognise that developing children's ability to speak, listen, communicate and express themselves effectively is central to their academic, social and personal development. Our oracy curriculum is underpinned by the Voice 21 Oracy Framework, which recognises four interconnected strands of oracy: Physical, Linguistic, Cognitive and Social & Emotional. Through carefully planned opportunities across the curriculum, we support children to develop the skills, knowledge and confidence they need to become effective and purposeful communicators.

We aim to nurture a culture where every child feels valued, heard and empowered to use their voice. Children are encouraged to speak with confidence, listen attentively and respectfully to others, articulate their ideas clearly and adapt their communication for different audiences and purposes. Through structured talk, discussion, debate, questioning, collaborative learning and performance, pupils are given frequent opportunities to rehearse, develop and refine their thinking through talk.

We want our children to be **creative** and **courageous** communicators who are willing to share their ideas, ask questions, express different viewpoints and respond thoughtfully to the ideas of others. We recognise that talk is not only an outcome in itself, but also a powerful tool for learning. Purposeful classroom dialogue enables children to clarify their thinking, deepen their understanding, build vocabulary, develop reasoning and learn collaboratively. Our curriculum therefore provides a progression of oracy opportunities from EYFS (using the ELKLAN programme) through to Key Stage 1 and 2, ensuring that children develop both the confidence to speak and the skills to communicate effectively. We explicitly teach and model the language, behaviours and strategies needed for successful communication, while providing inclusive opportunities for all children to participate and have their voices heard.

Our curriculum is closely aligned with the aims of the National Curriculum for English 2014 and the principles of the Voice 21 Oracy Framework, enabling all children to:

- develop confidence and fluency when speaking in a range of contexts;
- listen attentively and respond appropriately to others;
- articulate their ideas, thoughts and feelings clearly and coherently;
- develop and use a rich and varied vocabulary;
- adapt their language, tone and style for different audiences and purposes;
- develop reasoning, questioning and critical-thinking skills through talk;
- participate respectfully and confidently in discussions and collaborative activities;
- build positive relationships through effective communication;
- respond constructively to different perspectives and viewpoints;
- use talk to rehearse, develop and deepen their learning across the curriculum;
- become **creative**, **courageous** and confident communicators who understand the value and power of their voice.

We believe that high-quality oracy is essential to a high-quality education. By developing confident and articulate speakers and attentive, respectful listeners, we provide our children

Having fun, learning together.

Curious, caring, creative and courageous.

	with the communication skills they need to participate fully in school, their communities and wider society.
--	--

Having fun, learning together.

Curious, caring, creative and courageous.

Implementation

At Archibald First School, oracy is embedded across our curriculum and wider school life. Our implementation is underpinned by the Voice 21 Oracy Framework, ensuring that children are explicitly taught the skills, knowledge and behaviours needed to become confident, effective and purposeful communicators.

We use our Oracy Progression Framework to ensure that children develop their oracy skills systematically as they move through the school. Clear, age-appropriate targets are identified for each year group, enabling teachers to plan opportunities for children to practise, apply and refine their skills. These targets are displayed on class oracy boards, providing children with a clear understanding of their current learning focus and helping them to recognise and celebrate their progress.

Alongside opportunities across the curriculum, children participate in dedicated oracy sessions where specific skills are explicitly taught, modelled and practised. These sessions provide opportunities to develop the four Voice 21 strands of Physical, Linguistic, Cognitive and Social & Emotional oracy. We use a range of oracy games and activities to develop confidence, vocabulary, listening, reasoning, questioning and turn-taking in an engaging and purposeful way. These include activities such as *Just a Minute*, *Would You Rather?*, *Odd One Out*, *Think-Pair-Share*, *Agree/Disagree*, *Hot Seating* and *Talk Detectives*. Games are carefully selected to develop particular oracy skills rather than being used simply as speaking activities.

Talk partners are used regularly across the curriculum to ensure that every child has frequent opportunities to rehearse and develop their ideas before sharing them with a wider audience. Teachers use structured talk routines to ensure that all children participate, including those who may be less confident when speaking in larger groups. Children are explicitly taught how to listen, respond, build on another person's contribution, ask questions and respectfully challenge ideas. Sentence stems and speaking frames are used to support children in developing increasingly sophisticated responses.

Our Oracy Progression Framework provides sentence stems and vocabulary to support children in developing their linguistic repertoire. Teachers deliberately introduce and model ambitious vocabulary and provide children with opportunities to use new words orally before applying them independently in their writing. Children are encouraged to use increasingly subject-specific language and develop the vocabulary needed to communicate effectively within different areas of learning. We want children to learn to 'talk like a scientist', 'talk like a historian', 'talk like a geographer', 'talk like an artist' and 'talk like a mathematician', developing the language and discourse associated with each subject.

We are also developing a team of Oracy Ambassadors who will act as positive role models and advocates for oracy across the school. Our ambassadors will help to promote the importance of speaking and listening, support oracy activities and games, celebrate children's achievements and encourage pupils to recognise the power of their voice.

Through this whole-school approach, we aim to create a culture where every child speaks, every child listens and every child has the opportunity to be heard. Oracy is woven into everyday learning and school life so that children develop the confidence, language and communication skills they need to succeed both within school and beyond.

Having fun, learning together.

Curious, caring, creative and courageous.

Impact

The impact of our oracy curriculum is evident in the growing confidence, competence and willingness of our children to speak, listen and communicate effectively. Through our progressive approach, children develop transferable oracy skills that support both their learning and their personal and social development. Children increasingly demonstrate the ability to articulate their ideas clearly, listen attentively, ask and respond to questions, build on the contributions of others and explain their thinking. They are becoming more confident in expressing opinions, giving reasons, challenging ideas respectfully and adapting their language for different audiences and purposes.

Our Oracy Progression Framework enables teachers to monitor children's development across the four Voice 21 strands: Physical, Linguistic, Cognitive and Social & Emotional. Through formative assessment, classroom observation, pupil voice and work across the curriculum, we can identify progress and ensure that children are developing the appropriate skills for their age and stage. The impact of dedicated oracy teaching, alongside the many opportunities for purposeful talk across the curriculum, is evident in children's increasing use of subject-specific vocabulary and sentence structures. Children are able to 'talk like a scientist', 'talk like a geographer', 'talk like an artist' and communicate their understanding using increasingly precise and sophisticated language. They are able to use talk to rehearse ideas, clarify their thinking, reason, problem-solve and deepen their understanding.

Oracy has also had a positive impact on children's confidence and participation. Children who may previously have been reluctant to contribute are increasingly willing to share their ideas and speak to a range of audiences. Through talk partners, structured discussion, oracy games, presentations, performance and debate, pupils develop the confidence to take risks, make mistakes and learn from others. The impact of oracy is evident across the wider curriculum. Children are increasingly able to transfer their communication skills into different subjects and contexts, demonstrating that they understand how to adapt their vocabulary, language and communication style according to the subject, audience and purpose. This supports deeper learning and helps children to become more independent and reflective learners.

Our aim is for children to leave Archibald First School as confident, **courageous** and articulate communicators who understand that their voice matters. We want them to be able to communicate their ideas with clarity, listen to and respect different perspectives, and participate positively in discussions and wider society.

Having fun, learning together.

Curious, caring, creative and courageous.