

English

Our Oracy Vision

- The foundation for oracy development begins with the Early Years Foundation Stage. Recommendations from the EEF Preparing for Literacy report (June 2018) are taken into consideration which highlight the importance of language acquisition.
- Spoken language underpins the development of Reading and Writing and opportunities should be planned in for pupils to discuss, debate, dramatise and participate actively. Vocabulary development – a high level of language that is grammatically accurate is always modelled by all adults as recommended by EEF.
- Children are encouraged to understand and manipulate language using dialogic teaching methods.

Development of Metacognitive Talk.

- The EEF Metacognition and Self-Regulated Learning guidance report refers to metacognitive talk in recommendation point five.
- As well as explicit instruction and modelling, classroom dialogue can be used to develop metacognitive skills
- Pupil-to-pupil and pupil-teacher talk can help to build knowledge and understanding of cognitive and metacognitive strategies
- Dialogue needs to be purposeful, with teachers guiding and supporting the conversation to ensure it is challenging and build on prior subject knowledge

Oracy / Spoken language

- Pupils should be taught to speak clearly and convey ideas confidently using Standard English. They should learn to justify ideas with reasons; ask questions to check understanding; develop vocabulary and build knowledge; negotiate; evaluate and build on the ideas of others; and select the appropriate register for effective communication.
- They should be taught to give well-structured descriptions and explanations and develop their understanding through speculating, hypothesising and exploring ideas. This will enable them to clarify their thinking as well as organise their ideas for writing.

Vocabulary development

- Pupils' acquisition and command of vocabulary are key to their learning and progress across the whole curriculum. Teachers should therefore, develop vocabulary actively, building systematically on pupils' current knowledge.
- They should increase pupils' store of words in general; simultaneously, they should also make links between known and new vocabulary and discuss the shades of meaning in similar words. In this way, pupils expand the vocabulary choices that are available to them when they write.
- In addition, it is vital for pupils' comprehension that they understand the meanings of words they meet in their reading across all subjects, and older pupils should be taught the meaning of instruction verbs that they may meet in examination questions.
- It is particularly important to induct pupils into the language, which defines each subject in its own right, such as accurate mathematical and scientific language. Vocabulary pertaining to current subjects being taught must be discretely taught and readily available in the classroom to allow the internalisation process.