

Oracy across the curriculum

Our curriculum is rich in oracy opportunities

EYFS is the start of our pupils' oracy journey through school. Staff encourage oracy from an early age through talking stories, retelling stories, scaffolding conversations during free flow time and circle time class discussions. Any barriers to oracy are spotted and acted upon here and interventions to assist with speech are put in place. Communication in our early years is a prime learning area and enables children to meet other milestones at the end of the foundation stage. In the EYFS we use the SHREC Approach during all interactions with children. We also use WellComm and NELI programmes to support children in their speech, concentration and language skills.



HIGH QUALITY INTERACTIONS IN THE EARLY YEARS The 'ShREC' approach



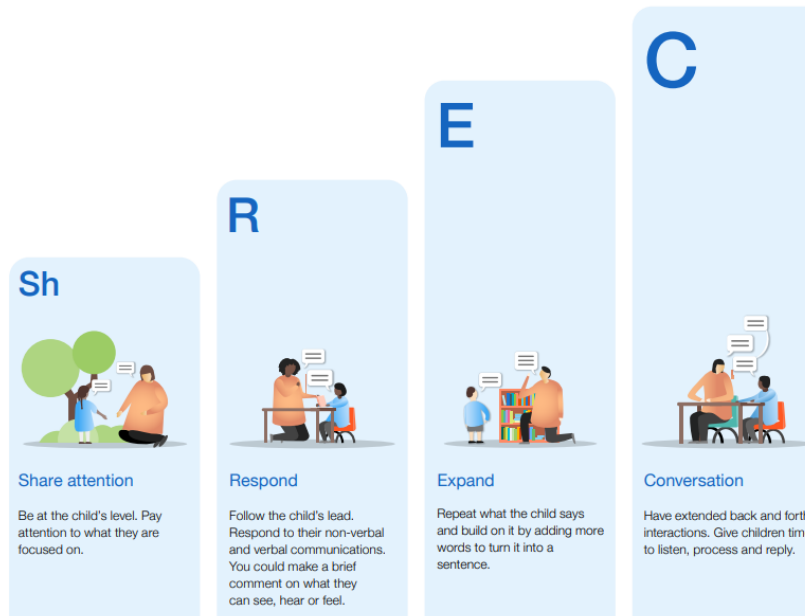
The aim of the ShREC approach is to provide early years professionals with a simple, memorable set of specific evidence informed strategies that can be embedded into everyday practice.

"When done well, high quality interactions often look effortless but they are not easy to do well."

EEF Guidance Report,
Preparing for Literacy



This resource supports the 'Preparing for Literacy' guidance report.



Sh

Share attention

Be at the child's level. Pay attention to what they are focused on.

R

Respond

Follow the child's lead. Respond to their non-verbal and verbal communications. You could make a brief comment on what they can see, hear or feel.

E

Expand

Repeat what the child says and build on it by adding more words to turn it into a sentence.

C

Conversation

Have extended back and forth interactions. Give children time to listen, process and reply.



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Pupil voice- At Indian Queens School and Nursery we have a Pupil Parliament who meet with teaching staff regularly and attend meetings to listen, respect and act upon the views of the children. Children also have opportunities to discuss their learning with curriculum co-ordinator leads through pupil voice sessions.

- Maths- During maths lessons children have opportunities to discuss their learning, knowledge and reasoning. Children are able to enquire about their learning through maths talk and daily number sense starter activities.
- English- In English lessons our children engage with talk for writing strategies to develop vocabulary and presentational talk. They engage in guided reading activities where they discuss, share and explore the views and ideas of other pupils. They are able to present their answer to the class as their audience. Texts are discussed during reading lessons (vocabulary and comprehension) which are taught explicitly.
- Computing- Across the school, children are given opportunities in ICT to present what they have learnt in computing. For example, presenting Google slides, coding robots and using Book Creator. Children also share their knowledge with peers on how to complete a task.

- PE- Children actively engage with peer feedback and are encouraged to evaluate each lesson. Our PE is linked to 'My Personal Best' which gives children a value to focus their learning on each week e.g 'Co operation' and 'Trust'. Children have the opportunity to talk about how they, and their peers, are displaying the value of the week.

- Science- Science is delivered through immersive experiences and children are encouraged to question their own predictions and results of experiments. The national curriculum for Science reflects the importance of spoken language in pupils' development across the whole curriculum – cognitively, socially and linguistically. Through lessons children learn scientific vocabulary and the ability to articulate scientific concepts clearly and precisely. The working scientifically objectives enable children to develop Oracy skills.

- History, Geography and RE- topics contain key questions which immediately spark discussion in classrooms. Vocabulary is developed throughout questions and celebration days.

- At Indian Queens School and Nursery Oracy is at the heart of feedback and assessment for learning, enabling children to discuss their work and any misconceptions. Teachers challenge children through probing questions about their learning.