

The Raedwald Trust oracy curriculum is derived from objectives given in the Primary National Curriculum and the secondary national curriculum. Key skills have been identified and progression mapped through lower key stage 1 through to greater depth at the end of key stage 4.

The subject is delivered through units which can be applied to subjects across the curriculum. These should be repeated across the year.

The purpose of the study of oracy is to develop our students into confident speakers. To articulate effectively and constructively their thoughts and ideas. To give them the power of their own voice.

“Through a high quality oracy education students learn through talk and to talk. This is when they develop and deepen their subject knowledge and understanding through talk in the classroom, which has been planned, designed, modelled, scaffolded and structured to enable them to learn the skills needed to talk effectively. “ Voice 21”

The fundamental areas in our oracy curriculum are;

Speaking	Listening	Working with others
Ask relevant questions to extend their understanding and knowledge. NC	Listen and respond appropriately to adults and their peers. NC	Working with others – Guiding or managing interactions – turn taking. Voice21
Maintain attention and participate actively in collaborative conversations, staying on topic and initiating and responding to comments. NC	Listening actively and responding appropriately - Voice 21	Audience awareness – Taking account of the level of understanding of the audience. Voice 21
Participate in discussions, presentations, performances, role play, improvisations and debates, short speeches NC	Gain, maintain and monitor the interest of the listener(s) NC	<ul style="list-style-type: none"> <li>Working effectively in groups of different sizes and taking on required roles, including leading and managing discussions, involving others productively, reviewing and summarising, and contributing to meeting goals/deadlines. NC KS4</li> </ul>

<p><b>Confidence in speaking – self- assurance – Liveliness and flair. Voice 21</b></p>	<ul style="list-style-type: none"> <li>• <b>Listening to and building on the contributions of others, asking questions to clarify and inform, and challenging courteously when necessary. NC KS4</b></li> </ul>	<ul style="list-style-type: none"> <li>• <b>Planning for different purposes and audiences, including selecting and organising information and ideas effectively and persuasively for formal spoken presentations and debates. NC KS4</b></li> </ul>
<p><b>Consider and evaluate different viewpoints, attending to and building on the contributions of others. NC</b></p>	<ul style="list-style-type: none"> <li>• <b>Listening and responding in a variety of different contexts, both formal and informal, and evaluating content, viewpoints, evidence and aspects of presentation. NC KS4</b></li> </ul>	
<ul style="list-style-type: none"> <li>• <b>Using standard English confidently in a range of formal and informal contexts, including classroom discussion.NC KS3</b></li> </ul>		
<ul style="list-style-type: none"> <li>• <b>Participating in formal debates and structured discussions, summarising and/or building on what has been said. NC KS3</b></li> </ul>		
<ul style="list-style-type: none"> <li>• <b>Using Standard English when the context and audience require it: NC KS4</b></li> </ul>		
<ul style="list-style-type: none"> <li>• <b>Improvising, rehearsing and performing play scripts and poetry in order to generate language and discuss language use and meaning, using role, intonation, tone, volume, mood, silence,</b></li> </ul>		

stillness and action to add impact. NC KS3&4		
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Objectives have been selected from the nation curriculum for spoken language and the voice 21 oracy framework which are relevant to the development of oracy skills for students within the Raedwald Trust. The objectives which have been left out of the oracy policy will be included in the debating/spoken language and/or drama policy.

The objectives from these fundamental areas have been split into units that fit best to ensure coverage from KS1 through to KS4. The oracy skills can be taught within any subject and should form part of the planning within that subject. This is as part of a full-time educational offer and will be made bespoke for pupils temporarily attending part-time placements. All teaching will be adapted to support pupil’s individual needs according to their starting point and teachers will use their assessment to identify if earlier objectives need to be achieved.

### Overview of units of study across the key stages

	Autumn	Spring	Summer
KS1	<ul style="list-style-type: none"> <li>Working with others</li> <li>Listen and respond</li> </ul>	<ul style="list-style-type: none"> <li>Asking relevant questions</li> <li>Maintain attention</li> <li>Participate actively in conversations</li> </ul>	<ul style="list-style-type: none"> <li>Confidence in speaking</li> </ul>
KS2	<ul style="list-style-type: none"> <li>Working with others</li> <li>Listen and respond</li> <li>Listen actively</li> </ul>	<ul style="list-style-type: none"> <li>Asking questions to extend knowledge.</li> <li>Participate actively in conversations and discussions</li> <li>initiating and responding to topics.</li> </ul>	<ul style="list-style-type: none"> <li>Confidence in speaking</li> <li>Consider different viewpoints. Building on the contributions from others.</li> </ul>
KS3	<ul style="list-style-type: none"> <li>Working with others</li> <li>Listen and respond</li> </ul>	<ul style="list-style-type: none"> <li>Asking questions to extend knowledge.</li> </ul>	<ul style="list-style-type: none"> <li>Confidence in speaking</li> <li>Consider different</li> </ul>

	<ul style="list-style-type: none"> <li>• Listen actively</li> <li>• Gain, maintain and monitor the interest of the listener.</li> </ul>	<ul style="list-style-type: none"> <li>• Participate actively in conversations, debates and discussions</li> <li>• initiating and responding to topics</li> </ul>	<p>viewpoints. Building on the contributions from others.</p> <ul style="list-style-type: none"> <li>• Audience awareness</li> </ul>
KS4	<ul style="list-style-type: none"> <li>• Working with others</li> <li>• Listen and respond</li> <li>• Listen actively</li> <li>• Gain, maintain and monitor the interest of the listener.</li> </ul>	<ul style="list-style-type: none"> <li>• Asking questions to extend knowledge.</li> <li>• Participate actively in conversations initiating and responding to topics</li> </ul>	<ul style="list-style-type: none"> <li>• Confidence in speaking</li> <li>• Consider different viewpoints. Building on the contributions from others.</li> <li>• Audience awareness</li> </ul>

Teachers will assess learning objectives taught through the use of knows and dos for each session. These will then support identification of pupil need and success. Pupil outcomes will be recorded through pupil’s self-assessment, peer assessment and teacher assessment from each session and used to inform future planning. Gaps in learning and misconceptions will be addressed rapidly.

The focus of the oracy curriculum is to develop classroom talk across the trust. Developing classroom talk will have a wide range of benefits on students’ outcomes during school and beyond. In particular, structured dialogue during lessons, where students are encouraged to participate verbally and given space and time to reflect upon and discuss complex ideas is linked with retention of specific knowledge and transference of reasoning skills across subject areas, personal and social gains, enhancing self- esteem, confidence and reduction in anxiety. Developing oracy skills increases social awareness and the ability to manage differences with others. This will feed into their awareness and understanding of British values. Developing an ability to speak articulately and with confidence will enable our students to access the world of work more easily; through the interview process to verbal communication widely used within the work place.