

Parson Street

Oracy Curriculum Overview 23-24

Intent

Parson Street Curriculum Intent

- Regardless of background, prior attainment or SEND, all children thrive.
- Children understand and embody the components of successful learning and use these to further their own success.
- Children with SEND are rapidly identified and given the support needed to make steps of progress.
- All children have access to high quality teaching of a broad, rich and challenging curriculum.
- Attainment gaps are closed between our most vulnerable children and other children within the school.
- Children are given the cultural capital needed to thrive.
- Vocabulary is prioritised at all times so that our children can purposefully and successfully communicate.
- Children are given the tools needed to succeed beyond school as life-long learners.
- Curriculum is meaningful, purposeful and relevant.

Oracy Curriculum Intent

- Children develop the skills to talk and listen effectively in a wide range of contexts.
- Through opportunities across the curriculum, children are confident and articulate communicators and will have the skills to adapt their talk depending on the purpose, audience and context.
- Children develop a rich vocabulary across all subjects and the wider curriculum, including subject specific and technical vocabulary.
- Oracy opportunities are carefully planned for across core and non-core subjects, in which skills are taught explicitly and are built upon to reach a final oracy outcome.
- Children have opportunities for debate and discussion and discover their own attitudes and opinions, learning how to express these respectfully and with an open mind.
- Children have the opportunity to develop their public speaking skills and to speak to range of audiences, including in competition settings.
- Every child feels heard as part of our diverse and inclusive wider school community.
- Children understand the value of their own voice and the future opportunities that being a confident speaker and

Implementation

Curriculum

- Oracy outcomes planned for explicitly in Writing and Enquiry, with a focus on developing skills over time towards these outcomes.
- Opportunities for speaking and listening with a range of purposes and audiences planned for across the curriculum.
- Talk tasks in Mathematics.
- Talk tactics and discussion guidelines.
- Sentence stems for discussion in different curriculum subjects.
- Curriculum toolkit for progression of oracy skills over time.
- Fortnightly oracy assemblies.
- Expectation for full sentence answers.
- Standing to speak and demanding respect.

Pedagogy

- Quality First Teaching
- Inset Days/Twilight
- CPD
- Coaching
- Phase Meetings
- Voice 21 development days
- Voice 21 programme lead support
- Voice 21 CPD
- Tila TLE and hub support

Assessment

- AFL within lessons
- Photo evidence
- Performances
- Monitoring

Culture

- Trust competitions (joke competition, poetry slam, speak up competition)
- Oracy assemblies and performances
- Debate club
- Termly poetry performance
- Pupil voice opportunities (opal ambassadors, school council)

Impact

Internal measuring of impact

- Teacher assessment – Feedback
- Curriculum Hub – Trust
- Phase meetings
- CPD
- Coaching
- Drop-ins
- Curriculum Lead drop-ins

Whole School Impact

- Curriculum review days
- Trust moderations