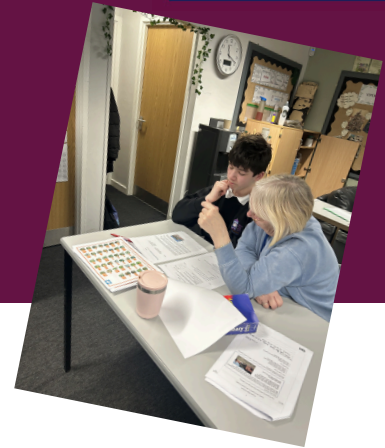


# Oracy



## Intent

*Talk is the currency of learning*

We will ensure that spoken language is omnipresent in our school, our classrooms, playgrounds and within our residential setting. We will support our students to become confident speakers that are able to express their own opinions and ideas in a respectful and supportive way. Our students will recognise the importance of listening and practice it in conjunction with speaking. We will use oracy to baseline student existing knowledge of the curriculum and to extend their learning through well-structured/meaningful oracy opportunities.

## Implementation

Our school curriculum is rich in oracy opportunities through quality first teaching, ensuring our students can experience and explore spoken language.

There is effective collaboration between Literacy Leader and Speech and Language Therapist to monitor Speech and Language interventions and oracy education within school.

SaLT informally assess speech, language and communication skills alongside education staff and in isolation. Staff work together collaboratively to scaffold Oracy and Literacy learning with Tier 1 Quality First Teaching and Tier 2 Speech Language and Communication strategies.

Reading comprehension is baselined through Salford Comprehension assessments as well as verbal reasoning (Language for Thinking) intervention.

Talk Boost is used with an SEMH approach to ensure that students can imbed the principals and further support our Tier 1 and 2 students.

Our students receive well scaffolded Oracy and Literacy lessons. Our students are supported to explore oracy through use of word maps, barrier games, feelings fans and prompt cards for self-monitoring and regulation.

Our students engage in student led communication groups for quality of life sessions, focusing on developing social skills, teaching phonics and sound awareness. (Lego play)

Regular exposure to talk rich environments.

## Impact

Early identification of underlying speech, language, communication and learning needs.

Clear differentiation in place for SLCN and ensure learning is at the level of each student's potential.

Clear aim to improve self-confidence, self-esteem, motivation, attention, engagement and resilience in Oracy and Literacy learning.

Well prepared students for speaking and listening components of the KS4 Functional Skills and GCSE English Language qualifications.

Well-equipped students, that are prepared for life long-learning.

All students will have the opportunity to work towards external qualifications depending on their own individual pathway, which may include Pearson Entry Level Certificate Functional Skills, Functional Skills Level 1 and 2, GCSE English Language.